

Academic Affairs

Long-Term Contract and Promotion Criteria for Clinical Faculty

Approved by Policy Council on 11.17.04

Revisions Approved by Policy Council on April 26, 2006

As noted in the Indiana University School of Education's 2002 Promotion and Tenure Criteria, the School, which has a national and international reputation for excellence and a long tradition of leadership in service to education in the State of Indiana, must maintain a faculty with richly diversified, specialized competencies. The faculty prepares students for many kinds of professional roles in educational institutions that serve all ages and segments of the population. Through its scholarship, the faculty constantly endeavors to enhance society's understanding of education and the capacity to improve it. The faculty also devotes major efforts to the solution of operating problems in education through systematic instructional and development efforts, as well as consultative and other services to communities, institutions, and professional organizations. Although the majority of faculty members are tenure or tenure-probationary, clinical faculty play an essential role in accomplishing the goals of the School. This document outlines the policies and criteria for long-term contracts, which are equivalent to tenure for clinical faculty, and criteria for promotion within the clinical rank. Specifically, this document takes much of the language in the promotion and tenure criteria document and adapts that to meet the unique characteristics of clinical faculty.

One aspect of this document that needs to be clarified is the timeline for long-term contracts. Recent changes to the Bloomington campus policies state that decisions on long-term contracts for clinical faculty should follow the same time period as decisions on tenure for tenure-probationary faculty. Specifically, decisions should be made in the sixth year, and that will be the case for School of Education clinical faculty hired after November 15, 2004. However, based on older, less specific campus policies, clinical faculty in the School of Education hired before that date were promised at the time they were employed that a decision on a long-term contract would be made in the fourth or fifth year of service in a clinical rank. The School of Education will honor its commitment to review current clinical faculty in the appropriate year. Because this time period is shorter than the new sixth-year standard, committees voting on long-term contracts for clinical faculty should look at any situations where criteria are dependent on time in a position and not penalize candidates for shortcomings that would likely be overcome with additional years of service.

As a final introductory comment, it is essential to note the wide variety of roles that clinical faculty play in the School of Education. These roles focus on the instructional mission of the school and include classroom teaching, field placement and supervision, conference organization, and on-line teaching. The assessment criteria for teaching and service are intentionally broad to account for this variation in roles.

UNIVERSITY POLICIES

The School of Education criteria for promotion and long-term contracts for clinical faculty are guided by the general statements and criteria stated in the *Bloomington Academic Guide*, which are the result of various Bloomington or University Faculty Council recommendations and/or Board of Trustee actions. The following statements are particularly salient with respect to promotion and long-term contracts for clinical faculty members.

“Lecturer and Clinical appointees are to be evaluated chiefly on the basis of their contributions to the teaching mission. Research and service in support of teaching may also be components of the appointment and of evaluation. The contributions of Lecturers and Clinical appointees to the missions of their units may vary, but will usually involve student advising, curricular administration, and unit committee work at levels typical for unit faculty.” (*Academic Guide*, Document A-XXV)

“The process for appointment to clinical rank probationary status or to clinical rank with a long-term contract shall go through the ordinary procedures for faculty appointments. Promotion in rank should go through the normal faculty procedures appropriate to the unit of the university, including peer review by the primary, unit, and campus promotion (and tenure) committees. The criteria for promotion in the areas of teaching and service shall be the same for tenured/tenure-probationary faculty and for clinical rank faculty. The clinical rank faculty shall not be evaluated in the area of research...” (*Academic Guide*, Document A-I)

CATEGORIES FOR LONG-TERM CONTRACTS AND PROMOTION

In the School of Education, clinical faculty will be awarded long-term contracts and/or promotion if they meet the criteria for excellent performance in teaching and satisfactory performance in service, for satisfactory performance in teaching and excellent performance in service, or for meritorious performance in both teaching and service. The latter category is most appropriate when teaching and service are characterized by thoughtful and careful integration of the two areas. Note that while research is not a category in which clinical faculty are rated, in accordance with Bloomington Faculty Council (BFC) policy, appropriate research and scholarly activity may be used to meet criteria for teaching and service.

