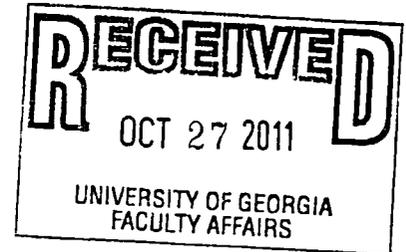


CoE Clinical
Unit Criteria



The University of Georgia

College of Education
Office of the Dean



MEMO

Date: October 25, 2011

To: Jere W. Morehead
Sr. Vice President for Academic Affairs and Provost
203 Administration Building

From: Cheri Hoy *CH*
Associate Dean for Faculty and Finance

Subject: Revised College of Education Promotion Criteria for Clinical Faculty

The College of Education requests your approval of the attached document providing the revised criteria of the Promotion Criteria for Clinical Faculty in the College of Education. The College of Education tenured and tenure track faculty endorsed the revised document in departmental meetings during September and October 2011. The vote of the 134 tenure track faculty was 115 yes, 17 no with 2 abstentions. A small number of tenured and tenure track faculty did not vote when given the opportunity.

We decided to leave the heading showing 9/7/2011 Departmental Discussion Draft to denote the version that our faculty reviewed and approved. At the time that the University approves these guidelines we will change it to that approved date. Please let me know if you have any questions or need additional information. Thank you in advance for your consideration and approval as we hope to propose some clinical faculty searches upon approval of these guidelines.

APPROVED: *Jere A Morehead* DATE 11-11-11
Jere W. Morehead, Sr. Vice President for Academic Affairs and Provost

College of Education
Clinical Faculty Appointment and Promotion Criteria
Provost Approved 11/11/11

Introduction: The Clinical Faculty

In accordance with University guidelines most professional programs require the use of practitioners to prepare students for the practice of their profession. To that end, members of the clinical faculty at the University of Georgia are practitioners in the health and other professions who have a background in their disciplinary area and who practice the discipline in a work setting. The goal of these positions is to enhance the academic and professional development of students in support of the teaching and service missions of the institution. Clinical faculty are typically involved in the supervision of clinical training of students, interns, and/or residents; teaching; continuing professional education; university, school/college and departmental committees; and local, regional, and national professional organizations.

The College of Education hires practitioners to teach and supervise University of Georgia graduate and undergraduate students in various clinical settings including but not limited to the Center for Counseling & Personal Evaluation, the Fitness Center, the Reading Clinic, the School Psychology Clinic and the Speech and Hearing Clinic. Practitioners are also needed to teach and supervise University of Georgia graduate and undergraduate students in various community settings such as preK-12 schools, community counseling centers, hospitals and community-based parks and recreation programs. In these settings the clinical faculty member works with university students but also field-based teachers, counselors, speech language pathologists, psychologists, principals and other professionals. The College of Education will have college-wide criteria that will be used in considering the hiring and promotion of all clinical faculty members in the College.

Discipline Specific Criteria for Appointments and Promotions

Each clinical faculty member in the College of Education has an academic home within one of the academic departments. Faculty members within these departments will have primary responsibility for insuring the prospective clinical faculty member holds the terminal degree, has the experiential background needed, and the licensure or certification appropriate for the discipline and the setting in which the individual will work. The following criteria will be required regardless of the rank at the time of appointment.

Clinical Faculty in Teacher Education Fields

At the time of appointment all candidates must hold a doctoral degree and must have 5 years in-field teaching experience as a fully certified teacher in a public school setting. Because teachers often move between states holding and maintaining a state of Georgia teaching certificate is not required for appointment or promotions.

Clinical Faculty in Educational Leadership Fields

At the time of appointment all candidates must hold a doctoral degree and must have 5 years of fully certified leadership experience in a public school district. Leadership positions that would meet this requirement would include assistant principal, principal, central office directors, assistant or associate

superintendents and superintendents. Because leaders often move between states holding and maintaining a state of Georgia leadership certificate is not required for appointment or promotions.

Clinical Faculty in Counseling or School Psychology

At the time of appointment all candidates must hold a doctoral degree and must have 5 years of experience in a school or clinical setting. Additionally, candidates must hold a current state of Georgia license or be license-eligible at the time of hire and obtain a Georgia license within the first year of employment. Failure to obtain the license within the first year will result in nonrenewal. Promotions will be contingent on maintaining that license.

