

Indiana University School of Education IUPUI

Long-Term Contract and Promotion Criteria for Clinical Faculty

This document outlines the IUPUI School of Education's criteria for clinical faculty long-term (multiyear) contracts and promotion within the clinical ranks, along with general guidelines for dossier preparation, a dossier checklist, a routing and action form, and a timeline information sheet.

Clinical faculty members are eligible for a renewable long-term contract after six years of employment in the clinical ranks. However, in exceptional cases, the department chairperson can recommend that a long-term contract be considered before the sixth year. It should be noted that clinical faculty may apply for a long-term contract later than the sixth year of employment or may elect not to seek a long-term contract. However, clinical faculty will only be eligible for short-term contracts (normally a one-year renewable contract) until they have submitted a dossier and have received a positive recommendation. A decision to delay or forgo application for a long-term contract should be made only after careful consideration and consultation with the department chairperson and other mentors or advisors.

Promotion in the clinical ranks may include promotion from Assistant Clinical Professor to Associate Clinical Professor or from Associate Clinical Professor to Clinical Professor. Promotion from Assistant to Associate Clinical Professor is normally considered after a period of six years at the Assistant Clinical Professor rank and at the same time the candidate is considered for the awarding of a long-term contract. Promotion to Clinical Professor may be sought at any time by an Associate Clinical Professor; however, this promotion is typically recommended after a period of five or more years at the Associate Clinical Professor rank.

In order to receive a positive recommendation for long-term contract and/or promotion, clinical faculty must meet the criteria for excellent performance in teaching and at least satisfactory performance in service. Any defined additional criteria must also be met.

Research is not a category for evaluation of clinical faculty performance. However, research and scholarly contributions may be used to support the categories of teaching and service where appropriate.

Criteria for Long-Term Contract and/or Promotion to Associate Clinical Professor

In order to be awarded a long-term contract and/or promotion to Associate Clinical Professor, the candidate must be judged as **excellent in teaching and at least satisfactory in service**. The criteria for long-term contracts are presented below. A third category of **meritorious** is defined as appreciably better than satisfactory, but less than excellent.

Teaching

Excellent Performance in Teaching. The candidate must successfully document consistent outstanding performance in classroom teaching, advising, and mentoring. Additionally, the candidate must document a strong record of publicly disseminated and peer reviewed scholarship in teaching (includes publications and/or other forms of dissemination such as presentations, in-service work with teachers or colleagues, coaching of professionals in the field, etc.), continued improvement in teaching and service areas, competence in leadership (formal or informal) related to the teaching mission of the unit, significant involvement in course and program development where appropriate, and outstanding performance of organizational and oversight responsibilities.

Satisfactory Performance in Teaching. The candidate must document a record of strong performance in classroom teaching, advising, and mentoring. Additionally, the candidate must document a record of some publicly disseminated and peer reviewed scholarship in teaching and the correction of any serious faults or deficiencies in classroom teaching.

Service

Excellent Performance in Service. The candidate must document significantly more than a routine amount of involvement in service activities of outstanding quality or effectiveness, including involvement (where appropriate) in the outreach efforts of the School of Education to its various constituencies. Additionally, evidence of a developing reputation for excellence in professional service (service that is directly tied to the candidate's field of knowledge) beyond the campus level must be evident. For professional service, the candidate must document that these activities have contributed to the betterment of the School or field of education in general.

Satisfactory Performance in Service. The candidate must document a record of acceptance, in a spirit of willing cooperation, of a normal number of departmental, school, or university committee assignments and some participation in professional organizations or service to outside groups. The candidate must also document a record of involvement (where appropriate) in the outreach efforts of the School of Education to its various constituencies.

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 at IUPUI 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 Clinical Professor

The 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 and service loads of the candidate.

In order to be awarded promotion to Clinical Professor, the candidate must be judged as **excellent in teaching and at least satisfactory in service**. The criteria for promotion to Clinical Professor are presented below. A third category of **meritorious** is defined as appreciably better than satisfactory, but less than excellent.

Teaching

Excellent Performance in Teaching. The candidate must document consistent outstanding performance in teaching, advising, mentoring, and related areas. Additionally, the candidate must document the attainment of national visibility for contributions to teaching through scholarly publications about teaching or other appropriate means.

