Guidelines for the Promotion of Renewable Contract Faculty (RCF) 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 contract faculty (RCF). 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 (COE).

Annual reviews will follow the processes outlined by the College of Education and the *UA Faculty Handbook* (https://ua-public.policystat.com/policy/16777367/latest/).

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.

Renewable Contract Faculty (RCF) Classification

The College of Education acknowledges these classifications of Renewable Contract Faculty:

1. **Professorial Ranks**: Most appointment responsibilities must correspond with title (clinical/teaching, research, or professor of practice); all are expected to contribute to service (typically an FTE of 20%) and scholarly research. The exact distribution of responsibilities (FTE) must be documented in the offer letter and is open to revision with mutual approval of the faculty, department head, and dean.

    A. **Clinical Assistant/Associate/Full Professor**: Clinical RCF faculty are typically expected to teach four 3-credit courses per semester (.8 FTE), depending on their other obligations. Teaching expectations are negotiated with the Department Head. Dissemination of teaching and service innovations is a vital contribution of our RCF faculty in their fields, and this commitment is documented in their appointment letters (see section below). Work allocation norms assigned to service include work done in both professional and public settings that may include research. Research may also represent a separate load in special circumstances. Administrative load must also be specified in the letter. Service expectations are negotiated with the Department Head but will typically equal .2 FTE or 8 hours per week. Some Clinical RCF faculty have an administrative load (.8 FTD or >).

    B. **Research Assistant/Associate/Full Professor**: Research-focused renewable contract faculty typically have 100% FTE focused on research and are supported by external grant funding. Exact duties are assigned by the grant PIs, and may include outreach, data

collection, professional writing, and other types of grant support. Research-focused RCF have scholarship/research/dissemination expectations for their appointment (writing about their research work) but the exact nature of this is negotiated with the grant PI. Research RCF do not typically have a college-wide service commitment, though one may be negotiated.

C. **Professor of Practice:** Professors of Practice are highly accomplished professionals with high public profiles and specific expertise in their field of practice that are brought to work in our college for the betterment of our students. They typically have a teaching and service load similar to teaching RCF, but do not have scholarship expectations. They may negotiate a 5-5 load with no service expectations. If Professors of Practice have service expectations, work allocation norms assigned to service include work done in both professional and public settings. Service expectations are negotiated with the Department Head. Individuals appointed to a Professor of Practice rank are not eligible for further promotion.

2. **Instructor Ranks (Instructor, Senior Instructor, or Principal Senior Instructor)**

A candidate for appointment to the rank of instructor must have an appropriate record of educational achievement, typically possessing a graduate degree or relevant experiences or both and must have the potential to be an effective teacher. All instructors are expected to demonstrate a high level of performance in the classroom, to contribute to instructional effectiveness in assigned courses, and to engage in academic citizenship/service. Instructors may hold temporary or renewable contract appointments, but they cannot be classified as tenured/tenure track.

The workload for these appointments can be differentiated to reflect different teaching, service obligations, research, and administration responsibilities. UA's Teaching Credentials Policy for all faculty can be found at: https://ua-public.policystat.com/policy/14673482/latest/#autoid-65e7x

RCF Promotion Criteria

See Chapter 2, *UA Faculty Handbook*:

- For Terms of Appointment and Reappointment for RCF, see:
  https://ua-public.policystat.com/policy/16777367/latest/#autoid-bna54

- For Criteria and Standards for Promotion, see:
  https://ua-public.policystat.com/policy/16777367/latest/#autoid-69a9p

College of Education Promotion Criteria

1. Promotion from RCF Assistant Professor to RCF Associate Professor

Candidates applying for promotion to RCF Associate Professor shall include strong evidence of professional development and impact in documented areas of responsibility: Teaching, Scholarship, and Service/Administration/Academic Citizenship. The candidate for promotion must electronically submit to the Senior Associate Dean a current vita, three (3) documents related to workload that illustrate the impact in areas of responsibility (i.e., peer-reviewed publications, student projects, website, videos, etc.), and a three-page narrative that briefly introduces, describes, and frames the candidate's areas of responsibility. The Senior Associate Dean will send materials to the external reviewers.

For information regarding RCF areas of documentation and the various ways to instantiate impact, please visit the next section of this document.

2. Promotion from RCF Associate Professor to RCF Professor

Promotion to renewable contract professor requires compelling evidence of significant contribution at the departmental, college, and university level, and to the instruction, scholarship, and academic citizenship/service aspects of one's field and consistent with the documented areas of responsibility in the RCF candidate's letter of appointment as noted above. RCF Professors are also expected to include compelling evidence of impact of contributions to instruction, scholarship, or academic citizenship by demonstrating excellence at a regional or national level. Documentation of high-quality service is expected. A pattern of continual lack of collegiality will be a factor in promotion decisions.

The candidate for promotion must electronically submit to the Senior Associate Dean a current vita, three (3) documents related to workload that illustrate the impact in areas of responsibility (i.e., peer-reviewed publications, student projects, website, videos, etc.), and a three-page narrative that briefly introduces, describes, and frames the candidate's areas of responsibility. The Senior Associate Dean will send materials to the external reviewers.

For Dossiers for Retention and Reappointment of Renewable Contract Faculty, see:
https://ua-public.policystat.com/policy/16777367/latest/#autoid-ggv2x

3. Promotion for Instructor Rank Faculty:

Following the 6th year of service, faculty in the Instructor rank are automatically promoted to Senior Instructor. The new title will be noted in the next reappointment letter at the beginning of the 7th year of service. Promotion to Principal Senior Instructor occurs similarly after an additional 6 years of effective service in the role.

