

Implementation Guidelines for the Promotion of Renewable Contract Faculty in the College of Education

This document outlines the procedures pertaining to the promotion of full-time faculty who carry the job classification of renewable faculty. A full-time renewable contract faculty position is defined as a 9- or 12-month non-tenure earning appointment. All renewable contract faculty appointments are affixed to an academic department and are employed under the conditions of a term appointment, whose duration is determined by the Dean of the College of Education. Annual reviews will follow the processes outlined by the College of Education and the *UA Faculty Handbook*.

If a conflict exists between the guidelines that follow and the process described in the *UA Faculty Handbook*, the language in the *UA Faculty Handbook* will supersede the information shared in this document.

Classifications

The College of Education acknowledges two types of classifications for Renewable Contract Faculty:

1. Research Faculty, whose workload obligations are largely dedicated to the task of conducting research, reflecting a .8 research and .20 service workload norm.
2. Clinical Faculty, whose workload obligations can be differentiated to reflect any combination of service, research, and teaching responsibilities, according to College, departmental, and program area needs. In most cases, clinical faculty in the College carry an assignment that balances teaching and service expectations. The workload for these appointments can be differentiated to reflect different teaching and service obligations, and although rare, research and administration responsibilities as well. In most cases, however, a clinical appointment results in a .8 teaching/.2 service workload norm.

The Promotion Review

The promotion review involves three levels of review, inclusive of independent reviews proffering a recommendation to promote or not from the Department Head and the Dean of the College of Education, as well as the College-wide Renewable Contract Faculty Promotion Committee review that includes an up or down vote.

The College-wide Renewable Contract Faculty Promotion Committee is expected to review and discuss faculty dossiers and prepare a written evaluation. Membership on the committee must include one renewable faculty member, at or above the rank being sought by the candidate, from each department, to be appointed by the Department Head. If a department has no renewable

contract faculty members, the department will not be represented on the committee. If the number of renewable faculty at the rank being sought is insufficient to populate a committee of at least five, the Dean of the College of Education will appoint tenured faculty to serve as necessary. The faculty members chosen must be at least at the rank being sought by the candidate during that review. The Chair will be elected by the committee's membership annually and should have served on the committee previously. Committee members will serve two-year terms, commencing in August. Two of the five members will begin service on even years, while three members will begin on odd years. Members may serve consecutive terms.

Criteria for Promotion

Research Faculty

Promotion to Associate Professor is based on noteworthy activity related to research, as demonstrated by the quality and frequency of published work, by a citation index analysis of the work, and by external evaluators' reviews of the candidate's work. The work must demonstrate unmistakable evidence of having achieved national stature and visibility.

Promotion to Professor is based on noteworthy activity related to research, as demonstrated by the quality and frequency of published work, by a citation index analysis of the work, and by external evaluators' reviews of the candidate's work. The work must demonstrate unmistakable evidence of sustained accomplishment over time and international stature and visibility.

Clinical Faculty

Promotion to Associate Professor is based on evidence of noteworthy activity in the areas of teaching/clinical practice, advising, and departmental, College or University service, as well as public service, and if relevant, scholarship and creative activity. The candidate must demonstrate unmistakable evidence of accomplishment and influence beyond the boundaries of the campus, including external evaluators' reviews of the candidate's accomplishments. This could include work in the larger community, the state, and/or the region.

Promotion to Professor is based on evidence of noteworthy activity in the areas of teaching/practice, advising, and departmental, College and University service, as well as public service, and if relevant, scholarship and creative activity. The candidate must demonstrate unmistakable evidence of accomplishment and influence beyond the boundaries of the state, including external evaluators' reviews of the candidate's accomplishments. This could include work at the regional, national, or international level.

Documentation for Renewable Contract Faculty

Promotion reviews for all renewable contract faculty require the procurement of at least four external evaluations, of which two must be selected by the department head and two by the candidate. Dossiers to be presented for review must include the statement indicating a request for a promotion review, and personal data that includes name, department, initial rank (with date of

appointment), present rank (with date of appointment), proposed rank (if it applies), highest degree and major field, as well as date and institution of highest degree. A professional vita is also required. Documentation of the faculty member's productivity, the details of which are noted below, must also be provided.

