

Clinical Faculty Appointment, Evaluation and Promotion Standards and Dossier Elements

College of Education University of Maryland

September 2016

This document is a revision of the “Policies and Procedures Governing Clinical Faculty” that was approved by COE Senate on November 9, 2012. That policy has been revised in accordance with the new university policies governing the appointment, evaluation and promotion of professional track faculty and the College of Education’s “Professional Track Faculty Appointment, Evaluation, and Promotion Policy” (approved on May 5, 2016).

Clinical Instruction Responsibilities of Clinical Professors in the College of Education

Clinical Instruction: Clinical professors are expected to embody the best in innovative instructional practices across a variety of contexts with indisputable evidence of effectiveness.

Responsibilities	Indicators	Evidence
Standard 1.1: Assistant, Associate & (Full) Clinical Professors-Superior Teaching (credit and non-credit classes, on campus and outreach)	Standard 1.1. Fulfillment of departmental requirements for teaching load, demonstrated command of subject matter, innovative instructional delivery and use of multiple forms of assessment.	Standard 1.1 <i>1.1.1 Evidence from course loads. A consistent record of teaching can be demonstrated by documenting the number of courses/ workshops and associated enrollment of each, along with a description of how these numbers relate to the benchmarks for other faculty in the department and College¹.</i> <i>1.1.2 Evidence from student evaluations. An above-satisfactory teaching performance and demonstrable contribution to student attainment of learning outcomes can be documented through evaluations by students, which may be supplemented with CoE specific questions. Student evaluation data need to be obtained</i>

¹ Italicized text indicates language adopted from the CoE Guidelines for Appointment, Promotion and Tenure in the College of Education (2012).

Responsibilities	Indicators	Evidence
		<p><i>from the campus-wide standardized course evaluations for all semesters the candidate has taught. Additional student evaluations that have been solicited from the departmental Promotions committee may be provided in addition. However, since they are considered to be less objective than the standardized ratings, a sole reliance on such supplementary evaluations is not deemed sufficient for demonstrating that this particular standard has been met. Evidence of successful student learning can also be demonstrated through program specific learning outcomes assessments, which may also serve as an important indicator of effectiveness.</i></p> <p><i>1.1.3 Evidence from peer evaluations.</i></p> <p><i>1.1.3. a. An above-satisfactory teaching performance and demonstrable contribution to student attainment of learning outcomes can also be demonstrated through a minimum of 2 observation-based peer evaluations, which speak to the candidate's teaching performance as observed first-hand by colleagues.</i></p> <p><i>1.1.3.b. Peer assessment of syllabi, instructional materials, and assessment strategies are also required and should focus on:</i></p> <ul style="list-style-type: none"> • incorporation of pioneering research, • diversity, • critical thinking and reflection, • professional dispositions, • state and national standards

Responsibilities	Indicators	Evidence
		<ul style="list-style-type: none"> • innovative instructional techniques, • the use of multiple forms of assessment with an emphasis on data driven decision making, <p>The assessment of the candidate’s work must also include an evaluation of the candidate’s ability to integrate technology successfully into instructional practice.</p> <p><i>1.1.4 Evidence from external means of recognition. Additional evidence of attention to and quality of teaching may include College-wide, campus-wide, or external professional awards, citations, or similar forms of formal recognition.</i></p> <p><i>1.1.5 Evidence from professional development activities. Candidates can demonstrate their commitment to excellence in teaching via participation in professional development activities offered by the Center for Teaching Excellence on campus, the Office of Information Technology in the College, other initiatives at the College or the campus at large as well as at institutions outside of campus (e.g., workshops at conferences such as AERA).</i></p> <p>Superior Teaching at the Associate and (Full) Clinical Professor levels can be demonstrated if a candidate has:</p> <ul style="list-style-type: none"> • consistently taught a course load that is in alignment with the expectations of the department, • teaching evaluations at or above the satisfactory in trend.

Responsibilities	Indicators	Evidence
		<p><i>That is, they must be either consistently at or above the satisfactory level or show a trend toward this benchmark coupled with appropriate professional development activities such as participation in college or campus-wide initiatives.</i></p> <p>Superior Teaching at the (Full) Clinical Professor level can be demonstrated if a candidate has:</p> <ul style="list-style-type: none"> • <i>a record of teaching evaluations that are consistently above satisfactory, if not exceptional,</i> • <i>demonstrated superior teaching performance through external means of recognition, including peer observations and ratings of the candidate’s teaching as well as peer assessment of syllabi and use of instructional materials and approaches.</i> • <i>Additional evidence of quality teaching may include awards or citations or similar college or campus recognition.</i>
<p>Standard 1.2. Assistant, Associate & (Full) Clinical Professor-Advising and Mentoring</p>	<p>Standard 1.2. When appropriate for the position description, candidates advise and/or mentor students at the undergraduate or Master’s level on degree requirements and/or inquiry/research projects.</p> <p>Candidates for (Full) Clinical Professor are members of the Graduate</p>	<p>Standard 1.2.</p> <p><i>1.2.1 Evidence from advisees. Evidence for effective mentoring and advising can be provided by the number of candidate’s advisees or co-advisees that have successfully completed their degrees.</i></p> <p><i>1.2.2 Evidence from placement of graduates. Evidence for effective mentoring and advising can also be provided by the placement of the students after completion of their degrees. In addition, the candidate may</i></p>