Clinical Faculty in School Counseling

At the time of appointment all candidates must hold a doctoral degree and must have 5 years in school or clinical settings. Additionally, candidates must hold either a current state of Georgia certificate, a certificate from the National Board of Certified Counselors, or licensure as a licensed professional counselor. Promotions will be contingent on maintaining that certificate or license.

Clinical Faculty in Speech Pathology

At the time of appointment all candidates must hold a master's degree which is considered the terminal degree for practice in this field and must have 5 years of experience in a school or clinical setting. Additionally, candidates must hold a current license from the licensure board. Promotions will be contingent on maintaining that license.

Clinical Faculty in Audiology

At the time of appointment all candidates must hold a doctoral degree and must have 5 years of experience in a clinical setting. Additionally, candidates must hold a current license from the licensure board. Promotions will be contingent on maintaining that license.

Clinical Faculty in All Other College of Education Fields

At the time of appointment all candidates must hold a doctoral degree and must have 5 years of discipline specific practical experience in school, higher education, community, business or clinical settings. Fields included in this group are: adult education, athletic training, college student affairs, educational foundations, exercise science, recreation and leisure, and sport management.

Any exceptions to these appointment or promotion criteria would need approval of the department head, dean and provost.

Promotion

In accordance with University guidelines, clinical faculty must meet various standards for professional employability, depending on the discipline, to teach in the professional setting and maintain a balance between teaching, scholarship and service different from that of the tenure track faculty. Because there is

generally less time for the type of traditional research carried out by tenure track faculty, scholarship of clinical faculty is usually focused on professional practice improvements or advancement of teaching in the professional setting, although clinical faculty may also engage in various types of research projects that are directed toward advancing instruction, the profession and/or practice.

At the time of promotion, the departmental tenured/tenure track and clinical faculty at or above the desired rank will cast secret ballots for preliminary consideration for promotion. Assuming that this vote is majority positive, the department head will work with the clinical faculty member to prepare the complete dossier. The department head will also seek needed external review letters. Departmental faculty will use secret ballots to vote on the promotion of clinical faculty members once the dossier is complete. At the departmental level, the eligible voting faculty (tenured/tenure track and clinical faculty at or above the desired rank) will use the criteria below in evaluating the work of the clinical faculty member. The departmental vote will be recorded in a cover letter from the department head and then the dossier will be sent to the college-level committee for consideration. This college level committee will consist of two members from the college-level promotion and tenure committee and three clinical track faculty members at or above the rank sought by the clinical faculty member. If there are not three clinical faculty members eligible to serve, tenure track faculty will be added to the college-level committee until a five person committee is formed.

Requirements for Ranks

The College of Education will not use the rank of clinical instructor.

Clinical faculty in the following areas and regardless of rank must maintain their license or certification in order to be eligible for appointment and promotion consideration: counseling psychology, school psychology, school counseling, speech pathology and audiology. In addition, they must meet the following criteria as do all other college clinical faculty:

Assistant Clinical Professor

Degree: Candidates should hold the terminal degree specified above.

Years in Rank: At least 5 years of discipline specific practical experience in the appropriate school, community or clinical setting for appointment to the assistant rank.

Criteria: Candidates should show evidence of a high level of competence in the clinical specialty and demonstrate promise of moving toward excellence in patient/client care, student instruction, scholarly activities, professional development activities, professional leadership, and/or service to the discipline.

Associate Clinical Professor

Degree: Candidates should hold the terminal degree specified above.

Years in Rank: At least 4 years at the rank of clinical assistant professor and/or comparable training, background and experience.

Criteria : Candidates should show demonstrated excellence in the clinical competency specialty, patient/client care, student instruction, professional development activities, scholarly activities, professional leadership and service to the discipline, and should be recognized at the regional level as an authority within their discipline specialty.

Clinical Professor

Degree: Candidates should hold the terminal degree specified above.

Years in Rank: At least 5 years at the rank of clinical associate professor and/or comparable training, background and experience.

Criteria : Candidates should show demonstrated excellence in the clinical competency specialty, patient/client care, student instruction, professional development activities, scholarly activities, professional leadership and service to the discipline, and should be recognized at the national level as an authority within their discipline specialty.

