

WAYNE STATE UNIVERSITY LAW SCHOOL

Promotion Factors for Clinical Faculty

Clinical faculty are not eligible for tenure. They are, however, eligible for promotion. Clinical teaching, clinical supervision, and clinical service are of primary importance in evaluating clinical faculty who are being considered for promotion. Scholarship, doctrinal teaching, and non-instructional service shall be given secondary consideration. In the implementation of this document, all provisions of the collective bargaining agreement will be followed.

1. Clinical Teaching, Clinical Supervision, and Clinical Service

- (1) Clinical teaching refers to teaching students in live-client clinics, internships, simulation courses, and similar curricular offerings. The basic questions in evaluating clinical teaching concern a candidate's ability to identify appropriate teaching objectives; to prepare and select teaching materials and vehicles (including actual or simulated cases) that support those objectives; and to select, use, and integrate diverse teaching methods (including student supervision on cases, simulation, role playing, mock trials, and other experiential methods) to achieve those objectives. It is understood that administration of clinical offerings through activities that concern the design, operation, and management of the law school's clinical programs is counted as part of clinical teaching.
- (2) Clinical supervision refers to supervision of student work on actual and simulated cases. The basic questions in evaluating clinical supervision concern a candidate's ability to use directive and non-directive supervision techniques, as appropriate, to help students formulate goals, explore options, exercise professional judgment, and plan strategy; to foster clinical students' ability to evaluate their own performance; to provide timely, detailed, constructive feedback to students; to ensure that students provide high-quality, professional representation to clients; and to ensure that students comply with applicable legal rules and codes of conduct.
- (3) Clinical service refers to service to the client community beyond the service afforded by supervised individual client representation, and to service to the law school in connection with the law school's clinical programs. Service to the client community includes, but is not limited to, information and referral efforts, community organizing and education, law-reform litigation and public policy advocacy before legislative and executive organs of government. Service to the law school involves participation in committee work related to the operation and administration of the law school's clinical programs.

2. Scholarship, Doctrinal Teaching, and Non-Instructional Service

- (1) Clinical faculty are not expected to produce the type or volume of scholarly work expected of tenured and tenure-track faculty. The time-intensive nature of clinical teaching, clinical supervision, and clinical service make it all but impossible for clinical faculty to do so. Clinical faculty are, however, expected to spend a portion of their time engaged in transmitting knowledge beyond the confines of the law school, through publications or presentation addressed to professional audiences.
- (2) From time to time, clinical faculty are assigned to teach doctrinal courses. The basic questions in evaluating doctrinal teaching concern the candidate's mastery of the subject being taught, ability to communicate the subject effectively, and capacity to inspire the students to learn.
- (3) Clinical faculty are expected to engage in the same types of non-instructional service to the law school and university as tenured and tenure-track faculty.

3. Factors for Promotion

- (1) Candidates for promotion from Assistant Professor (Clinical) to Associate Professor (Clinical) shall be evaluated according to factors of excellence in clinical teaching, clinical supervision, and clinical service. Scholarship, doctrinal teaching, and non-instructional service will be given limited weight in evaluating candidates for promotion to Associate Professor (Clinical). High quality performance in these areas will be treated as a positive factor, but generally will not be sufficient to make up for mediocre clinical teaching, clinical supervision, or clinical service. Poor performance in these areas will be accorded negative weight, but generally will not be sufficient to outweigh excellence in clinical teaching, clinical supervision, and clinical service.
- (2) Candidates for promotion from Associate Professor (Clinical) to Professor (Clinical) in addition to the factors above required for promotion to Associate Professor (Clinical) should have a national reputation for excellence in clinical teaching, clinical supervision, and clinical service, as evidence by law-reform litigation or public policy advocacy that has a major impact on the shape of the law, the administration of justice, or the client community; prizes; favorable reviews; wide and favorable citations of published work; presentations at clinical conferences and other law schools; or leadership roles in clinical organizations.

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