

**Promotion Guidelines:  
Clinical Faculty Positions  
Educational Research and Administration  
Approved February xx, 2017**

**Introduction**

This document sets forth the promotion expectations for clinical faculty within the Department of Educational Research and Administration, College of Education and Psychology, at The University of Southern Mississippi. This statement of expectations explains the general requirements for promotion in rank of clinical faculty members. The Department of Educational Research and Administration tenured faculty voted to adopt these guidelines on February 1, 2017. The results of the vote are listed below:

Adopt   5   Oppose   0   Abstain   0   Recuse   0   Did Not Vote   0  

While intended to provide a realistic description of the standards for promotion, meeting the standards set out in these guidelines does not guarantee that a faculty member will achieve promotion. These guidelines do not create any contractually binding obligations for The University of Southern Mississippi. Information set out in these guidelines does not replace, amend, or abridge policies of the Mississippi Board of Trustees of the State Institutions of Higher Learning.

ERA abides by the promotion calendar published annually by the Provost's Office. Therefore, dossiers submitted to the department after the published deadline date for promotion will not be considered in that academic year. In addition, dossiers submitted to the department without appropriate documentation as described in this document will not be considered for promotion assessment in that academic year.

**Context**

The teaching load of ERA faculty is typically three graduate courses (this number may occasionally include undergraduate instruction as the need/opportunity arises) in each of the fall and spring semesters and often extends to teaching in the summer based on departmental need and faculty availability. Clinical faculty would have a load of 4 graduate courses per semester because their focus is on teaching and service and not research. Faculty in the Educational Administration and Supervision programs provide internship opportunities for their students to prepare them for professional practice as required by the relevant accrediting body. These responsibilities, as well as service responsibilities, are considered in promotion decisions.

**Process**

University guidelines will be followed regarding the length of time in rank for promotion and tenure. Forms and deadlines are available through the Provost's website:  
<http://www.usm.edu/provost>.

## PROMOTION OF CLINICAL FACULTY

Clinical faculty are recognized as important to the instructional mission of the ERA department and are recognized by the university as members of the corps of instruction. In the Department of Educational Research and Administration, clinical instructors and clinical professors at any rank have the primary responsibility of instruction and/or support of internship/practica instruction in the educational administration programs at the graduate level. Consistent with the expectations detailed in the Faculty Handbook, clinical faculty above the rank of instructor will hold the terminal degree in their discipline, be expected to demonstrate excellence in instruction and/or instructional support of internship/practica, and make substantial contributions to service. Clinical faculty are not afforded tenure, however, they may qualify for promotion. These decisions are subject to the guidelines set forth by the Provost.

Teaching and service expectations apply to clinical faculty for consideration of promotion in rank; research activity is encouraged and will be considered but is not a formal expectation for clinical faculty in ERA. For appointment/promotion above the rank of clinical instructor, the terminal degree in the appropriate discipline is required consistent with university and IHL guidelines.

### Teaching

Teaching and student learning are central to the mission of the Department of Educational Research and Administration. Faculty members are expected to promote knowledge, skills, and professional expectations necessary for students to be successful in professional/scholarly practice. Clinical faculty are expected to focus on instruction and/or instructional support of internship mentors, internship faculty, and students. Supportive work may involve securing mentorship agreements, working with students regarding securing an internship agreement and district agreement, assisting students with developing and implementing activities that correlate with accreditation standards, monitoring and assessing assignments submitted to Tk20, training mentors, visiting interns and mentors, and working as a liaison between the intern, mentor and university.

Clinical faculty are expected to demonstrate a sustained pattern of teaching excellence. When teaching courses in a traditional format, clinical faculty members should present student evaluations, peer review evaluations, and any optional documentation they choose that demonstrate a pattern of excellent teaching. A pattern of positive student teaching evaluations is expected, i.e., 4.5 – 5.0 on a 5-point scale.

#### ***Required documentation of teaching as instructor of record must include:***

1. All components of the university-administered student evaluations. Include a summary sheet broken down by course and semester as well as copies of the actual evaluations including student comments during the time period under review.
2. Peer-review teaching evaluations, conducted on an annual basis, that document subject matter expertise and excellence in teaching (see Department teaching handbook for more information).

3. Syllabi containing clear learning objectives consistent with program goals and substantive course assignments reflective of high academic standards (include all courses, but not necessarily all sections of the same course).

When clinical faculty are not serving as the instructor of record for specific courses, they play a supportive role to students and faculty for courses such as internships and practica. In this case, they would not be subject to evaluation by students via the university-administered student evaluation process. In lieu of such, clinical faculty are evaluated by means of a departmental clinical faculty evaluation instrument administered annually for each course for which he/she provides instructional support.