Responsibilities	Indicators	Evidence
	Faculty and serve on Master's Thesis and Doctoral Dissertation Committees.	<p>provide letters of reference for graduates from their current employers.</p> <p><i>1.2.3 Evidence from advisees and mentees.</i> Evidence for effective mentoring and advising can also be provided by letters from current and former advisees and mentees that were solicited by the first-level review committee. This can include a documentation of advising and mentorship in activities such as research, early field experiences, clinical internships, apprenticeships and student organizations.</p> <p><i>Advising and Mentoring at the Associate and (Full) Clinical Professor levels can be demonstrated if a candidate has:</i></p> <ul style="list-style-type: none"> • <i>been involved in the advising/mentoring and, potentially, co-advising/co-mentoring of a number of students (to include undergraduate, College of Education, Honors students) that is commensurate with expectations in the department. Some of these students should have graduated during the candidate's appointment.</i> <p><i>Advising and Mentoring at the (Full) Clinical Professor level can be demonstrated if a candidate has:</i></p> <ul style="list-style-type: none"> • <i>"adjunct" graduate faculty status on campus and in his/her department,</i> • <i>served on graduate portfolio or</i>

Responsibilities	Indicators	Evidence
		<p>comprehensive exam committees,</p> <ul style="list-style-type: none"> • served on at least 5 (?) Master's Thesis and Doctoral Dissertation Committees.
<p>Standard 1.3. Assistant, Associate & (Full) Clinical Professor-Supervision of Clinical Experiences</p>	<p>Standard 1.3. When appropriate for the position description, candidates fulfill Departmental requirements for a supervision caseload and effectively scaffold the development of students within the clinical context.</p>	<p>Standard 1.3</p> <p>1.1.1 Evidence from supervision loads. A consistent record of supervision can be demonstrated by documenting the number of students supervised and in what context, along with a description of how these numbers relate to the benchmarks for other faculty in the department and College.</p> <p><i>1.1.2 Evidence from student evaluations. An above-satisfactory performance evaluation and demonstrable contribution to student attainment of learning outcomes/competence can be documented through evaluations by students. Additional student evaluations that have been solicited from the departmental review committee may be provided in addition. However, since they are considered to be less objective than the standardized ratings, a sole reliance on such supplementary evaluations is not deemed sufficient for demonstrating that this particular standard has been met. Evidence of successful student learning can also be demonstrated through learning outcomes assessments (e.g., Performance Based Assessments, Portfolios, Teacher Performance Assessments, etc.) may also serve as an important indicator.</i></p> <p><i>1.1.3 Evidence from external evaluation</i></p>

Responsibilities	Indicators	Evidence
		<p><i>(e.g., mentors, principals, school system administrators, etc.)</i></p> <p>Candidates are expected to have consistently received above average performance evaluations from their field-based colleagues. The results of which can be obtained from the College Assessment Office.</p> <p>Supervision at the Associate and (Full) Clinical Professor levels can be demonstrated if a candidate has:</p> <ul style="list-style-type: none"> • consistently carried a supervision load that is in alignment with the expectations of the department, • performance evaluations at or above the satisfactory in trend. That is, they must be either consistently at or above the satisfactory level or show a trend toward this benchmark coupled with appropriate professional development activities such as participation in college or campus-wide initiatives such as those offered by the Center for Teaching Excellence. <p>Supervision at the (Full) Clinical Professor level can be demonstrated if a candidate has:</p> <ul style="list-style-type: none"> • a record of student evaluations that are consistently above satisfactory, if not exceptional, • demonstrated superior supervision performance through external means of recognition, including peer observations and above average

Responsibilities	Indicators	Evidence
		ratings of the candidate by field-based colleagues. <ul style="list-style-type: none"> • additional evidence of quality supervision may include awards or citations or similar college or campus recognition.

Clinical Scholarship Responsibilities of Clinical Professors in the College of Education

Clinical Scholarship: Clinical scholarship is generally defined as professional accomplishments that are respected, visible and validated by the professional community. Clinical professors are not expected to have an original research agenda in the sense of a traditional tenure track faculty member.

