



MEMORANDUM

To: Donna E. Shalala, President

From: Stephen Sapp
Chair, Faculty Senate

A handwritten signature in black ink that reads "Stephen Sapp".

Date: February 26, 2009

Subject: Faculty Senate Legislation #2008-18(B) – Establishment of Educator Faculty at the School of Education

On February 25, 2009, the Senate voted to approve the proposal for the establishment of educator faculty at the School of Education as presented by Dean Isaac Prilleltensky.

The proposal is enclosed for your information.

The legislation is now forwarded to you for your action.

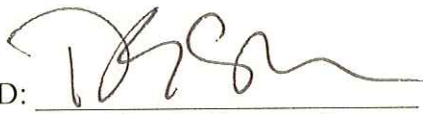
SS/rh

Enclosure (proposal)

cc: Thomas LeBlanc, Executive Vice President and Provost
Isaac Prilleltensky, Dean, School of Education
David Birnbach, Vice Provost, Faculty Affairs

Faculty Senate Legislation #2008-18(B) – Establishment of Educator Faculty at the School of Education

PRESIDENT’S RESPONSE

APPROVED:  DATE: 3/3/09
(President’s Signature)

OFFICE OR INDIVIDUAL TO IMPLEMENT: DEAN ISAAC PRILLELTENSKY

EFFECTIVE DATE OF LEGISLATION: IMMEDIATELY
(if other than June 1 next following)

NOT APPROVED AND REFERRED TO: _____

REMARKS (IF NOT APPROVED): _____

PROPOSAL FOR THE ESTABLISHMENT OF EDUCATOR FACULTY IN THE SCHOOL OF EDUCATION

The faculty of the School Education (SOE) has adopted the following policy, subject to the approval of the Faculty Senate:

The SOE shall have the following titles for the Educator Faculty:

Clinical Assistant Professor of Teaching and Learning
Clinical Assistant Professor of Educational and Psychological Studies
Clinical Assistant Professor of Exercise and Sport Sciences

Clinical Associate Professor of Teaching and Learning
Clinical Associate Professor of Educational and Psychological Studies
Clinical Associate Professor of Exercise and Sport Sciences

Clinical Professor of Teaching and Learning
Clinical Professor of Educational and Psychological Studies
Clinical Professor of Exercise and Sport Sciences

Teaching and Learning, Educational and Psychological Studies, and Exercise and Sport Sciences comprise the three departments within the SOE. These positions are absolutely vital for the fulfillment of the teaching mission of the SOE and the University. Clinical Professors serve multiple functions. Without them, our teaching, research, and service suffer. To honor their essential role in the SOE and the University, we respectfully request authorization to provide a career path for them through the Educator Faculty line.

The SOE faculty has approved the following descriptions and limits on these positions:

Policy on the Hiring and Retention of Educator Faculty in the SOE:

- A) The titles shall be: Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor of Teaching and Learning, Educational and Psychological Studies, and Exercise and Sport Sciences, respectively. These titles are granted to full-time faculty whose primary teaching responsibility is in the SOE and who concentrate on supervising practica, clinical proficiencies, and applied developmental activities strategic to the professional training required for each of the three departmental areas. Faculty with these titles shall not hold tenure or tenure-earning appointments; they shall hold terminal degrees, except in cases of exceptional professional experience and achievement.
- B) Clinical Faculty will be reviewed annually for accomplishments in creative and educational activities related to teaching, clinical, and supervisory activities related to professional development and service, according to customary practices in the SOE. Emphasis shall be placed on teaching, clinical expertise, and professional development activities.
- C) Promotion of Clinical Faculty shall be considered taking into account the applicant's qualifications as described in the Faculty manual.
- D) The voting rights of Clinical Faculty shall be implemented as described in the Faculty Manual for Educator Faculty.
- E) The number of Clinical Faculty in the SOE shall not exceed twelve. At present, the SOE requires four positions per department.
- F) Attachment A describes briefly the needs of each department for Clinical positions.

Attachment A: Brief Rationale for Clinical Positions in Each Department

Rationale for Educational and Psychological Studies (EPS):

The EPS Department relies heavily on educator faculty to fulfill its teaching and research mission. The Department has had a historical focus on graduate education, with the majority of its resources directed toward professional training in two sizable master's programs (Counseling and Higher Education) and two research oriented doctoral programs (Counseling Psychology and Research, Measurement, and Evaluation). The professional training programs have over 100 active master's students at any given time. Both of these programs require intensive training in professional skills. The Counseling program involves a year-long training sequence in professional skills followed by a year-long practicum placement in two practicum sites. The practicum is central to the program that encompasses 15 credits and requires a minimum of 1000 hours. The Higher Education program also includes a year-long practicum placement in a unit of the University of Miami. Setting up and renewing site agreements, coordinating the placement of students in these organizations, and providing program based oversight requires a great deal of time and devotion.