Satisfactory Performance in Teaching. The candidate must document a record of consistently strong performance in classroom teaching, advising, and mentoring. Documentation should indicate that there are no uncorrected serious faults or deficiencies in classroom teaching. Additionally, the candidate must document a record of some contributions to teaching through scholarly publications about teaching or other appropriate means.

Service

Excellent Performance in Service. The candidate must document outstanding performance over a period of years and of a national or international reputation for scholarship, leadership and innovation in professional service. There must be clear evidence of the exceptional nature of service far above and beyond the routine expectations of professional educators.

Satisfactory Performance in Service. The candidate must document high quality performance of a wide range of departmental, school, or university committee assignments and some scholarship or participation in professional organizations or service to outside groups. The candidate must also document a record of involvement (where appropriate) in the outreach efforts of the School of Education to its various constituencies.

Teaching and Service Activities

The following teaching and service activities and dossier preparation guidelines have been adapted from the “Indiana University Purdue University Indianapolis Dean of the Faculties’ Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers 2006-2007” [<http://www.opd.iupui.edu/uploads/library/APPD/APPD3325.pdf>.] It should be noted, however, that these guidelines may change from year to year. Therefore it is important to locate the most current version of this document and to review it carefully for additional details on teaching and service as well as preparation of the dossier. Each promotion/long-term contract candidate should work closely with her/his department chairperson, beginning at the time of employment, to properly document teaching and service activities and, ultimately, to prepare the dossier for submission.

Teaching Activities

Teaching may include a variety of instructional and related activities such as:

- All forms of university-level instructional activity on or off campus
- Preparation of course materials
- In-service instruction
- Course or program development
- Mentoring and supervision of students
- Advising students
- Dissemination of scholarly work related to teaching
- Teaching presentations at professional meetings
- Development of Web pages and other electronic learning aids
- Participation in the peer review of teaching process (documentation of ongoing peer review is required)
- Participation in development/implementation of teaching grants
- Other contributions to teaching as deemed appropriate by the faculty member’s department

Service Activities

Service may include a variety of activities such as:

- Serving on department, school, campus, or professional organization committees, boards, etc.
- Service to student organizations or groups
- Professionally related consultation
- Administrative service
- Dissemination of scholarly publications or presentations that are service related
- Professional service to community and/or professional development sites
- Other contributions to service as deemed appropriate by the faculty member’s department

The Promotion/Long-Term Contract Dossier

The candidate for promotion and/or long-term contract is required to submit a dossier that includes all the following required materials plus any additional supporting materials that the candidate believes will appropriately document their work. Required materials and examples of supporting materials are listed below. **Please refer to the current version of the document entitled “Indiana University Purdue University Indianapolis Dean of the Faculties’ Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers 2006-2007” for full details.** [<http://www.opd.iupui.edu/uploads/library/APPD/APPD3325.pdf>.]

Required Materials:

Provided by the candidate:

- Candidate’s curriculum vitae (clearly indicate teaching and service activities)
- Candidate’s statement (not to exceed five pages) providing candidate’s own assessment of accomplishments in teaching and service and prospects for continued development. This statement should also address the impact, significance, or value of the candidate’s work to the profession, to the unit or campus, and to society as a whole.
- Teaching load information (courses taught, semester/year, number of students)
- Ongoing peer evaluations of teaching
- Peer review of overall teaching record (may include internal and external letters)
- Summary of student course evaluations (in table form)
- List of all program, department, school, university, community, and professional service activities
- List of professional development activities
- Evidence of scholarly dissemination of work related to teaching

Added to the dossier after submission and before the review:

- For **long-term contracts and/or promotion to Associate Clinical Professor or Clinical Professor**, six external letters of recommendation (external to the School of Education) are required, supporting excellence in teaching and at least satisfactory performance in service. (The candidate’s department chairperson will solicit these letters.)
- Department Chair’s recommendation and evaluation of candidate’s work
- Executive Associate Dean’s recommendation and evaluation of candidate’s work

Other Supporting Materials:

- Documentation of any teaching or service awards
 - List of presentations or consultations
 - Copies of publications
 - Evidence of course/program development or revision
 - Evidence of leadership activities
 - Course syllabi
 - Documentation of development/implementation activities related to grant proposals
 - Other materials the candidate believes will support the areas of teaching and/or service