***Required documentation of a supportive teaching role must include:***

1. A completed clinical faculty evaluation instrument.
2. Internship syllabi containing clear learning objectives consistent with program goals and substantive course assignments reflective of high academic standards (include all courses, but not necessarily all sections of the same course).
3. Mentoring manuals and supportive materials that demonstrate clear expectations and alliance with ELCC Standards.
4. The faculty member may include any additional evidence that he or she believes demonstrates effective teaching.

## **Service**

Similarly, clinical faculty are expected to be fully engaged members of the ERA department's corps of instruction and as such service expectations as discussed above apply. Discipline-related external service may also be considered but is not required. Non-tenure track clinical faculty are expected to engage in service-related activities which are tied to clinical activities, curriculum development and assessment, quality instruction, and student success initiatives.

Candidates are expected to demonstrate a consistent record of service both within the university and beyond. Service is divided into different levels and includes: a) service to the university (program, department, college, or institution), b) professionally-related service to the community, and/or c) service to scholarly/practitioner profession.

Each faculty member's service expectations are negotiated annually between the faculty member and department co-chairs. However, one reality of a small department is higher service expectations for all.

In addition to the type and quantity, the quality of the service will be considered, particularly as it pertains to service to the department, college, and university. In considering the quality of the service, the following will be factored into each faculty member's service record.

1. Regular attendance and contribution in meetings
2. Volunteering in order to contribute to equity of departmental workload
3. Agreeing to take leadership roles
4. Demonstrated interest and involvement in general departmental welfare

5. Operating in a manner that serves the best interest of the department
6. Sharing resources when practical

***Documentation of Service may include, but is not limited, to the following:***

1. Committee appointment letters
2. Committee membership lists
3. Certificates of appreciation
4. Website listings of committee members
5. Thank you letters/memos from committee chairs
6. Grants related to service

Routine service such as attending faculty and departmental committee meetings need not be documented.

### **Collegiality**

Candidates are expected to demonstrate a continuing pattern of respecting and working well with peers, students, staff, and contribution to the unit's common purpose. Specific examples of collegiality, which are not exhaustive, may include:

1. Collaboration within the Department
2. Respect for department peers
3. Respect for students (for example, timely response to emails and telephone messages, availability for meetings, honoring commitments made to students, appropriate personal interactions)
4. Attendance at peer and student presentations
5. Attendance at department events
6. Demonstrating support for the department

## **PROMOTION TO ASSISTANT CLINICAL PROFESSOR**

To be appointed as an assistant clinical professor, the candidate should possess the terminal degree in the relevant discipline. In order to be eligible for promotion from clinical instructor to clinical assistant professor the candidate must have consistent and sustained evidence of high quality instruction or instructional support and service at the department-level or above. The granting of promotion to assistant clinical professor are decisions subject to the guidelines set forth by the Provost.

### **Teaching**

For tenure and promotion to Assistant Clinical Professor, faculty are expected to demonstrate a sustained pattern of teaching excellence. Clinical faculty are expected to demonstrate excellence in instruction and/or instructional support of internship mentors, internship faculty, and students. Supportive work may involve securing mentorship agreements, working with students regarding securing an internship agreement and district agreement, assisting students with developing and implementing activities that correlate with accreditation standards, monitoring and assessing assignments submitted to Tk20, training mentors, visiting interns and mentors, and working as a liaison between the intern, mentor and university.

Clinical faculty are expected to demonstrate a sustained pattern of teaching excellence. When teaching courses in a traditional format, clinical faculty members should present student evaluations, peer review evaluations, and any optional documentation they choose that demonstrate a pattern of excellent teaching. A pattern of positive student teaching evaluations is expected, i.e., 4.5 – 5.0 on a 5-point scale.

When clinical faculty do not serve as the instructor of record for specific courses, they play a supportive role to students and faculty for these courses such as internships and practica. In this case, they would not be subject to evaluation by students via the university-administered student evaluation process. In lieu of such, clinical faculty are evaluated by means of a departmental clinical faculty evaluation instrument administered annually for each course for which he/she provides instructional support.

### **Service**

For promotion to assistant clinical professor, the faculty member is expected to engage in service-related activities which are tied to clinical activities, curriculum development and assessment, quality instruction, and student success initiatives. (The aforementioned is not necessarily inclusive of all possible program/department service opportunities available to clinical faculty members). Service at the college, university, and professional may be included, though is not expected at the assistant clinical professor level.