Criteria to be applied during the promotion process

A. Contributions to Teaching

The Standard

Teaching communicates knowledge to students and develops in them the desire and skills necessary to continue learning. The University distinguishes between routine classroom performance and contributions to teaching that draw upon the teacher's depth and breadth of scholarship. Teaching includes not only formal classroom instruction, but also advising and mentoring of undergraduate and graduate students.

Documentation

Effectiveness in teaching is reflected by student learning and improvements in the learning environment and curriculum. Evidence of teaching effectiveness may include, but is not limited to; any combination of the sources listed below and must be evaluated with respect to the individual's budgeted time. In joint instructional endeavors, the evidence should specify the extent of each person's contribution.

1. Honors or special recognitions for teaching accomplishments.
2. Development or significant revision of programs and courses.
 - a. Preparation of innovative teaching materials, instructional techniques, curricula or programs of study.
 - b. Collaborative work on interdisciplinary courses, programs and curricula within the University or across institutions.
3. Effectiveness shown by student evaluations and accomplishments.
 - a. A list of courses and information from student questionnaires designed to reflect teaching effectiveness and creativity, rather than popularity. In such cases, information for all

courses taught in the previous three years that have been evaluated should be included unless a candidate seeks early promotion, in which case information for two years is sufficient. The candidate should report quantitative data for items that provide summary evaluations of the course and instructor, if collected by the department or unit.

- b. Representative student comments that attest to a teacher's abilities to arouse student interest and to stimulate their work
- c. Evaluation by students being trained in clinical, laboratory, field or teaching hospital activities.
- d. Letters of evaluation from former students attesting to the candidate's instructional performance both within the traditional classroom setting and beyond it.
- e. Performance of students on uniform examinations or in standardized courses.
- f. Accomplishments of the teacher's present and former students, including information to show the students' success both in learning the subject matter of the discipline and in pursuing it to a point of intellectual significance. For example, candidates could provide a sample of ePortfolios from their students' work.
- g. Effective direction of graduate study including theses and dissertations.
- h. Evidence of students coming from other institutions especially to study with the teacher.
- i. Successful direction of individual student work such as independent studies, special student projects and student seminars.
- j. Evidence of effective advisement of students.

4. Effectiveness shown by peer evaluation of expertise in instruction.

- a. Peer evaluations by colleagues/supervisors who are familiar with the candidate's teaching, have team-taught with the candidate, used instructional materials designed by the candidate, or have taught the candidate's students in subsequent courses.
- b. Selection for teaching special courses and programs.
- c. Participation in special teaching activities outside the University, including international assignments, special lectureships, panel presentations, seminar participation and international study and development projects.
- d. Membership on special bodies concerned with teaching, such as accreditation teams and special commissions.
- e. Invitations to testify before academic or governmental groups concerned with educational programs.

5. Publication activities related to teaching.

- a. Textbooks, published lecture notes, abstracts, articles or reviews that reflect a candidate's teaching contributions and scholarship.
- b. Adoption of a candidate's textbooks, especially repeated adoption, by institutions.
- c. Presentation of papers on teaching before learned societies.
- d. Published book reviews or case reports

6. Grants related to instruction.

- a. Receipt of competitive grants/contracts to fund innovative teaching activities or to fund stipends for students.
- b. Membership on panels to judge proposals for teaching grants/contracts programs.

7. Election to offices, committee activities and other important service to professional associations and learned societies including editorial work and peer review as related to teaching.
 - a. Review articles, books or book chapters, and articles describing instructional/clinical innovations, evaluation or experience.
 - b. Develop practice guidelines, treatment protocols, instructional standards and policy statements governing instruction or treatment practice
 - c. Write reports on program development and evaluation
8. Involvement in field-based investigations (e.g., instructional/clinical effectiveness studies, in-service staff development).
9. Departmental and institutional governance and academic policy and procedure development as related to teaching.
10. Successful integration of teaching and research or teaching and service in ways that benefit students.
11. Development of new experiential sites.

