

College of Arts and Sciences
Proposal to Create New Educator Faculty Lines

Date: September 13, 2018

Executive Summary

The College of Arts and Sciences proposes that 13 new educator faculty lines be included as part of its General Faculty. At present, the College has a total of 22 clinical-professional practice lines approved, from which 10 are occupied as shown in the table below:

Biology	Professional Practice	1
English	Professional Practice	2
Psychology	Clinical	4
Theatre Arts	Professional Practice	3

With the addition of the 13 educator faculty lines being proposed now, the College will have a total of 35 such positions. In contrast, the College currently has 309 Regular Faculty (tenured and tenure-track) lines, from which 301 are occupied. Thus, these educator faculty lines will constitute a small percentage (11.63%) relative to its Regular Faculty. A detailed table of the percentage of Educator Faculty by department is included in this proposal (Appendix A).

These proposed educator lines will be filled incrementally and during years when specific departmental teaching needs are identified. The proposed educator lines will not be construed as substitutes for tenure-earning lines and the duration of the initial appointments will typically be 1-3 years with possibility of renewal. The candidates who fill these educator appointments must have the ability to make high-quality contributions in teaching. Specific teaching assignments for educator faculty will be determined separately for each appointment and, in some instances, may be less than full time. Educator faculty will also be expected to maintain their professional qualifications in accordance with the College's guidelines for accreditation. In accordance with SACS guidelines, educator faculty will hold terminal degrees and/or have evidence of exceptional professional experience and achievement in lieu of a terminal degree.

New educator faculty may also be known as "Clinical Faculty," "Artist-in-Residence," or "Professor of Professional Practice" according to the needs and standards of each department within the College. The initial appointment will be commensurate with a candidate's experience and stature within their field of practice. Annual evaluation of educator faculty will conform to current evaluative practices in the College for General Faculty and persons who fill these positions may be eligible for promotion to a higher rank in cases of outstanding performance.

College of Arts and Sciences

Proposal to Create New Educator Faculty Lines

1. Educator Faculty - Statement of Principle

Higher education continues to evolve at a rapid pace, including the growth of professional programs and programs that attract non-traditional students. The need for a diverse faculty who can bring transformative knowledge to our campus has become increasingly apparent. Our mission calls for the creation of a truly global learning community that offers unique educational and career opportunities for our students. One way to achieve this is to bring to our College extraordinary individuals with specialized professional knowledge and skills that can be shared with our students. Accordingly, the College of Arts and Sciences' faculty is proposing the establishment of a discrete number of Educator Faculty lines to support our expanding graduate programs and create lasting connections to professional practice in a variety of fields.

While many disciplines in the College possess a practical component as exemplified by a cognate professional field, certain departments are more likely to have stronger ties with industry and professional practice than others. Section 5 of this proposal includes details of a specific number of educator lines (a total of 13) to be proposed to the Faculty Senate during the current academic year. These proposed educator lines will be filled incrementally through time and will not be construed as substitutes for tenure-earning lines.

The candidates who fill these educator appointments must have the ability to make high-quality contributions in teaching. Specific teaching assignments for educator faculty will be determined separately for each appointment and, in some instances, may be less than full time. Educator faculty are expected to be intellectually active and committed to their continued professional development. As such, they will also be expected to maintain their professional qualifications in accordance with the College's guidelines for accreditation. In addition, they will be encouraged to communicate to people engaged in their field by presenting their work primarily to professional and lay audiences. In accordance with SACS guidelines, educator faculty will hold terminal degrees and/or have evidence of exceptional professional experience and achievement in lieu of a terminal degree.

2. Search Procedures and Standards for Appointment and Promotion

Consistent with our titles for Regular Faculty, new Educator Faculty lines will be considered at the following titles:

- Clinical Assistant Professor
- Clinical Associate Professor
- Clinical Professor
- Assistant Professor of Professional Practice
- Associate Professor of Professional Practice
- Professor of Professional Practice
- Distinguished Professor of Practice in Residence (Artist)
- Artist-in-Residence

In each case, the rank at initial appointment will be commensurate with a candidate's

experience and stature within their field of practice. Assessment of candidate qualifications will involve consultation with the faculty of a department, the department chair, and the Dean (details below), as the appointing authority. New Educator Faculty lines will be of limited duration (1-3 years) and will not involve the award of tenure or be tenure-earning. The departmental chair, after consultation with the department faculty, shall make a recommendation to the Dean regarding the length of the appointment for each position.