Teaching

The teaching category includes all forms of university-level instructional activity on or off campus. It includes preparation for, and teaching of, a variety of types of courses, seminars, and other academic learning experiences. It also includes, for example, non-credit workshops and informal instructional activities involved in working with in-service teachers or community groups. Further, it includes those instructional activities conducted to develop competencies of practitioners which extend beyond the university campus, such as supervising student teachers, guiding field-based practice in counseling and school psychology, and the like. This category includes course and program development, academic counseling, supervision of student research and service on graduate student program and research committees. It also includes production of course materials, textbooks, Web pages, and other electronic aids to learning and perfection of instructional techniques and techniques for evaluating student outcomes. Advising and mentoring undergraduate, graduate, and early career clinical faculty also constitute teaching.

Teaching encompasses contributions to an academic community of scholars through the presentation of successful instructional innovations, insights, or experiences with teaching. Publications that disseminate scholarly discourse about teaching or otherwise communicate pedagogical strategies are included in this category of teaching activity.

If a candidate for a long-term contract and/or promotion seeks to demonstrate excellence or meritorious performance in teaching, the candidate is encouraged to identify two to four exemplars of his or her best work. Teaching is a complex process that encompasses multiple components, and *multiple forms of evidence are needed to assess teaching effectiveness comprehensively*. No one form of evidence (e.g., student evaluations of teaching) should carry disproportionately more weight than any other. *Appropriate* teaching materials may include evidence from the *instructor* (e.g., philosophy of teaching, teaching goals, syllabi, instructional materials, reflections on efforts to evaluate and improve teaching, and presentations and articles on one's teaching), evidence from *others* (e.g., colleague evaluations of student outcomes, observations by colleagues trained to evaluate teaching, and invitations to share one's teaching expertise), and evidence from *students* (e.g., solicited and unsolicited feedback from students, course-related student products, evidence of student achievement, and student-selected teaching awards). These categories of evidence may be interrelated. For example, a colleague may write an evaluation of the links among an instructor's philosophy, goals, course design, instructional strategies, and outcomes based on direct observation, instructor-provided documents, and student products and evaluations.

Service

This category includes all forms of professional service performed for the benefit of the University, the profession, and the public. The faculty of the School of Education recognizes a continuous obligation to provide service to the University, the profession and the community through its talent, its technical competence, and its professional skills. Indeed, it is the case that increasingly greater demands for service are being made on the School as society's educational needs become ever more complex.

If a candidate for a long-term contract and/or promotion seeks to demonstrate excellence or meritorious performance in service, the candidate is encouraged to identify two to four exemplars of his or her best work. In general, a faculty member's service can be classified as internal or external to the University and can take a variety of forms and directions. It includes, for example, all of the following:

- Administration, at any level appropriate for clinical faculty, within the University, and administrative service to learned or professional organizations.
- Service on or for departmental, School, or University committees, and faculty governance boards, commissions, task forces, and councils.
- Service to student organizations or groups.
- Consultative or other service to any level of public or private educational institutions or professional organizations.
- Efforts to promote partnerships and engagement with public schools and communities.
- Consultative or other service to government or public interest groups.
- Publications and other materials developed as part of professional service activities.

Service should be evaluated along the following dimensions:

- The level of professional competence or expertise required for its performance,
- The effectiveness of the service,
- The significance of the service to the welfare of the University, the profession or the public, and
- Its effect on the development of the individual.

CRITERIA RELATED TO LONG-TERM CONTRACTS

The criteria for long-term contracts are presented below, along with criteria for differentiating ratings of satisfactory and excellent in each category. A third category of meritorious is defined as appreciably better than satisfactory, but less than excellent.

Teaching

Satisfactory. Evidence of satisfactory teaching should include an assessment on the dimensions of the (a) substantive and (b) pedagogical aspects of teaching indicating that there are no uncorrected serious faults or deficiencies. Efforts toward continuous teaching improvement and development of instructional innovations should also be included as evidence, regardless of immediate outcomes.