### **Collegiality**

Candidates are expected to demonstrate a continuing pattern of respecting and working well with peers, students, staff, and contribution to the unit's common purpose.

## **PROMOTION TO ASSOCIATE CLINICAL PROFESSOR**

In order to be eligible for promotion from clinical assistant professor to clinical associate professor, the candidate must have consistent and sustained evidence of high quality instruction and/or instructional support and service at the department-level or above. They will also evidence practitioner-oriented research activity. The granting of promotion to associate clinical professor are decisions subject to the guidelines set forth by the Provost.

### **Teaching**

For promotion to Associate Clinical Professor, faculty are expected to demonstrate a sustained pattern of teaching excellence. Clinical faculty are expected to demonstrate excellence in instruction and/or instructional support of internship mentors, internship faculty, and students. Supportive work may involve securing mentorship agreements, working with students regarding securing an internship agreement and district agreement, assisting students with developing and implementing activities that correlate with accreditation standards, monitoring and assessing assignments submitted to Tk20, training mentors, visiting interns and mentors, and working as a liaison between the intern, mentor and university.

Clinical faculty are expected to demonstrate a sustained pattern of teaching excellence. When teaching courses in a traditional format, clinical faculty members should present student evaluations, peer review evaluations, and any optional documentation they choose that demonstrate a pattern of excellent teaching. A pattern of positive student teaching evaluations is expected, i.e., 4.5 – 5.0 on a 5-point scale.

When clinical faculty do not serve as the instructor of record for specific courses, they play a supportive role to students and faculty for these courses such as internships and practica. In this case, they would not be subject to evaluation by students via the university-administered student evaluation process. In lieu of such, clinical faculty are evaluated by means of a departmental clinical faculty evaluation instrument administered annually for each course for which he/she provides instructional support.

Evidence of sustained exceptional teaching is necessary for promotion in-rank to Clinical Associate Professor.

### **Service**

For promotion to associate clinical professor, the faculty member is expected to engage in service-related activities which are tied to clinical activities, curriculum development and assessment, quality instruction, and student success initiatives. (The aforementioned is not necessarily inclusive of all possible program/department service opportunities available to clinical faculty members). Service at the college, university, and professional may be included, though is not expected for promotion to the associate clinical professor level

### **Research**

For promotion to clinical associate professor, some evidence of practitioner-oriented research activity is expected, including 3 publications regarding practitioner-related topics and making regular presentations at local or regional professional conferences.

### **Collegiality**

Candidates are expected to demonstrate a continuing pattern of respecting and working well with peers, students, staff, and contribution to the unit's common purpose.

## **PROMOTION TO CLINICAL PROFESSOR**

In order to be eligible for promotion to clinical professor the candidate must have consistent and sustained evidence of high quality instruction and/or instructional support and service at the department-level, college, and university level. They will also evidence practitioner-oriented research activity. The granting of promotion to clinical professor are decisions subject to the guidelines set forth by the Provost.

### **Teaching**

For tenure and promotion to Clinical Professor, faculty are expected to demonstrate a sustained pattern of teaching excellence. Clinical faculty are expected to demonstrate excellence in instruction and/or instructional support of internship mentors, internship faculty, and students.

Supportive work may involve securing mentorship agreements, working with students regarding securing an internship agreement and district agreement, assisting students with developing and implementing activities that correlate with accreditation standards, monitoring and assessing assignments submitted to Tk20, training mentors, visiting interns and mentors, and working as a liaison between the intern, mentor and university.

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When clinical faculty do not serve as the instructor of record for specific courses, they play a supportive role to students and faculty for these courses such as internships and practica. In this case, they would not be subject to evaluation by students via the university-administered student evaluation process. In lieu of such, clinical faculty are evaluated by means of a departmental clinical faculty evaluation instrument administered annually for each course for which he/she provides instructional support.

Evidence of sustained exceptional teaching is necessary for promotion in-rank to Clinical Professor.

### **Service**

For promotion to clinical professor, the faculty member is expected to engage in service-related activities which are tied to clinical activities, curriculum development and assessment, quality instruction, and student success initiatives. (The aforementioned is not necessarily inclusive of all possible program/department service opportunities available to clinical faculty members). Service at the college, university, and professional is expected at the clinical professor level.

### **Research**

For promotion to clinical professor, evidence of practitioner-oriented research activity is expected, including 5 publications regarding practitioner-related topics and making regular presentations at regional and national professional conferences.

### **Collegiality**

Candidates are expected to demonstrate a continuing pattern of respecting and working well with peers, students, staff, and contribution to the Department's common purpose.