All educator positions will be advertised and equal opportunity procedures will be followed in accordance with all State and Federal laws. The initiation of educator appointments and promotions may come to the Dean of the College from the appropriate department chair after consultation with the departmental faculty.

Searches to fill educator faculty appointments will follow standard College procedures, including on-campus visit by the candidate, a professional presentation, and meetings with appropriate department faculty members. Candidates for appointment will require submission by the candidate of a curriculum vitae, a statement of professional achievement, and other materials pertinent to the educator track appointment. Candidates will also meet with the appropriate department faculty and department chair(s) who, after a vote of the departmental faculty, will make a recommendation to the Dean regarding the appointment.

Procedures for appointment, selection, promotion, evaluation, and reappointment of educator faculty will be in accordance with the University of Miami Faculty Manual and the Bylaws of the College of Arts and Sciences.

3. Educator Faculty Status and Voting Rights

The voting rights of Educator Faculty shall be as described in the Faculty Manual and as permitted by the Bylaws of the College of Arts and Sciences. Educator faculty will not participate in the promotion and tenure process, or any matters related to tenure and the tenure-earning faculty. They may participate in the evaluation and review of other members of the educator faculty who possess lower rank within their departments.

4. Annual Review of Performance

All educator track faculty will submit an annual report on their professional activities to their respective department chair and shall be eligible for merit salary adjustments. The department chair and the Dean will review each report and consider recommendations for salary increases. Feedback on performance will be provided by the department chair in accordance with procedures for University faculty. A review to determine reappointment will be conducted in the year before each appointment ends.

5. Proposed Educator Faculty Lines

- a. **Department of Art and Art History** – one (1) position
Educator Faculty in Art and Art History
Proposed Titles:
 - Artist-in-Residence
 - Distinguished Professor of Practice in Residence (Artist)

The Art and Art History Department's creative faculty contribute to the life of the University,

as well as to the visual artistic community. Though many visual artists are also professors, not all practicing artists of national and international importance are academics. Many practicing artists hold positions outside the academy; we seek to include them in the development of our program as “Professors of Practice: Artist”.

Practicing artists who have a record of excellence and visibility, but who do not necessarily have a terminal degree in the field, are particularly important in supporting innovative practices that enrich the curriculum through their professional experience, teaching excellence, community leadership, and strong connections to the world of art. Professors of practice from outside the academy would provide our students with a model for how to make a living, how to build contacts with the art community outside academia and what it is to be a working artist. The Art and Art History Department would increase its national presence by appointing at least one ‘Distinguished Professor of Practice in Residence’ routinely. Such an artist would have an international reputation and would be a major figure in the artistic world; thus, she or he would bring distinction and attention to our department and MFA. Bringing in a series of internationally recognized artists as professors of practice would help us to provide our students with the widest possible range of artistic aesthetics to consider as they hone their craft.

b. Department of English – five (5) positions
Educator Faculty in Writing and Composition
Proposed Titles:

- Assistant Professor of Professional Practice in Writing and Composition
- Associate Professor of Professional Practice in Writing and Composition
- Professor of Professional Practice in Writing and Composition

Writing instruction has long been recognized as an established field of academic practice and inquiry, with its own professional organizations and journals. The expertise required for effective writing instruction, along with empirical and theoretical research in writing studies, are vital components of the Department of English and, indeed, of the University of Miami. Our writing faculty teach the practice of writing to the whole University community, from first-year undergraduates to graduate students and other faculty members in grant-writing and collaborative research. Our writing faculty are performing invaluable service and providing academic leadership on multiple campuses of the University. We propose to create positions as Educator Faculty in Writing and Composition for full-time faculty members in writing in the English Department who will demonstrate exceptional professional accomplishment in teaching. The position of Educator Faculty in Writing and Composition would meet several institutional needs, fulfill pedagogic and research aspirations, and demonstrate an institutional commitment to a vital scholarly mission. The ability of faculty to undertake effective writing instruction is universally seen to have transcended the traditional service function of writing instruction and emerged as an essential component of general education and across all levels of student and faculty development. The majority of peer R1 institutions have equivalent writing faculty representation in curriculum and research units.