Excellent. Documentation of excellent performance in teaching should include outstanding performance in classroom teaching, advising, and mentoring. Evidence of more widespread impact of scholarship about teaching is helpful, but given that the primary role of many clinical faculty is classroom teaching, outstanding classroom teaching can be sufficient for a rating of excellent. Evidence relating to outstanding performance as a classroom teacher should come from a variety of the areas mentioned under “Categories – Teaching” earlier. Evidence of movement toward national visibility can also contribute toward an excellent rating in teaching and should include documentation of an active role in communicating instructional efforts and innovations nationally and internationally. This documentation may include scholarly publications about teaching. Other forms of evidence may include documentation of widespread impact of instructional materials and activities created by the candidate (textbooks, videos, Web pages, publications, conference presentations). Teaching awards may also provide evidence of teaching excellence.

Service

Satisfactory. A record of acceptance, in a spirit of willing cooperation, of a normal number of committee assignments, some participation in professional organizations or service to other outside groups, and a record of involvement in the outreach efforts of the School of Education to its various constituencies.

Excellence. Evidence of more than a routine amount, range, or depth of involvement in service, and an assessment of the outstanding quality or effectiveness of that involvement. Evidence of a developing reputation for excellence in professional service beyond the local level should be

presented. A distinction should be drawn between routine service, or citizenship, and service that is tied directly to one's field of knowledge and that relates this knowledge to professional activity for the betterment of the School or the field of education in general. Examples might include developing and running field-based programs for students, shaping public policy, serving clients in counseling psychology in some exceptional way, working with public schools to bring about substantial and significant change--in all of these instances practice and theory may inform each other. Scholarly service both applies and contributes to human knowledge.

Additional Criteria

In addition to consideration of teaching and service activities, long-term contract recommendations should be based on a prognosis of the candidate's future achievements, as determined by dependability, growth, originality, potential and versatility of the candidate's work in relation to the mission of the School of Education and of the particular unit within the School to which the faculty member is assigned. That is, careful consideration should be given to the individual faculty member's potential contribution to the unit and School missions.

CRITERIA FOR PROMOTION TO ASSOCIATE CLINICAL PROFESSOR

While a long-term contract may be awarded, as previously noted, on the basis of excellence in classroom teaching, promotion to the rank of clinical associate professor requires meeting the criteria for a long-term contract and also appropriate dissemination and impact in teaching or service. Examples of dissemination and impact include publications, presentations at professional meetings and conventions, workshop presentations, instructional technology applications, books, and software and video development. Some high quality evidence in teaching or service is expected. In other words, promotion criteria for teaching and service are more rigorous than are those described for "Long-Term Contract" (above) but still considerably less rigorous than those for "Promotion to Clinical Professor" (below). Dissemination materials related to teaching or service are expected to be of high quality. Evidence of impact should focus on breadth, thematic and coherent content, and be related to professional goals. Note that the clinical professor title (assistant, associate, or full) assumes that the candidate has a terminal degree in an appropriate field.

CRITERIA FOR PROMOTION TO CLINICAL PROFESSOR

As is the case with promotion to the rank of clinical associate professor, promotion in rank to clinical professor assumes the same type of scholarship in teaching or service as is expected for tenured faculty. Expectations for quantity of such scholarship, however, must be moderated by the teaching load of the candidate.

Teaching

Satisfactory. Evidence should include an assessment on each of the teaching dimensions emphasized under promotion to associate professor, indicating that there are no uncorrected serious faults or deficiencies. Evidence should be provided of continuing growth as a teacher beyond the level attained upon promotion to associate clinical professor.

Excellence. National visibility for contributions to teaching should have been attained in order to earn a rating of excellence in teaching for promotion to professor. Appropriate evidence may include dissemination of scholarly publications about teaching. Other forms of evidence may include:

- Versatility – that is, excellence in teaching at more than one level (undergraduate, masters, advanced graduate) and in more than one form (e.g. lecturing to large groups, conducting discussion groups and seminars, directing laboratory or clinical experiences, guiding independent study or research);
- Excellence in course or program development;
- Exemplary and unique student achievement;
- Impact of dissemination on teaching, including published materials, conference presentations, and related activities (e.g., textbooks, videos, Web pages);
- Widespread reputation for excellence in teaching (e.g., testimony from former students, colleagues, and client groups; data; and various awards or other recognition relevant to this category);
- Concerted effort to engage colleagues, locally and nationally, in conversations about teaching and learning (e.g., organizing or leading teaching workshops, teaching-related conference presentations); and
- Advising, mentoring, and nurturing students and early career faculty.

