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## MEMORANDUM

**To:** Julio Frenk  
University President

**From:** Tomás A. Salerno  
Chair, Faculty Senate

**Date:** April 21, 2017

**Subject:** Faculty Senate Legislation #2016-51(B) – Increase the number of EDUCATOR FACULTY Lines in the School of Education and Human Development

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The Faculty Senate, at its April 19, 2017 meeting, voted by majority to approve the request to increase the number of EDUCATOR FACULTY (also known as Clinical Faculty) lines from 12 to 20 in the School of Education and Human Development. Driven by an increase in the number of students over the last ten years, this increase will be filled slowly, appointing faculty who hold terminal degrees in their fields and have high-quality teaching skills. The ranks for these EDUCATOR FACULTY will be “Educator Assistant Professor,” Educator Associate Professor,” or “Educator Professor,” commensurate with the candidate’s background, experience, and stature in the associated field of practice.

This legislation is now forwarded to you for your action.


TAS/rh

Enclosure

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

CAPSULE: Faculty Senate Legislation #2016-51(B) – Increase the number of EDUCATOR  
FACULTY Lines in the School of Education and Human Development

**PRESIDENT'S RESPONSE**

APPROVED:  DATE: 5/8/17  
(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): \_\_\_\_\_

## MEMORANDUM

**DATE:** March 28, 2017

**TO:** Tomas Salerno, M.D., Chair  
Faculty Senate

**FROM:** Isaac Prilleltensky, Dean  
School of Education and Human Development

**SUBJECT:** Proposal to Increase Educator Faculty Lines

Enclosed is a proposal from the School of Education and Human Development (SEHD) to increase the number of Educator Faculty lines (also known as Clinical Faculty) from 12 to 20. A majority of the School's tenure and tenure-earning faculty approved this proposal last spring. These additional Educator Faculty lines will improve the quality of education in the departments of Teaching and Learning, Educational and Psychological Studies, and Kinesiology and Sport Sciences.

Over the last ten years, we have experienced considerable growth in our student body, while our clinical lines have remained constant. In the Department of Kinesiology and Sport Sciences (KIN), which includes Exercise Physiology, Athletic Training, and Sport Administration, the increases have been particularly dramatic.

Enrollments in KIN undergraduate programs, which include Exercise Physiology, Athletic Training, and Sport Administration, have increased from 231 to 426 students, or 84.41%. KIN graduate programs have experienced an even greater percentage of enrollment growth, 95.8% over the last 10 years. The online Sport Administration program, initiated in 2015, already has added 252 graduate students. The *Fitness, Nutrition, and Well-Being* cognate, with an enrollment of 706 students, is now the largest STEM cognate at UM.

SEHD currently has 35 tenured or tenure-earning faculty lines, 12 Educator Faculty lines, 10 Lecturer lines, and 3 Research Faculty lines, for a total of 60. The ratio of tenured and tenure track to Educator Faculty is 2.9:1. With an increase of Educator Faculty to 20 lines, the ratio of tenured and tenure track/Educator Faculty would be 1.75:1. Educator Faculty are currently 20% of the entire faculty. If the increase in Educator Faculty is approved, they would represent 29 % of the entire faculty.

Since 2011, five UM schools have proposed and received approval from Faculty Senate for additional Educator Faculty lines: the Schools of Business, Medicine, and Communication, and the Colleges of Engineering, and Arts and Sciences. We respectfully request similar authorization to effectively address the diverse program needs in SEHD.

## **SEHD PROPOSAL TO INCREASE EDUCATOR FACULTY LINES**

### **Executive Summary**

The School of Education and Human Development (SEHD) requests approval to increase the number of Educator Faculty lines (also known as Clinical Faculty) from 12 to 20. SEHD currently has 35 tenured or tenure-earning faculty lines, 12 Educator Faculty lines, 10 Lecturer lines, and 3 Research faculty lines, for a total of 60. Educator Faculty currently represent 20% of the entire faculty. If the increase in Educator Faculty is approved, they would comprise 29% of the entire faculty.

SEHD is a professional school that relies heavily on clinical teaching to provide the professional services our students require. Over the last ten years, our student enrollment has grown dramatically, while the number of Educator Faculty has remained the same.

If the proposed increase in Educator Faculty lines is approved, the positions will be filled slowly and incrementally to ensure the selection of highly qualified candidates. The appointed faculty will hold terminal degrees in their respective fields and will possess high-quality teaching skills. They will be required to maintain professional qualifications in their field for licensing and accreditation. Consistent with the SEHD By-Laws, Educator Faculty will be eligible to hold one of three ranks, "Educator Assistant Professor," "Educator Associate Professor," or "Educator Professor." In each case, the rank at initial appointment will be commensurate with the candidate's background, experience, and stature in the associated field of practice. Annual evaluation of SEHD Educator Faculty will conform to the procedures utilized for General Faculty, as contained in the Faculty Manual. All Educator Faculty will have the opportunity for advancement and will be eligible for promotion to a higher rank upon demonstration of excellence and outstanding performance, in accordance with established procedures.