B. Contributions to Research, Scholarship and Other Creative Activities

The Standard

Research, scholarship and creative accomplishments are the studious inquiry or examination, especially critical investigation or experimentation that have as their purpose to improve the development, refinement and application of knowledge. These examinations may include revisions of accepted conclusions, interpretations, theories or laws in light of newly discovered facts, or the practical applications of such new or revised conclusions, interpretations, theories or laws.

Inquiry and originality are central functions of the University. Faculty members are to discover new ideas, to fashion new interpretations of enduring ideas, and to participate in the application of these ideas. Consequently, faculty members should conduct research or engage in other creative activities appropriate to their disciplines and to the missions of their appointment units and they should disseminate the results of their work through media appropriate to their disciplines. Interdisciplinary and collaborative works are valid forms of scholarly activity and will be judged as such as long as each candidate gives clear evidence of his/her participation in each instance. Faculty whose work assignments include research, scholarship or other creative activities should clearly demonstrate high quality in these endeavors. The University distinguishes between the routine and the outstanding as judged by the candidate's peers at the University of Georgia and elsewhere. The principal standard should always be quality rather than quantity.

Generally, the assignment for full time clinical faculty should directly contribute to scholarship and inform professional practice. Scholarship will not be evaluated in the same way as for tenure-track faculty in that establishment of an independent research program is not essential. Scholarly activities for clinical track faculty may be more applied, that is, deal directly with professional issues. However, they should be consistent with the budgeted time, and clearly demonstrate innovation and creativity in their scholarly products and publications. If a clinical faculty member is assigned research time, accomplishments achieved as a result of that budgeted time will be explicitly considered as part of the promotion process.

Documentation

Evidence of research, scholarship or other creative activities includes, but is not limited to, the sources listed below. In joint endeavors, the evidence should specify the extent of each person's contribution (e. g. first author, supervisor).

1. Record of participation in and description of seminars and workshops (including short descriptions of activity, with titles, dates and sponsor); indication of role in seminar or workshop (e. g. leader, participant).
2. Description of outreach or other activities in which there was significant use of candidate's expertise (e.g. consultant, journal editor, reviewer for refereed journal, peer reviewer of grants, speaker, service to government agencies, professional and industrial associations, educational institutions).
3. Description of new courses and/or programs developed, including service-learning and outreach courses at home or abroad, where research and new knowledge are integrated.
4. Lists of grants and contracts for improvement of instruction, with an indication of the candidate's role in preparing and administering grants and contracts.
5. Research and/or scholarly publications (indicate if peer-reviewed).
 - a. Books, parts of books, reviews, book reviews, monographs,
 - b. Articles and other scholarly works published in refereed journals,
 - c. Discipline-specific publications, articles published in professional publications, research reports to sponsors, accepted manuscripts, research notes and bulletins.
6. Creative products related to the clinical faculty member's assignment
7. Election to offices, committee activities and important service to professional associations and learned societies, including editorial work and peer review as related to research and other creative activities.
8. Scholarly reviews of the candidate's publications.
9. Funded projects, grants, commissions and contracts (include source, dates, title and amount) completed or in progress.
10. Presentation of research papers before technical and professional meetings.
11. Description of new computer software, video or multimedia programs developed.
12. List of honors or awards for scholarship.
13. Application of research scholarship in the field, including new applications developed and tested; new or enhanced systems and procedures demonstrated or evaluated for government agencies, professional and industrial associations, or educational institutions.
14. Technology transferred or adapted in the field.

15. Evidence of graduate and post-doctoral students' scholarly achievements (e.g. publications, awards, grants).
16. Invited lectureships to present research and creative activities (development of innovative approaches to practice and to teaching; modification of treatment and instructional approaches).
17. Development of instructional materials that have been adopted by other institutions

C. Contributions in Service to Society, the University and the Profession

The Standard

Service to society refers to the function of applying academic expertise to the direct benefit of external audiences in support of unit and University missions. Service to the university refers to activities that support, enhance, or extend the work of the department, college, or university. Service to the University includes, but is not limited to, participating in departmental, school/college and/or University committee work and/or governance; contributing to administrative support work (such as serving as a college representative on a major University committee or task force); and developing, implementing or managing academic programs or projects. Service to the profession refers to activities that support, enhance, or improve the profession, whether defined as one's discipline or as teaching. Service to the profession includes, but is not limited to, offices held and committee assignments performed for professional associations and learned societies; development and organization of professional conferences; editorships and the review of manuscripts in professional association and learned societies publications; and review of grants applications.

