

May 4, 2026

Statements of Evidence for the Clinical Professor Title Series

I. Purpose and Scope

The Clinical Professor Title Series at the Martin School of Public Policy and Administration is intended for faculty whose primary contributions are applied, experiential, and practice-oriented, and whose work strengthens the School's mission to bridge analysis and action in public policy and public management.

This document sets forth the Statements of Evidence used for appointment and promotion in the Clinical Title Series. Annual review processes are governed by separate policies and documents.

These standards are designed to be broad, flexible, and role-appropriate, recognizing the diverse professional backgrounds, skills, and forms of contribution brought by clinical faculty. Evaluation shall be conducted commensurate with the faculty member's approved position description and Distribution of Effort (DOE).

II. Definition of the Clinical Title Series

Clinical faculty are tenure-ineligible members of the faculty whose work is grounded in practice, applied expertise, and experiential instruction. At the Martin School, clinical faculty typically draw on substantial professional experience in:

- Government at the local, state, federal, or international level
- Nonprofit and non-governmental organizations
- Public-sector or mission-driven leadership and management roles
- Policy design, implementation, and evaluation
- Public budgeting, public financial management, and fiscal governance
- Applied quantitative analysis, data-driven decision-making, and program evaluation

Clinical faculty integrate this experience into instruction, applied research, and service that advances student learning, professional preparation, organizational capacity, and public impact.

III. Ranks Covered by This Document

These Statements of Evidence apply to the following ranks:

- Clinical Assistant Professor
- Clinical Associate Professor
- Clinical Professor

Expectations for evidence increase with rank, reflecting growth in responsibility, depth of experience, leadership, and sustained impact.

IV. Areas of Evaluation

Appointments and promotions in the Clinical Title Series are evaluated holistically across the following areas of activity. The relative emphasis among these areas may vary depending on the individual's role, expertise, and DOE.

Candidates are not expected to demonstrate equal strength across all areas of evaluation. Expectations for excellence should be appropriate to the faculty member's role, as defined in part by the approved Distribution of Effort (DOE), and may involve sustained strength in one or more areas of evaluation.

1. Clinical and Applied Instruction

Clinical faculty are expected to demonstrate effectiveness and innovation in instruction that emphasizes applied, experiential, and practice-relevant learning, including the development of students' analytical, managerial, and leadership capacities.

Examples of evidence may include, but are not limited to:

- Development and delivery of applied or practice-based courses in public policy, public administration, public management, or nonprofit leadership
- Instruction focused on public budgeting, financial management, fiscal analysis, program administration, leadership, or organizational decision-making
- Integration of real-world cases, applied projects, simulations, or client-based work addressing management, leadership, and policy challenges
- Instruction in policy analysis, program evaluation, applied quantitative and qualitative methods, or performance management
- Supervision of applied capstones, practicums, internships, or experiential learning experiences with public or nonprofit organizations

- Evidence of student learning, professional skill development, mentoring, and career preparation
- Teaching evaluations, peer review of teaching, and evidence of pedagogical effectiveness

2. Practice, Management, and Leadership Experience

Practice, Management, and Leadership Experience is most central at the time of appointment, when prior professional roles and responsibilities establish the applied expertise the faculty member brings to the School. For promotion, evidence in this area may reflect the application of that expertise within the Martin School, the University, or public-facing activities appropriate to the faculty member's role and Distribution of Effort (DOE). Continued full-time external practice is not required for promotion.

Examples of evidence may include, but are not limited to:

- Senior or responsible roles in government, nonprofit, or other public-serving organizations
- Program, organizational, or fiscal leadership, including supervision, strategic planning, or change management
- Oversight of public or nonprofit budgets, financial systems, auditing or audit-related activities, and accountability processes
- Responsibility for policy implementation, regulatory administration, or organizational operations
- Applied analytical work supporting management, budgeting, or policy decisions
- Service on advisory boards, commissions, task forces, or executive bodies

3. Applied Research and Policy Engagement

Applied research in the Clinical Title Series focuses on research-informed practice and practice-informed research that addresses real-world policy, management, budgeting, or governance problems.

Scholarship in this area is optional and role-specific unless specified in the Distribution of Effort. When present, it is evaluated in terms of relevance, rigor, and demonstrated use or impact rather than traditional academic metrics alone.