Required Dossier Information for all Renewable Faculty Promotions

- Support documentation submitted into the digital submission system should be limited to 200 single pages (including pages of sample articles and student evaluation forms).
- Faculty members should house other support materials in their offices for inspection by the College-wide Renewable Contract Faculty Promotion Committee, Department Head, or Dean of the College of Education.
- The College of Education requires that external evaluations be included in the dossier; external reviews are provided by the Senior Associate Dean and will not be accessible by the candidate.

All dossiers must include also the following items:

- a. Intent. Clearly state which level of the promotion review that the dossier supports. If years of service are credited from another institution, the number of years at the other institution should be indicated. The initial appointment letter from the Dean of the College of Education noting the number of years credited must be included in the dossier.
- b. Personal Data. Must include name, department, initial rank with date of appointment, present rank with date of appointment, proposed rank of promotion review, highest degree and major field, and date and institution of highest degree.
- c. Current Vita
- d. Previous Evaluation Letters. All previous evaluation letters from the candidate's promotion committee, Department Head, the Dean of the College of Education, and The University of Alabama Provost (if applicable).

Areas of Documentation for Research Faculty

The successful candidate must present unmistakable evidence of excellence and accomplishment in achieving recognition as a renowned researcher. Documentation of the candidate's research impact may include, but is not limited to, a listing of all research activities. This includes a listing of work in-press and in-development, an annotated bibliography of published work that accounts for acceptance rates and impact factors, a compilation of received research grants, appointments to editorial boards of nationally-recognized journals and the candidate's personal research impact factors, including potentially the Academic Analytics z score, the H-index score, the SSCI number and other metrics relevant to the review period. Additionally, all candidates should provide evidence of Academic Citizenship.

The dossier should also include:

- a. Articles published in refereed journals in the candidate's discipline
- b. Books published by recognized publishing houses
- c. Book-length research monographs
- d. Invited, juried or reviewed exhibitions, presentations, or performances
- e. Chapters in books and edited collections of readings
- f. Papers presented at professional meetings
- g. An annotated list of grant procurements
- h. Appointment as a referee, or as a member of an editorial board, or as an editor of a scholarly academic or professional journal
- i. Newsletter-type articles regarding topics of interest to educators in publishers' periodicals
- j. Any other type of scholarly publications and creative efforts that contribute to the candidate's fields of specialization

NOTE: Jointly authored material should indicate all authors and percent and description of specific contribution to the work.

Contract and Grant Activity:

- a. Title of projects – submitted and funded
- b. Brief, one-paragraph description of the project(s) and the candidate's role in the project(s).
- c. Dollar value of each project funded
- d. Funding agency for each project
- e. Number of funded projects as project director or co-project director
- f. Number of funded projects as a collaborator
- g. Research reports or training manuals submitted in connection with research grants or contracts

Academic Citizenship. The successful candidate must present unmistakable evidence of excellence and accomplishment in service-related activities. This can include activities related to external academic citizenship, such as taking a leadership role on a prominent regional and/or national committee or with a professional organization, sitting on a policymaking board or advisory council, or participating in policy-making work at the community, regional, or national level. Candidates can also claim leadership work related to involvement with accrediting agencies. Evidence of internal academic citizenship may also be considered, including program development work, oversight of site-based programs, extraordinary service on College and University committees, and extraordinary service contributions generally viewed as advancing the College or University.

- a. Committee memberships – department, College, and University, including doctoral program planning and dissertation committees
- b. Research service to schools and state and regional agencies
- c. Collaborative involvement with research and service grants
- d. Collaborative research involvements with visiting professors, center projects, international programs, and any College-wide service programs
- e. Any initiatives that lift the research stature of the College

The candidate must achieve national stature as a researcher, with very strong visibility in the national research literature of the field, for promotion to Associate Research Professor and must achieve international recognition as a researcher, with international visibility in the research literature of the field, for promotion to Research Professor.

Areas of Documentation for Clinical Faculty

To be considered for promotion to Associate or Professor as Clinical Faculty, documentation should be provided in the two areas of Instruction and Impact on Practice. Candidates with appointments that include administrative responsibilities designated in their appointment letters, may select Administration as one of their two areas. Additionally, all candidates should provide evidence of Academic Citizenship.