### **1. Educator Faculty – Background and Rationale**

The mission of the School of Education and Human Development (SEHD) is to prepare the next generation of leaders, researchers, and agents of change and well-being in education and the community. In an effort to better reflect the breadth and scope of our mission, the SEHD was renamed in 2012. The new name more appropriately embraces the school's three departments: Teaching and Learning, Educational and Psychological Studies, and

Kinesiology and Sport Sciences. All three departments offer a dynamic integration of theory and practice, providing students an opportunity to excel in their respective fields of study.

Educator faculty positions are vital for the fulfillment of the SEHD mission. These positions help extend our reach and create permanent connections with our professional practice community. Because we are a professional school, the SEHD relies heavily on clinical teaching; and given our significant growth in enrollment, we need to increase the number of Educator Faculty lines. This will help provide our students with the specialized knowledge base and skills required for their programs of study.

Of the three SEHD departments, the growth in enrollment has been the most dramatic in Kinesiology and Sport Sciences (KIN). Over the last ten years, enrollments in undergraduate programs have increased from 231 to 426, or 84.41%. The *Fitness, Nutrition, and Well-Being* cognate now enrolls 706 students and is the largest STEM cognate at UM. Graduate enrollments across all KIN graduate programs have increased by 95.8%. The graduate online program in Sport Administration, initiated in 2015, has already enrolled 252 new students.

## 2. Proposed Educator Faculty Lines by Department

### A. Kinesiology and Sport Sciences Department (KIN)

## Kinesiology and Sport Sciences Department

Program	Tenured/Tenure-Track Faculty	Current Educator Faculty	Educator Faculty Requested*
Exercise Physiology	5	1	2
Athletic Training	1	1	2
Sport Administration	3	2	1

\*A more detailed rationale for Educator Faculty lines in the Kinesiology and Sport Sciences Department is presented in Appendix A.

B. Educational and Psychological Studies (EPS)

## Educational and Psychological Studies Department

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<b>Program</b>	<b>Tenured/Tenure-Track Faculty</b>	<b>Current Educator Faculty</b>	<b>Educator Faculty Requested*</b>
<b>Higher Education</b>	<b>1</b>	<b>1</b>	<b>2</b>

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\*A more detailed rationale for the Educator Faculty lines in the Educational and Psychological Studies Department is presented in Appendix B.

C. Teaching and Learning (TAL)

## Teaching and Learning Department

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<b>Program</b>	<b>Tenured/Tenure-Track Faculty</b>	<b>Current Educator Faculty</b>	<b>Educator Faculty Requested*</b>
<b>LLLMS/SPED</b>	<b>7</b>	<b>3</b>	<b>1</b>

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\*A more detailed rationale for the Educator Faculty line in the Teaching and Learning Department presented in Appendix C.

### **3. Standards and Procedures for Appointment, Promotion, and Evaluation**

If the proposed increase in Educator Faculty lines is approved, the positions will be filled slowly and incrementally to ensure the selection of highly qualified candidates. The appointed Educator Faculty will hold terminal degrees in their respective fields and will possess high-quality teaching skills. They will be required to maintain professional qualifications in their field for licensing and accreditation.

Procedures for appointment, selection, promotion, evaluation, and reappointment of Educator Faculty will be in accordance with the University of Miami Faculty Manual and the SEHD By-Laws.

The appropriate Department Chair, after consultation with the department faculty, may initiate the appointment process. Appointments to new Educator Faculty lines will be of limited duration (1, 3, or 5 years), as determined by the Dean. All educator positions will be advertised in a manner similar to that used for all Regular faculty, including adherence to State and Federal Equal Employment Opportunity guidelines.

### **4. Educator Faculty Status and Voting Rights**

The voting rights of Educator Faculty are described in the *Faculty Manual* and included in SEHD By-Laws. Educator Faculty will not participate in voting for promotion of tenured/tenure-track faculty, or any matters related to tenure and the tenure-earning process. They may participate in the evaluation and review of other members of the Educator Faculty who possess lower rank within their departments, including lecturer positions.

### **5. Annual Review of Performance**

All Educator Faculty will submit an annual report of professional activities to the Department Chair and receive a yearly evaluation in consideration for merit and salary adjustments. The Department Chair in conjunction with the Dean will review and evaluate each member of the Educator Faculty and make recommendations for salary increases in accordance with those for Regular Faculty.

## APPENDICES

### Appendix A.

#### A. Department of Kinesiology and Sport Sciences –KIN (5 positions)

**Exercise Physiology - Two Positions.** The undergraduate Exercise Physiology program is the largest undergraduate major in the KIN department and SEHD, with 227 majors in 2017. Since the approval of four Educator Faculty lines in 2008, new courses have been added to undergraduate programs, which have expanded clinical internships, research opportunities, and professional preparation experiences required in this field. With the growth in the major, the highly specialized nature of the field, and the need to solicit quality faculty seeking permanent teaching positions with opportunities for career advancement, KIN is seeking one Educator Faculty line in Exercise Physiology, and one in Strength and Conditioning.