Service

Satisfactory. A record of a greater range of service than is considered satisfactory for promotion to associate clinical professor is expected. The evidence shall also include assessment of the quality of service.

Excellence. Evidence of outstanding performance over a period of years and of a national or international reputation for leadership and innovation in professional service. There must be clear evidence of the exceptional nature of service far above and beyond routine expectations of professional educators.

Clinical Faculty Promotion and Long-Term Contract Dossier Checklist
(for Initiating Unit)

Candidate _____ Department _____

General:

- Signature Sheet.
- Copy of unit and School criteria used to evaluate the candidate.
- Chairperson's personal statement about the candidate's roles, evaluation of performance in each role, and personal recommendation.
- Departmental recommendation (report of exact votes or separate memos from colleagues) and evaluation of performance in each role.
- Candidate's curriculum vitae.
- Candidate's personal statement on his or her roles and, if desired, related prior experience. (Optional for promotion dossiers, but strongly recommended.)
- Documentation of quality and wide-spread impact in each role and, if desired, how their prior experience was utilized in the performance. Documentation may include any of the following that are relevant but need not be limited to these.
- External evaluation letters (promotion only)

Teaching:

- Teaching each semester, number of learners. Number of Ph.D./M.A. committees served on.
- Copies of books written, publications, papers presented at meetings and conventions, workshop materials, instructional technology materials, software and video products.
- Evidence of any curricula development.
- Evidence of quality of teaching.
- Evaluation of assessment of breadth and impact of above activities and products.
- Evaluations by students.
- Summary of student evaluation forms and transcription of comments from forms.
- Write-ups of student interviews done by unit.
- Letters from former students (solicited by and written to someone other than the candidate). (promotion only)
- Evaluation by colleagues, preferably first-hand (e.g., team teaching, symposia, class visits)
- Departmental assessment of the contribution made by candidate to co-authored or collaborative work in teaching or service.
- Documentation of grants obtained and applied for relevant to teaching or service.

Service:

- Summary of activities (Departmental or other University service; local, state, or national service; professional or other).
- Evaluation by chairperson of the quality as well as the breadth and impact of service.
- Evaluation by professional colleagues (or other knowledgeable individuals) of the quality and impact of the service activities. (promotion only)
- Evaluation of quality and breadth of impact of the service.

I have given a completed copy of this checklist to the candidate and included a copy in the dossier.

(Signature of Preparer)

(Date)

Academic Affairs

Promotion and Long-Term Contract Timeline for Clinical Faculty

Year 1

Establish **mentor relationship(s)**
Submit **Annual Review** by Jan 15
Review School of Education promotion and long-term contract **criteria**.
Review Academic Rights, Responsibilities and Authority of Candidate as set forth in the **IU Academic Handbook** and the IUB Non-Tenure-Track Academic Appointee Handbook.

Year 2

Submit **Annual Review** by Jan 15

Year 3

Submit **Annual Review** by Jan 15
Submit the dossier to dept chair for **Third Year Review** by dept committee by Jan 15
Meet with chair to discuss dept committee feedback on **Third Year Review**

Year 4

Submit **Annual Review** by Jan 15

Year 5

Submit **Annual Review** by Jan 15
For promotion cases, Chair submits a completed **vita, samples of publications or other scholarly work, lists of potential external reviewers**, and a **Candidate's Statement** by April 15

Year 6

Submit **Dossier** for promotion or long-term contract Review to Department by August 15
Chair and Department Vote goes to Exec Associate Dean by Sept 15
School Committee Vote goes to School of Education Dean by Oct 15
For promotion cases, **Dean's Recommendation** goes to Dean of the Faculties by Nov 15
Submit **Annual Review** by Jan 15

Note: This timeline applies to all Clinical Faculty hired after November 15, 2004.