

**WAYNE STATE
UNIVERSITY**

COLLEGE OF EDUCATION

College of Education Factors for Clinical Faculty Members

**Statement of Factors for Assessing Clinical Faculty
Performance Concerning Promotion**

This Statement of Factors provides a framework for assessing qualifications of the members of the clinical faculty for promotion to the various ranks. The factors for appointment or promotion of clinical faculty members in the College of Education, Wayne State University are:

- Excellence in teaching
- Excellence in clinical inquiry and scholarship
- Service

The elements in this document listed under each factor are intended to illustrate the evidence of performance that will be considered by the College's Personnel Committee for promotion. Thus, these factors represent the parameters within which the unit committee makes its evaluations and judgments, but they do not set standards.

Clinical faculty members are appointed on non-tenure track lines and may not earn tenure at Wayne State University or in the College of Education. Clinical faculty members, however, are expected to make significant contributions to the educational programs of the College of Education through their teaching, scholarship and service. Members of the clinical faculty are expected to also undertake scholarly activities such as research and publication. Publication productivity may be at a less frequent rate than that of tenured or tenure-track faculty members.

The quality of a clinical faculty member's teaching and related instructional activities are major considerations in evaluating performance for promotion. It is expected that faculty recommended for promotion in, or appointment to, the ranks of Clinical Faculty Member in the College of Education will hold, at a minimum, the terminal degree for their discipline.

I. Clinical Assistant Professor

For appointment as Clinical Assistant Professor in the College of Education the candidate should demonstrate excellence in teaching, research and service as follows:

- A. In the area of teaching, the Clinical Assistant Professor:
 - 1. Demonstrates effective teaching as indicated by the organization and presentation of a teaching portfolio that communicates the scope of clinical instruction and documents student growth and learning.
 - 2. Demonstrates that students consider the candidate to be an effective and skilled instructor, adviser and/or mentor.
 - 3. Contributes best practice-relevant knowledge to the College's various curricula.
 - 4. Shows mastery of a specific knowledge area relevant to the advancement of educational practice that serves as the basis of her/his teaching.
 - 5. Mentors students in various settings.

- B. In the area of scholarship and research, the Clinical Assistant Professor:
 - 1. Clearly articulates a focused area of inquiry relevant to the advancement of educational practice.
 - 2. Has an active program of inquiry that contributes knowledge to her/his field.
 - 3. Secures resources from sources external to the College of Education to support a program of inquiry.
 - 4. Disseminates knowledge through refereed and reputable publications and other forums, including local and state conferences, meetings or professional development events.

- C. In the area of service, the Clinical Assistant Professor:
 - 1. Provides technical assistance to schools, government agencies, and other organizations.
 - 2. Participates in task forces, committees, and/or working groups in the College, the community, or in professional organizations.
 - 3. Offers technical assistance to educational organizations.

4. Participates in the linkage of educational organizations to the resources of the University and College.

II. Clinical Associate Professor

For appointment as or promotion to Clinical Associate Professor the candidate should demonstrate excellence in teaching, research and service as follows:

A. In the area of teaching, the Clinical Associate Professor:

1. Formulates and demonstrates innovative practices in curriculum, instruction, advisement, and student mentoring.
2. Is considered by students to demonstrate excellence in instruction.
3. Designs and establishes new learning experiences such as use of the Internet, laboratories, and experiential learning that contribute to the professional development of students.
4. Designs, organizes, and prepares instructional materials and guides.
5. Exhibits leadership for the advancement and improvement of the professional development of students.

B. In the area of scholarship and research, the Clinical Associate Professor:

1. Is recognized locally and within the state for her/his contributions to a specific area of expertise within Education.
2. Forms and leads collaborations with schools and/or community agencies to undertake and disseminate innovations in educational advancement.
3. Sustains an active program of educational inquiry with results that advance the field.
4. Demonstrates growth through an increase in the quality and quantity of scholarly activity through refereed journals, national meetings, and local and state conferences.
5. Secures adequate resources from sources external to the College of Education to support a program of inquiry.

C. In the area of service, the Clinical Associate Professor:

1. Offers technical assistance to school, government agencies, and other organizations.

2. Infuses knowledge into the College about emerging issues in educational practice.
3. Participates in the planning of local and state conferences for the purpose of practice advancement, and serves important roles in the implementation of these conferences.
4. Undertakes significant leadership activities in task forces, committees, and/or working groups in the College, the community or in professional organizations or associations that seek to advance practice in the faculty member's area of expertise.

III. Clinical Professor

For appointment as or promotion to Clinical Professor the candidate should demonstrate excellence in teaching, research and service as follows:

A. In the area of teaching, the Clinical Professor:

1. Models innovative and exemplary practice in curriculum design, instruction, advisement, and student mentoring.
2. Undertakes leadership for the formulation and introduction of new courses, innovative teaching practices, and the advancement and improvement of instruction.
3. Consistently incorporates current educational research findings into the curriculum.
4. Provides sound direction of student projects, theses, dissertations, and/or group research projects.
5. Establishes major professional development programs.

B. In the area of scholarly and research achievement, the Clinical Professor:

1. Is nationally recognized for his/her important and distinctive contributions to the advancement of educational practice.
2. Amasses a significant record of contributions to the educational literature, including books, monographs, refereed journal articles and other major publications.
3. Secures adequate resources from sources external to the College of Education to support his/her research agenda.

4. Widely disseminates knowledge in a wide variety of national and/or international venues.

C. In the area of service, the Clinical Professor:

1. Has a substantive record of providing technical assistance to schools, government agencies, and other organizations.
2. Has a consistent and substantial record of mentoring Education professionals.
3. Demonstrates strong and enduring collaborative linkages within educational communities for the purposes of fostering innovation, disseminating knowledge, and/or evaluation of practice.
4. Has a substantive record of providing continuing education to practitioners.
5. Participates in or leads important College or University committees and task force groups.
6. Serves in a leadership capacity in local, state and national educational organizations.

Approved: _____ **Date:** _____
Paula C. Wood, Dean, College of Education

Reaffirmed by the College of Education faculty at its meeting of January 17, 2007.