Instruction. If instructional productivity is used as a criterion for promotion, the successful candidate must present unmistakable evidence of excellence and accomplishment in teaching-related undertakings. This may include evidence of excellence in the classroom and/or other instructional undertakings, as certified by the judgment of the departmental chairperson, faculty peers, student ratings and broader student opinions. Other factors could include work done to improve the quality of the instructional programs in one's academic area. This may include contributions related to improving course materials, developing effective instructional aids, advancing new courses or programs, strengthening existing courses, preparing high-quality course syllabi, providing instructional leadership to external agencies, and obtaining or participating significantly in grants and contracts that enhance the University's instructional and

outreach efforts. Moreover, any work that proffers model or exemplary practices in the clinical field setting, that influences curriculum decisions beyond the University and that brings general recognition of exceptional teaching to the University, could be included.

The dossier should also include:

- a. List of all courses taught
- b. University of Alabama evaluations of all courses (including practica, internships, supervision) taught in during the review period are required
- c. Innovations and improvements instituted
- d. Master's theses directed during the review period - completed and in progress, including title, name of candidate, and date of graduation
- e. Doctoral dissertation committee service during the review period - completed and in progress. Include title, name of candidate, date of graduation, and publication status with complete citation in APA or MLA style
- f. Evidence pertaining to quality teaching, including student evaluations from every course taught in the College and documentation of peer observations of teaching
- g. Evidence pertaining to the quality supervision in the schools and elsewhere

Impact-on-Practice. If impact-on-practice is used as a criterion for promotion, the successful candidate must present unmistakable evidence of excellence and accomplishment in developing a publication record, and/or in engaging in creative activity and scholarly endeavors appropriate to the candidate's discipline or field of specialization. Documentation of a candidate's impact-on-practice may include, but is not limited to, an active involvement in scholarly inquiries. This could include program evaluation work, applied research efforts, and studies on innovative policies and practices. It could additionally include the dissemination of scholarly work at regional and national professional organizations (and with practitioner-based audiences), participation on editorial boards, which could include tasks such as reviewing of manuscripts for journals, reviewing and critiquing published books, and some obvious involvement with assisting educators with the translation of research into practice.

The dossier should also include:

- a. Articles published in refereed journals in the candidate's discipline
- b. Books published by recognized publishing houses and book-length research monographs
- c. Invited or juried or reviewed exhibitions, presentations, or performances
- d. Chapters in books and edited collections of readings

- e. Papers published in the proceedings of meetings of professional associations
- f. Articles in non-refereed periodicals
- g. Papers presented at professional meetings
- h. Appointments as a referee, or as a member of an editorial board, or as an editor of a scholarly academic or professional journal
- i. Newsletter-type articles regarding topics of interest to educators in publishers' periodicals
- j. Any other type of scholarly publications and creative efforts that contribute to the candidate's fields of specialization

Administration. If administrative productivity is used as a criterion for promotion, the successful candidate must present unmistakable evidence of excellence and accomplishment in administrative-related undertakings. This may include evidence of outstanding program leadership over time, such as the oversight or initiation of new programs and/or activities, oversight of site-based programs related to an area of expertise, and collaborations with external entities that bring recognition to the College. Other factors include recognition by external authorities of outstanding administrative practice and evidence of outstanding management, administration, or organization in facilitating the mission of the College, University, or teaching profession, as well as any work that leads to securing grant funding for school-based or community-based efforts.

The dossier should also include:

- a. Documents, including reports, related to the candidate's administrative accomplishments
- b. Internal and external feedback regarding the candidate's administrative accomplishments
- c. Descriptions of administrative activities led by the candidate with documented outcomes
- d. Contract and grant activity, if applicable (including a brief, one-paragraph description of each project and the candidate's role in the project)

Academic Citizenship. The successful candidate must present unmistakable evidence of excellence and accomplishment in service-related activities. This can include activities related to external academic citizenship, such as taking a leadership role on a prominent regional and/or national committee or with a professional organization, sitting on a policymaking board or advisory council, or participating in policy-making work at the community, regional, or national level. Candidates can also claim leadership work related to involvement with accrediting agencies. Evidence of internal academic citizenship may also be considered, including program development work, oversight of site-based programs, extraordinary service on College and University committees, and extraordinary service contributions generally viewed as advancing to the College or University.

The dossier should also include:

- a. Committee memberships – department, College, and University, including doctoral program planning and dissertation committees
- b. University sponsored service – state, regional, and national
- c. Voluntary external service – state, regional, and national
- d. Important professional activities that speak to professional stature

In the two areas selected, the candidate must find recognition beyond the boundaries of the University for promotion to Associate Clinical Professor and beyond the boundaries of the State for promotion to Clinical Professor.