

Part V
Department of Educational Leadership Studies

Statement of Evidences for Promotion
Clinical Series Faculty

The Mission of the Department of Educational Leadership Studies:

To engage in teaching, research and service that promotes and contributes to improving the quality of education and educational leadership in the Commonwealth, the nation, and the world.

Changes in the Field of Educational Leadership and the Role of Clinical Faculty

Recent changes in our field reflect fundamental shifts taking place in P20 education. Learner-centered schools are reconfiguring how they are organized, led and governed, with greater emphasis on engaging teachers, parents and community citizens; integrating information technology; and conducting and using research evidence to improve practice. These emerging circumstances have framed the call for fundamentally altering: a) how university-based programs prepare the next generation of education leaders; b) the characteristics and expectations of educational leadership faculty; and c) the research efforts to focus on shared knowledge building and application to practice. These compelling circumstances provide a template for refining criteria that ground promotion decisions for Clinical faculty in the Department of Educational Leadership Studies. The maximum number of Clinical Series Faculty employed in the Department of Educational Leadership Studies is three (3) at any given time and based on the teaching and advising needs of the department.

The following guidelines reflect the Department's affirming of rigorous standards for promotion while ensuring continuing relevance and legitimacy in the field. Thus, the guidelines represent diverse types of evidence that are considered in an EDL promotion review for Clinical Faculty.

CLINICAL SERIES FACULTY

Appointees in the Clinical Title Series shall be subject to annual performance review. All appointments, reappointments, and promotions shall be decided on the basis of merit and as evidenced in the areas below in which activity shall be regularly assigned. Evidence of professional qualifications consists of educational attainment and professional accomplishment. Evidence in the other areas of activity consists primarily of effective clinical instruction. Evidence of professional status and activity emphasizes clinical recognition. Evidences for professional status and activity are described under the Clinical Title Series (AR 2-6). The Department notes that, although it is not feasible to specify exact criteria for evaluating the credentials of an individual for appointment, reappointment, or promotion to any one particular rank in the Clinical Title Series, the following criteria provide guidance:

Appointment to Clinical Instructor

In order to qualify for appointment or reappointment to Clinical Instructor, a candidate shall:

1. Hold a terminal degree or other professional certification relevant to the clinical area (the latter shall be expressly identified in the position description request);
2. Demonstrate clinical competence;
3. Have the potential for significant professional growth and contribution in the areas of practice and instruction.

Promotion from Clinical Instructor to Assistant Clinical Professor

In order to qualify for appointment, reappointment, or promotion to Assistant Clinical Professor, a candidate shall meet the qualifications of Clinical Instructor, and in addition must both have a terminal degree and provide evidence appropriate to the profession of recognition at least at the local level.

The requirement for a terminal degree at the rank of Assistant Clinical Professor, for exceptional professionals with national reputations as being among the best in their fields, may be waived upon:

1. The positive majority vote of the tenured and tenure-eligible faculty in the Department who are at or above the rank of Assistant Professor.
2. The positive recommendations of the chair of the department and the dean.
3. The positive recommendation of the appropriate Academic Area Advisory Committee and the approval of the Provost.

Promotion from Assistant Clinical Professor to Associate Clinical Professor

In order to qualify for appointment, reappointment, or promotion to Associate Clinical Professor, a candidate shall meet the qualifications of Assistant Clinical Professor and have exercised substantial commitments in practice and clinical instruction. The individual appointed or promoted to this rank shall have demonstrated creative contributions to the instructional and clinical service programs of the University or comparable institution, documented with evidences appropriate to the field of assignment. The individual also shall have earned regional recognition as a clinician. Demonstrated competence and excellence at the Associate Clinical Professor should include:

1. Publication in local and practitioner outlets (e.g. association newsletters, local newspapers) or professional journals appropriate for the candidate's discipline (e.g., school leadership, school administration, teacher leadership, superintendency) or in associated areas.
2. Presentations at professional conferences at the local, state, regional, or national level.
3. Active participation in national professional organizations such as the University Council of Educational Administration, National Council for Professors of Educational Administration, National School Boards Association, the American Educational Research Association, National Association of Secondary School Principals, National Association of Elementary School Principals, American Association of School Administrators, or other appropriate professional associations at local, state, regional, or national levels.
4. Course development and/or leading professional development efforts.
5. Service on doctoral committees, education specialist, and/or master's level committees, *where applicable*, and advising students.
6. Service on University, College, and Departmental committees, *where applicable*.

Promotion from Associate Clinical Professor to Full Clinical Professor

In order to qualify for appointment, reappointment, or promotion to Full Clinical Professor, a candidate shall meet the qualifications of Associate Clinical Professor and provide evidence to demonstrate that in the opinion of colleagues and administrators the individual is an outstanding practitioner and that regional, and perhaps national, recognition has been accorded the individual and beyond that, excellence in areas of emphasis has been achieved and appropriately documented with evidences appropriate to these areas. In the Department of Educational Leadership Studies, it is expected that a Full Clinical Professor will meet 1-6 above plus it is expected that the candidate will have:

1. Assumed some leadership positions within the Department, College, and/or University.
2. Become visible on the national level as evidenced by such things as service to their professional organization(s), writing books, reviewing manuscripts for journals, or serving on journal editorial boards, etc.
3. Provided effective mentoring of graduate students.
4. Developed, provided leadership, and /or refined academic programs.
5. Significant publications in practitioner outlets or professional journals appropriate for the candidate's discipline (e.g., school leadership, school administration, teacher leadership, superintendency) or in associated areas.
6. Several significant presentations at professional conferences such as those at the state, regional, national, or international level.
7. Additional evidence of research productivity could include interdisciplinary research, funded grants, grant submissions, books and/or book chapters.



Clinical Title Series Statements of Evidence

College: Education

Unit: Educational Leadership Studies

Approved by Provost: Thomas, 3/9/2026