

College of Education

Department/College Criteria for Advancement for Non-Tenure-Track Faculty Ranks

Clinical Instructor I to Clinical Instructor II **Clinical Instructor II to Senior Clinical Instructor**

The process of advancement is outlined in the Faculty Handbook. To advance from **Clinical Instructor I to Clinical Instructor II**, the *UCA Faculty Handbook* states, “Advancement is not automatic but must be earned with documented evidence of a high level of effective performance in teaching, scholarship, and service as expectations in all three areas have been defined, in writing, by the applicant’s department.” and to advance from **Clinical Instructor II to Senior Clinical Instructor** “Advancement is not automatic and must be earned through sustained excellence in teaching, scholarship, and service, as expectations in all three areas have been defined, in writing, by the applicant’s department.” (p. 3-14).

The applicant is advised to review Chapter 3 in the Faculty Handbook as it applies to Non-Tenurable Ranks; Criteria for Tenure, Promotion, and Advancement; and Procedure for Advancement of Non-Tenure-Track Faculty. In addition, the Application for Advancement is found on the Provost’s website (<http://www.uca.edu/provost/importantinfo.php>). The Application for Advancement establishes that the applicant is required to write a brief narrative of his/her job description (including duties and responsibilities for the current year and the three to five previous years) and how the job has changed. The applicant is asked to include percentages to describe his/her workload addressing teaching, service, and scholarship. Productivity must be documented subsequent to the last advancement review. The quality and quantity of the work must be appropriate to the level of advancement for which the applicant is applying.

1. Scholarship of Teaching: The candidate must demonstrate excellence in teaching. Record of productivity might include evidence such as the following.

- Annual student teaching evaluations
- Peer teaching evaluations
- Letters of recommendation
- Innovative instructional strategies and activities (e.g. lesson plans, co-teaching, syllabus, etc)
- Professional development training specific to teaching areas
- Integration of technology in teaching
- Curriculum development including but not limited to revising and/or creating new courses and programs
- Advising students who complete research initiatives such as independent research projects and degree related research projects.
- Student advising
- Other relevant evidence

AND

2. Scholarship of Service: The candidate must demonstrate strong and effective contributions to the area of service. Record of productivity might include evidence such as the following.

- Service to professional organizations

- Service to profession through agencies providing service to children and youth
- Service to profession through appropriate agencies
- Service to profession as advocate for children, youth, and adults
- Committee work
- Service to profession as a faculty advisor to campus student organization
- Other related evidence

AND

3. Scholarship of Research: The candidate must show appropriate scholarly contributions, primarily at the state level. As defined by Boyer (1990), the scholarship of teaching should receive greater emphasis for clinical level faculty. Teaching practices should be based on current research and best practices. Clinical faculty will share this knowledge with other people through presentations and other avenues. Record of productivity might include evidence such as the following:

- Professional presentations (peer review process)
- External grant awards
- External grant reviews
- Internal grant awards
- Service as a reviewer for professional journal articles, books, conference presentations, etc.
- Dissemination of work through newsletter/newspaper/other media
- Invited presentations to schools, districts, or other professional audiences
- Service on professional journal editorial boards
- Editor or co-editor of professional journal
- Editor or co-editor of book
- Authored professional newsletter including on-line versions
- Authored monographs
- Authored book chapters
- Authored article in professional journals
- Authored or co-authored books
- Other relevant evidence

Reference:

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Washington, D.C.: The Carnegie Foundation for the Advancement of Teaching.