Examples of evidence may include, but are not limited to:

- Policy reports, white papers, technical reports, or fiscal and budget analyses
- Program evaluations, needs assessments, or performance measurement studies
- Development of data tools, financial models, dashboards, or analytic frameworks used by practitioners
- Collaborative applied research with government or nonprofit partners
- Public-facing or practitioner-focused publications
- Translation of research or analysis into policy, management, or organizational practice

Peer-reviewed publications may be included when clearly aligned with applied or practice-oriented work but are not required unless specified in the DOE/appointment.

4. Service and Engagement

Clinical faculty contribute service that advances the mission of the Martin School, the University, and the broader public policy and public administration community.

Examples of evidence may include, but are not limited to:

- Service on School, College, or University committees or working groups
- Leadership in program development, curriculum design, or assessment initiatives
- Professional service to public policy, public administration, budgeting, or nonprofit associations
- Engagement with government or nonprofit partners on behalf of the School
- Public service to the Commonwealth of Kentucky or other communities

5. Administrative and Leadership Roles (when applicable)

Clinical faculty may, in some cases, serve in administrative or leadership roles within the Martin School, the University, or in affiliated programs or initiatives. When such responsibilities are part of a faculty member's approved role and Distribution of Effort (DOE), administrative and leadership contributions may constitute a distinct area of evaluation for appointment and promotion.

Administrative and leadership roles in the Clinical Title Series typically involve programmatic, operational, or strategic responsibilities rather than tenure-line departmental governance. Examples of evidence may include, but are not limited to:

- Service as director, associate director, or coordinator of an academic program, certificate, center, initiative, or major curricular component
- Leadership of applied, professional, or experiential programs aligned with the School's mission
- Responsibility for program administration, accreditation support, assessment, or continuous improvement efforts
- Strategic planning, oversight of program operations, staffing, or budgets consistent with assigned responsibilities
- Leadership of cross-unit, interdisciplinary, or externally facing initiatives on behalf of the School or University

Administrative and leadership service is evaluated in relation to the scope and expectations of the role, as defined by the faculty member's DOE, and is not expected of all clinical faculty.

V. Rank-Specific Expectations

Clinical Assistant Professor

- Recognized competence in their respective field, with completed degree in appropriate discipline
- Appropriate professional experience and expertise relevant to the position
- Demonstrated potential for effective applied and experiential instruction
- Initial or emerging contributions in one or more areas of evaluation appropriate to role

Clinical Associate Professor

- Sustained effectiveness in applied instruction, professional practice, or applied research
- Demonstrated impact through management, leadership, policy practice, or applied analytical work
- Meaningful service contributions appropriate to role
- Recognition of expertise at the local, state, or broader professional level, as appropriate
- Evidence showing high level of competence in clinical area with emerging local and/or regional recognition as an authority in their field

Clinical Professor

- Distinguished and sustained contributions in one or more areas of evaluation
- Significant leadership, responsibility, or influence in professional practice, applied policy work, or public-serving organizations
- Mentorship of students or colleagues and contribution to the School's long-term instructional, programmatic, or public-facing capacity
- Recognition as a highly respected practitioner, manager, analyst, or leader with regional, and perhaps national reputation

VI. Evaluation Principles

- Evaluation shall be commensurate with the faculty member's approved DOE and position description.
- Excellence is not required across all areas of evaluation; however, the areas in which excellence is expected should align with the faculty member's approved role and Distribution of Effort (DOE).
- No single form of evidence is required for all faculty.
- Strength in one area may offset lesser activity in another, consistent with role expectations.
- The diversity of professional pathways and skills within public policy and administration is a strength of the Martin School and is reflected in these standards.

VII. Ethical Standards and Collegial Behavior for all Title Series

Faculty should demonstrate behaviors and attitudes consistent with the Martin School's tenets of excellence, competence, respect, flexibility, communication, and learning. Fostering a supportive, positive, and professional work culture is vital to the success of the college, and university by:

- Demonstrating strong commitment to ethical behavior across all areas
- Exhibiting strong and active participation in essential activities associated with the school's mission and goals to produce innovative solutions through multi-disciplinary collaborations
- Being responsible and dependable
- Showing respect for colleagues, students, and stakeholders with disparate perspectives
- Collaborating with faculty in the department, the school/college, the university, and the profession
- Exhibiting collegiality