A faculty endeavor may be regarded as service for purposes of promotion if the following conditions are met:

1. The activity achieves the goals of the faculty member's service assignment.
2. There is utilization of the faculty member's academic and professional expertise.
3. There is a direct application of knowledge to, and a substantive link with, significant human needs and societal problems, issues or concerns.
4. The ultimate purpose is for the public, university, program, or common good.
5. There is a clear relationship between the program/activities and an appropriate academic unit's mission.

Documentation

Evidence of the effectiveness of service to society, the University and the profession includes, but is not limited to, the sources listed below.

1. Honors, awards and special recognition for service activities.

2. Program and project development and other creative activities.
 - a. Overview of needs assessment, and the objectives, methods and target audience.
 - b. Description of selected activities and/or products that are most illustrative of the candidate's contribution to the program.
 - c. Description of how the program is compatible with unit and University missions, and how the activities complement the teaching and research missions of the unit and/or University.
 - d. Description of the role of the candidate's professional expertise in the design and implementation of the program. Did the activities demonstrate or test the applicability of the candidate's discipline to societal/human problems, require integration with other disciplines and/or generate new knowledge for the discipline and/or audience? How was this knowledge communicated to broader audiences? Has the program led to increased recognition of the candidate's professional expertise by external audiences?
 - e. Description of impact and identification of the direct and indirect beneficiaries. What actions did the intended audience take as a result of this work? Both quantitative evidence (e.g. changes in test scores, increased production or widespread adoption of a product or technique) and qualitative evidence (e.g. testimonials from clients, reviews by knowledgeable scholars/critics) should be included.

3. Service-based instructional activities.
 - a. Listing of the title or subject of each distinct course or presentation, the type (e.g. curriculum, course, workshop), the duration, the candidate's role in creating each, the target audience and the method of reaching the audience (e.g. conference presentation, site visit).
 - b. Description of impact and identification of the direct and indirect beneficiaries.
 - c. What actions did the intended audience take as a result of this work? Both quantitative and qualitative evidence should be included. Qualitative and/or quantitative evidence of impact on intended audience.

4. Consultation and technical assistance.
 - a. Listing of each type of assistance, the clientele, the contribution and the number of times provided.
 - b. Description of impact and identification of the direct and indirect beneficiaries.
 - c. What actions did the intended audience take as a result of this work? Both quantitative and qualitative evidence should be included. Qualitative and/or quantitative evidence of impact on intended audience.

5. Applied research.
 - a. Listing of publications relating to service to society including books, book chapters, articles and scholarly papers (indicate if peer-reviewed).
 - b. Quality and impact of written documents produced, including knowledge integration, creative solutions, technical manuals or other outcomes of applied research as evaluated by clientele and peers.

6. Service products.
 - a. Professional or accreditation standards and state handbooks.
 - b. Electronic products (e.g. computer programs, web sites, CDs).

7. Other service activities.
 - a. Selection for special service activities outside the state or nation.
 - b. Securing competitive grants and contracts to finance development and delivery of service innovations.
 - c. Requests by individuals from outside the state or nation to study the candidate's work and innovations.
 - d. Development of patents or instruments useful in solving important problems.
 - e. Performance of clinical activities in veterinary hospitals, psychology clinics, reading clinics, clinical pharmacy sites, special education clinics and other clinical settings.

8. Documentation of candidate's role in:
 - a. Committee work at departmental, school/college and/or University levels.
 - b. University governance bodies and related activities.
 - c. Development, implementation or management of academic programs, projects or study-abroad initiatives.
 - d. Professional and learned societies, including election to offices, committee activities, editorial work, peer review and other important service.
 - e. Development and organization of professional conferences.
 - f. Reviewing grant applications
 - g. Editing and reviewing of manuscripts for professional association and learned societies' publications.

9. Documented effectiveness as a faculty advisor to student organizations.

10. Mentoring of junior faculty.

11. Service to the public as it relates to the candidates professional expertise.

12. Performance of administrative responsibilities.

13. Education to the community at large.

14. Community program development.

15. Consultation for public programs.

16. Serving on boards.

17. Developing and implementing public policy

18. Developing assessment processes for community programs.