The Counseling master's program operates the Institute for Individual and Family Counseling (IIFC), a sliding fee mental health clinic offering low cost services to the local community. This clinic is central to the mission of the program because it provides the opportunity for practical experience and high quality supervision from counseling faculty members. The operation of the Higher Education program also relies on a clinically oriented faculty member who manages the recruitment, admission, advising, and completion of the students in the program in addition to arranging the students' practicum placements and providing oversight for them. The time intensive commitment of this faculty member has resulted in a successful, high quality program that places its graduates in leadership positions in universities throughout the country.

The efforts of these clinically oriented faculty members benefit the overall mission of the Department in another very important way. Their program administration, supervision, and engagement with the master's students make it possible for tenure line faculty members to devote more of their attention to scholarly pursuits and to training doctoral students in research. The complementary roles of clinically focused and research focused faculty is a key factor in the success of the EPS Department. It has resulted, in part, in having the Research, Measurement, and Evaluation program ranked 4th in the country in scholarly achievement by Academic Analytics (<http://www.academicanalytics.com/>).

Rationale for Exercise and Sport Sciences (ESS):

The ESS Department depends on the contributions of educator faculty to achieve its vision and mission. For the past several years, the Exercise and Sport Sciences (ESS) Department has experienced tremendous growth. Following approval of all three undergraduate majors, the department went from the smallest in the School of Education to the largest, housing over 150 undergraduate Sport Administration majors, more than 100 Exercise Physiology majors, and a full complement of minors in the same or similar fields.

Critical to the success of our programs (primarily in undergraduate and graduate Sport Administration) are the internships that these programs provide our students in professional sport organizations. At the undergraduate level, 12 credits and almost 1000 contact hours are required for student interns; at the graduate level a full year of work is done in professional sport organizations outside the University of Miami.

Athletic Training and Exercise Physiology programs are also rapidly growing programs that require practicums and internships. These programs emphasize expertise in clinical proficiencies that require hands-on clinical evaluations of athletes, people in the community, and public school children and adolescents.

The Exercise Physiology undergraduate program is the fastest growing program in the School of Education with the vast majority of majors in pre-med. It is the only program containing an undergraduate, Master's and Doctoral program. All programs involve hands-on training of people in the community, of college students, athletes, and children and adolescents in public and private schools. The laboratory houses a biochemistry area, a cardiovascular evaluation area, a muscle physiology area, and a body composition analysis area. Between our undergraduate and graduate programs, there are six laboratories offered each semester and a very advanced level of operation of some very sophisticated laboratory equipment. Clinical Professors are crucial for the successful operation of the labs and the teaching mission of the department.

Rationale for Teaching and Learning (TAL):

TAL relies heavily on educator faculty to advance its teaching and research missions. Educator faculty supervise students in schools and assist with the acquisition of practical competencies required to become teachers. These faculty members are essential in complying with accreditation requirements. In addition, over the past six years, the Department of Teaching and Learning has been redirecting its efforts to focus more sharply on the University's research mission. That focus has paid off, as shown by the Department's rankings on Academic Analytics (<http://www.academicanalytics.com/>), which are based on indicators of faculty scholarly productivity. In 2006, TAL was ranked number 4 in the field of Teaching and Learning; in 2007, it was ranked number 1 in the field of Curriculum and Instruction, and its math-science education area was ranked number 3 in the field of Mathematics Education.

Consistent with our focus on scholarly research, TAL faculty brought over \$4 million (nearly \$300,000 per capita) of extramural funding to the University during 2008. This level of funding has resulted in the buy-out of around 3.0 FTE in tenure-track faculty from teaching. The Department has maintained a consistent history of buy-out among its research-active faculty to the point where reliance on adjunct faculty to teach courses for which there is buy-out threatens the very quality of the programs that we offer. As the Department increases its efforts to procure extramural support, we project an increase in the buy-out of faculty teaching.

At this point, the Department needs the flexibility – found in Schools of Education around the country – of employing clinical faculty whose primary focus will free them of research responsibilities and enable them to concentrate on teaching and supervision of associate teachers.