Responsibilities	Indicators	Evidence
Standard 2.1: Assistant, Associate & (Full) Clinical Professors-Clinical Scholarship: Programmatic Contributions	Standard 2.1: Programmatic Contributions are defined as program documents/manuals, program evaluation reports, as well as the conceptualization and development of a new course and/or curriculum.	Standard 2.1 2.1.1 The candidate's curriculum vitae must demonstrate programmatic contributions that have improved and/or enhanced the academic program. Programmatic contributions at the Assistant, Associate and (Full) Clinical Professor levels can be demonstrated if a candidate has: <ul style="list-style-type: none"> • contributed to annual program evaluations and Specialized Program Reports, • assisted in the development of new courses and curricula, • implemented and/or offered professional development on research based practices to the professional community. Programmatic contributions at the Associate and (Full) Clinical Professor levels can be demonstrated if a candidate has:

Responsibilities	Indicators	Evidence
		<ul style="list-style-type: none"> • developed new courses based on program data/contemporary issues/needs. <p>Programmatic contributions at the (Full) Clinical Professor level can be demonstrated if a candidate has:</p> <ul style="list-style-type: none"> • conceptualized, designed and implemented an academic program, • overseen the preparation and “successful” submission of all programmatic reports (College Program Profile, SPA, NCATE/MSDE Explication Papers, etc.) as evidenced in the “official” response/recognition, • reviewed and analyzed annual program data and recommended programmatic changes as evidenced through a program profile or program report.
<p>Standard 2.2: Assistant, Associate & (Full) Clinical Professors-Clinical Scholarship: Inquiry/Research Projects, Presentations and Publications</p>	<p>Standard 2.2: Inquiry/Research Projects, Presentations and Publications demonstrate professional accomplishments that are respected, visible and validated by the professional community.</p> <p>Consistent with the research mission of the University candidates for (Full) Clinical Professor are expected to demonstrate accomplishments in both the clinical/professional and</p>	<p>Standard 2.2</p> <p>2.2.1 The candidate’s curriculum vitae and supporting documentation (e.g., publications, papers, speeches, etc.) must demonstrate professional accomplishments that are respected, visible and validated by the professional community.</p> <p>Scholarship at the Assistant, Associate and (Full) Clinical Professor levels can be demonstrated if a candidate has:</p> <ul style="list-style-type: none"> • organized, supervised and evaluated student (and other professionals, as appropriate) research/inquiry projects,

Responsibilities	Indicators	Evidence
	research scholarship communities.	<ul style="list-style-type: none"> • prepared and presented research based presentations/briefings for the community. <p>Scholarship at the Associate and (Full) Clinical Professor levels can be demonstrated if a candidate has:</p> <ul style="list-style-type: none"> • prepared (program) manuals, • authored or co-authored and published articles and/or books for the professional community. <p>Scholarship at the (Full) Clinical Professor level can be demonstrated if a candidate has:</p> <ul style="list-style-type: none"> • sought and obtained external funding to support/enhance an academic program, school/community partnership or professional growth of the candidate, • authored or co-authored a peer reviewed paper or publication, • presented peer reviewed papers at a national conference (e.g., AERA, SRCD, APA), • chaired or co-chaired a paper session at a national conference (e.g., AERA, SRCD, APA, etc.), • served as a manuscript reviewer for a research journal.

Service/Leadership Responsibilities of Clinical Professors in the College of Education

Service/Leadership: Clinical professors are expected to enhance and advance the educator preparation programs throughout the College of Education through programmatic evaluation and improvement; service to the college, campus, community, state, federal government and professional associations; and administrative responsibilities appropriate to the position.

Responsibilities	Indicators	Evidence
<p>Standard 3.1: Assistant, Associate & (Full) Clinical Professors-Service</p>	<p>Standard 3.1. Candidates are expected to advance and enhance the educator preparation programs in the College of Education through service to the professional and campus communities.</p> <p>Service is defined as: collaboration, presentations and active engagement in P-12 schools/communities. <i>The range of service can include the following:</i></p> <ul style="list-style-type: none"> • <i>providing professional development services (e.g., workshops, seminars, inquiry groups, study groups, presentations, etc. both within the community and on campus)</i> • <i>serving on a School Improvement Team,</i> • <i>assisting with the conceptualization and implementation of school/community based programs,</i> • <i>membership on community advisory board,</i> • <i>active engagement in a</i> 	<p>Standard 3.1 3.1.1 <i>Evidence for a consistent record of service.</i> The candidate’s curriculum vitae must <i>demonstrate consistent participation in a variety of endeavors or continuous involvement in a select few endeavors at the professional levels of service, as well as on campus.</i></p> <p><i>Evaluation of evidence for a consistent and broad record of service. In order to demonstrate consistency and breadth, it is not necessary that the candidate has provided service at all levels every semester; however, service activities should be evident for each year of an individual’s appointment. Moreover, some service activities are viewed as mandatory in some departments while others are voluntary; participation in both types of service activities is generally viewed favorable. Serving as a consultant or technical advisory board member and activities similar to these can also be seen as service, even work paid by an external entity.</i></p> <p>Service at the Associate and (Full) Clinical Professor levels can be demonstrated if a candidate has:</p> <ul style="list-style-type: none"> • <i>been involved in faculty governance (department and/or college)</i>