Strength and Conditioning is a graduate track under the graduate program umbrella of Exercise Physiology. Starting with only eight students, it now has 27 graduate students, making it one of the largest revenue generating programs in the entire SEHD. Strength and Conditioning is a very popular area of study that interfaces with UM's Varsity Athletics department and provides a diversity of career options for students. There is only one Strength and Conditioning expert teaching all core requirements; the department is in serious need of an Educator Faculty Position to help alleviate the burden. Furthermore, because of the clinical nature of the field and safety requirements of this track, a second expert must assist the primary professor in several courses.

**Athletic Training (AT) - Two positions.** The undergraduate AT major is a nationally accredited program in KIN. Under the National Athletic Training Association (NATA), the clinical skills and theory requirements of this program have continued to advance. Science requirements and an Evidence-Based Sports Medicine course were added to the major requirements. In addition, Athletic Trainers will soon be required to perform phlebotomy, intra-venous therapy, and expand clinical competencies such as suturing. These new activities will require clinical faculty to have more experience performing and teaching these skills. Furthermore, students in an accredited undergraduate program in AT



must transition to a graduate program to be eligible to sit for the Board of Certification (BOC) examination to become certified athletic trainers. Therefore, by 2019, the AT program will become an accredited graduate program while also maintaining undergraduate accreditation to finish the last class of undergraduate students majoring in Athletic Training. We are requesting two Educator Faculty lines in AT. By establishing a permanent career pathway for these important clinicians and providing them with the tools needed to excel in their field, we hope to build a great team of Educator Faculty and a nationally recognized graduate program leading to AT certification.

**Sport Administration (SPAD) – One position.** This is a very popular program of study. The undergraduate SPAD program currently has approximately 155 majors and has had stable enrollment during the last several years. The graduate SPAD program also has a large number of students, averaging approximately 15-24 students a year for the past several years. The online SEHD graduate program was added in 2015 and has already enrolled 252 students. Given the healthy undergraduate and graduate Sport Administration enrollments, we need to create more sections of the core courses. Accordingly, we are seeking one additional Educator Faculty line in SPAD.

## **Appendix B.**

### **B. Educational and Psychological Studies (EPS)– Two Positions**

**Higher Education Program (HEP) - One Position.** The mission of this program is to “produce highly effective administrators and leaders who view the college and university environment holistically and understand how the various functional areas can work together to effect overall student success.” The HEP program includes an M.S.Ed. Program established in 1965, that currently offers three tracks: 1) Enrollment Management, 2) Student Life and Development, and 3) Institutional Research and Policy Analysis. Many current UM administrators have received degrees from this program. The HEP program also includes an Ed.D. Program, with a higher education leadership focus. It was established in 1981, but enrollment was frozen for 9 years due to inadequate faculty resources.

In 2011, the HEP re-started as an Executive Ed.D. program designed to meet the needs of working professionals. Since then, the program has graduated 12 senior higher education leaders who hold positions at institutions locally, nationally, and internationally. In the recent “Report of External Reviewers,” the Ed.D. Program was characterized as “cutting edge” and the totality of HEP degree offerings was favorably reviewed as meeting the

mission "by providing high quality professional training for administrators and leaders in higher education." The review also notes, however, that due to limited faculty resources the program has not met its full potential.

Currently, there are two core faculty members in the program. The primary emphasis of the external review was the need for "targeted investments" that could propel HEP to a "top 15 higher education program in 10 years." The specific investments described would be the addition of faculty who can relieve the administrative burden that falls on the shoulders of one faculty member at present, as well as to extend course offerings in the program.

To respond to this recommendation we are seeking two clinical faculty lines for the HEP. It is a popular and academically sound program with a comprehensive degree portfolio (M.S.Ed. and Ed.D.); however, it needs an opportunity to realize its full potential through an increase in faculty resources.

## **Appendix C.**

### **C. Department of Teaching and Learning (TAL) - One Position**

The Department of Teaching and Learning seeks approval for one additional Faculty Educator line. The new Applied Learning Sciences Program (M.S., Ed.D, and certificate) will require current regular faculty to develop and teach a number of new courses, thereby restricting their availability to teach existing courses.

Additionally, the Teaching and Learning Department is launching two new Master's programs specializing in the teaching of English language learners (Teaching English to Speakers of Other Languages [TESOL], with a second track for teaching in Bilingual/Biliteracy Dual Language contexts) and Special Education (SPED). Finally, the Florida Department of Education now requires secondary teachers (middle and high school) to meet competencies for teaching English language learners and SPED. One additional Educator Faculty line could provide support for ongoing programs and, potentially, for the new programs in Applied Learning Sciences, TESOL/Bilingual Education, and SPED. An increase in adjuncts to teach required, cognate, and elective courses across TAL programs is not a feasible solution to this need. It has become increasingly difficult to employ appropriate and highly qualified adjunct instructors. The faculty are concerned that the quality and coherence of TAL programs will be affected negatively if we do not receive the support of a highly qualified Faculty Educator.