c. Department of Mathematics – three (3) positions
Educator Faculty in Mathematical Finance
Proposed Titles:

- Assistant Professor of Professional Practice in Mathematical Finance
- Associate Professor of Professional Practice in Mathematical Finance
- Professor of Professional Practice in Mathematical Finance

The Master of Science in Mathematical Finance (MSMF) produces technically trained professionals with an understanding of how to analyze and value complex investments and assess the associated risks. Program growth has created a need for Educator Faculty in Mathematical Finance. Individuals with expertise in quantitative trading strategies and trading infrastructure, financial derivatives, credit models, and quantitative risk management will be sought to fill these positions. Candidates should have considerable experience in the financial industry. Appointees would be expected to teach courses in the MSMF program and advise MSMF students in their projects, including capstone projects. The teaching assignment would be up to two classes each year, which will place this appointment in a part-time status.

d. Department of Psychology – three (3) positions

Clinical Faculty

Proposed Titles:

- Clinical Assistant Professor
- Clinical Associate Professor
- Clinical Professor

These positions are designed for those Educator Faculty whose primary responsibility is in the Psychology Department's clinical programs. These appointees are primarily responsible for supervising students who are learning practice skills and are being trained to become licensed psychologists, pursuant to the rules of the State of Florida and other similar authorizing bodies. The primary qualification for these faculty members is demonstrated competence in the practice of clinical psychology or other applied psychological work. The Department of Psychology was granted five (5) educator/clinical faculty lines in 2001. Program growth has necessitated three more lines of clinical faculty. Hiring criteria may include but not be limited to licensure in clinical psychology, American Board of Professional Psychology (ABPP) status, professional/teaching experience, research productivity, publications, and service.

e. Department of Sociology – one (1) position

Educator Faculty in Criminology and Criminal Justice

Proposed Titles:

- Assistant Professor of Professional Practice in Criminology and Criminal Justice
- Associate Professor of Professional Practice in Criminology and Criminal Justice
- Professor of Professional Practice in Criminology and Criminal Justice

The Department of Sociology proposes to add an educator faculty line to support the growing Master of Science in Criminology and Criminal Justice and the Graduate Certificate in Criminology and Criminal Justice. The graduate programs present an interdisciplinary approach, providing advanced knowledge of the U.S. criminal justice system including tools to evaluate policy and practice through training in criminological and criminal justice theory and in quantitative research methods. These programs are primarily geared toward individuals already employed within criminal justice as well as those seeking employment in the wide range of criminal justice professions across the areas of law enforcement, courts and corrections. An individual with considerable expertise in the criminal justice system (the judiciary, corrections, crime prevention, probation, etc.) will be sought to fill this position.

Appendix A

Faculty by Department							
Department	Total Regular Faculty	Existing Educator Faculty Passed in 2001	Existing Educator Faculty Passed in 2015	New Educator Faculty Request 2018	Total Educator Faculty	Percentage Relative to current Regular Faculty	
Anthropology	9		1*		1	11.11%	
Art and Art History	10			1	1	10.00%	
Biology	22		1		1	4.55%	
Chemistry	15		2		2	13.33%	
Classics	3					0	
Computer Science	11					0	
English	30		2	5	7	23.33%	
Geography & Regional Studies	9					0	
History	21					0	
International Studies	6					0	
Mathematics	26			3	3	11.54%	
Modern Languages	21		4		4	19.05%	
Philosophy	15					0	
Physics	19					0	
Political Science	18		2		2	11.11%	
Psychology	35	5		3	8	22.86%	
Religious Studies	11		1		1	9.09%	
Sociology	14			1	1	7.14%	
Theatre Arts	6		4		4	66.67%	
	301	5	17	13	35		
					Total: 301 (309)	35	11.63%

*Anthropology, Biology, Psychology (Animal Behavior and Conservation)