Responsibilities	Indicators	Evidence
	<p>local/state chapter of a professional association,</p> <ul style="list-style-type: none"> • active engagement in College-wide collaborations with school system colleagues, • <i>reviewing proposals for external funding agencies,</i> • <i>serving as program chair or co-chair for a local or state conference,</i> • mentoring colleagues (e.g., training of trainers) 	<ul style="list-style-type: none"> • been involved in program evaluation • served as a consultant (paid or unpaid) • served as Specialized Program Association (SPA) reviewer. <p>Service at the (Full) Clinical Professor level can be demonstrated if a candidate has:</p> <ul style="list-style-type: none"> • been an invited speaker at the state (preferably outside of MD) or national level, • has provided sustained service to multiple committees/organizations in schools/communities and on campus, • served on state and federal grant and/or curriculum review panels.
<p>Standard 3.2: Assistant, Associate & (Full) Clinical Professors- Leadership</p>	<p>Standard 3.2. Leadership is not expected for Assistant Clinical Professors, unless required as part of the position description.</p> <p>Candidates at the Associate and Full Clinical Professor levels are expected to fulfill leadership roles <i>for some service/campus activities.</i></p> <p>Candidates at the (Full) Clinical Professor level are expected to assume significant leadership/administrative roles in the College and the Professional Community.</p>	<p>Standard 3.2</p> <p>3.2.1 The candidate’s curriculum vitae must <i>demonstrate leadership activities that have advanced and enhanced his/her educator preparation program, as well as the Department and the College.</i></p> <p><i>Leadership at the Associate and (Full) Clinical Professor levels can be demonstrated if a candidate has:</i></p> <ul style="list-style-type: none"> • <i>been a chair or co-chair of a committee,</i> • <i>taken charge in developing and implementing certain initiatives either as the chair or a member, and</i> • <i>other activities that shape the direction of a particular institution or discipline (e.g., serving as TPA liaison for the program area)..</i>

Responsibilities	Indicators	Evidence
		<ul style="list-style-type: none"> • <i>evidence of leadership can also include activities such as being an invited speaker at a policy forum or being a member of a commission.</i> <p>Leadership at the (Full) Clinical Professor level can be demonstrated if a candidate:</p> <ul style="list-style-type: none"> • serves as an Academic Program Director/Coordinator, • has administrative oversight of all aspects (on campus and off) of an academic program, • provides or has provided leadership in a national professional organization (e.g. board member, Team Leader for a Specialized Program Association/SPA review, etc.), • supervises other clinical faculty and graduate assistants and/or staff, • has served as a consultant (paid or unpaid), • facilitates collaborative partnerships between the program, program faculty and school system colleagues.

Dossiers of Clinical Faculty

As indicated in the College of Education “Professional Track Faculty Appointment, Evaluation, and Promotion Policy,” the dossiers of PTK faculty should include elements outlined in the University APT Manual, with modifications established in accordance with the department’s promotion plans that reflect the duties and responsibilities of the PTK faculty member. The following documents are typical of clinical faculty dossiers, but the exact set of elements should be guided by university policy.

Clinical Faculty Dossier Elements

1. Transmittal Form
2. Curriculum Vitae*
3. Personal Statement *
4. Documentation of duties and responsibilities*
5. Promotion Criteria*
6. Department Review Committee Report (including vote and letter of evaluation)
7. Department Chair’s Letter
8. College Review Committee Report (including vote and letter of evaluation)
9. Dean’s Letter
10. Evaluator Letters
11. Template use for requesting evaluation letters
12. Optional Teaching Statement*
13. Summary of Student Course Evaluation Data*
14. Peer Evaluation of Teaching*

A teaching portfolio with materials identified as appropriate by the department must also be uploaded to the AEP website.

** indicates that document must be signed and dated by the candidate.*

Sample letters, emails, and templates provided for the APT process should be used and adapted for PTK cases, as appropriate. See, for example, email requesting availability of external evaluators, letter requesting evaluation, student evaluations of teaching.

Candidates should use categories (i.e. headings and sub-headings) from the UMD CV, but the order of the elements can be set however best presents the case given the duties and expectations of the appointment.

These materials are available on the faculty affairs website:

https://www.faculty.umd.edu/policies/apt_forms.html