Promotion Review Documentation for Renewable Contract Faculty (for Dossier)

Promotion reviews for all renewable contract faculty require the procurement of at least two external evaluations, of which one must be selected by the department head and one by the candidate. External reviews are placed in the Faculty Success system by the Senior Associate Dean and will not be accessible by the candidate. 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 in Faculty Success

All dossiers must also include the following items:

1. Statement/Letter of 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.

2. Original Appointment Letter. The initial appointment letter from the Dean of the College of Education noting, if applicable, the number of years credited that the faculty member is being given for prior employment must be included in the dossier.

3. 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.

4. Previous Promotion/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). These should be saved in chronological order in a single pdf file.

5. Previous Candidate Rebuttal Letters (if applicable). Saved in chronological order in a single pdf file.

6. Faculty Generated CV.

7. SOI Summary Report Summary of Student Opinions of Instruction for courses taught prior to January 2012. Candidates should include a chart with the following information: term/year, course name, instructor evaluation score, course section, credit hours, enrollment, new course preparation.

8. Candidate Narrative. The candidate must include a narrative (6 pages maximum, single spaced, 12-point font) that provides reflections of the candidate's norm obligations (as evidenced by their offer letter) presented in the Faculty Success evidence. This may include visual representations that support the information presented.

9. The faculty member must include applicable sections on the following (depending on Professorial or Instructor RCF classification and workload).

- Instruction
- Scholarly Contributions (areas of Discovery, Application, Integration, or Teaching - see below)
- Administration/Academic Citizenship/Service

10. Other Supporting Materials (including all materials sent out to external reviewers). For topics not covered in the Faculty Success categories, the candidate may add up to five additional pieces of evidence in the Faculty Success system in this section.

Detailed RCF Areas of Documentation Based on Workload

To be considered for promotion to Clinical Associate Professor and/or Clinical Professor, documentation should be provided in the areas of Teaching, Scholarship/Research, and Administration/Academic Citizenship/Service. The candidate should document impact on practice in all categories. To instantiate impact on practice, the faculty member's Faculty Success report should include, as applicable, information regarding:

1. Teaching

Evidence of excellence in teaching and/or other instructional undertakings, as certified by the judgment of the departmental chairperson, faculty peers, instructional consultants with the University of Alabama Teaching Academy, student ratings and broader student opinions or feedback. The candidate should stress not only the teaching process, but changes that were made because of the candidate's commitment to quality teaching.

- Work done to improve the quality of the instructional programs in one's academic area
- Contributions related to improving course materials, developing effective instructional aids, advancing new courses or programs, strengthening existing courses, and 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
- Any work that offers model or exemplary practices in the clinical field setting, which influences curriculum decisions beyond the University and that brings general recognition of exceptional teaching to the University, could be included.

The Faculty Success report and other documents attached to the dossier submission should also include, as applicable:

- List of all courses taught.

- The University of Alabama evaluations of all courses (including practicum, internships, supervision) taught during the review period are required. These materials should include evidence pertaining to quality teaching, including student evaluations from every course taught in the College and documentation of peer observations of teaching.
- Innovations and improvements instituted. Examples could include course redesign (scope of work involved) and new course creation (describe the course and time spent in development)
- Master's theses directed during the review period - completed and in progress, including title, name of candidate, and date of graduation.
- Mentoring of undergraduate students: to include but not limited to: faculty advisor for student organizations; mentoring undergraduate conference attendance/quiz bowl participation; etc.
- 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.

Dissemination of teaching innovations is a vital contribution of our RCF faculty in their fields, but there are many ways this can be demonstrated. Using Boyer's Model of Discovery, candidates should ensure that writing about and sharing insights gained with those outside the university occurs at a minimum. The candidate might choose to demonstrate:

a. **Discovery:** Building new knowledge from new insights into existing problems. Ways to document impact on practice could include the impact factor rating of a journal, the number of citations of an article, or alternative metrics such as the number of downloads of an article.

- Traditional Research
- New light from literature reviews
- Articles published in refereed journals in the candidate's discipline
- Articles published in refereed or non-refereed journals in the candidate's discipline
- Participation in research contracts or grant activities
- Any other types of scholarly publications and creative efforts that contribute to the candidate's fields of specialization

b. **Integration:** Interpreting the use of knowledge across disciplines. Ways to document impact on practice could include examinations of the impact of curriculum development work on student learning outcomes, an evaluation of the effectiveness of a newly developed course, or evaluations from individuals attending workshops. All these indicators would support disseminating the results to peers beyond the organization.

- Collaborative teamwork to design and deliver a new course
- Curriculum development
- Professional workshops
- External leadership activities

- Preparing a comprehensive literature review
- Writing a textbook or chapter for use in multiple disciplines

c. **Application:** Applying knowledge to address problems in society and the professions. Ways to document impact on practice might include publication in a practitioner-focused journal or data demonstrating impact on student retention or job placement rates that are then shared outside the home organization. Consultation with industry might result in improved efficiency, increase in sales, better trained employees – and requisite documentation/lessons learned should be shared outside the organization.

- Industry problem-solving
- Consultation activity for the industry
- Leadership Roles in Professional Organizations
- Participation in the creation of state standards, textbook reviews, other state roles
- Advising student leaders, fostering their professional growth

d. **Teaching:** Achieving optimal student learning through the study of teaching models or activities. The scholarship of teaching and learning is a well-established field of study. There are many journals that focus on teaching innovations, all of which would be appropriate ways to document impact on practice.

- Developing and testing instructional materials
- Interactive presentations
- Mentoring undergraduate and graduate students
- Curriculum development
- Designing and implementing a program-level assessment system

2. Administration/Academic Citizenship/Service

The successful candidate must present unmistakable evidence of excellence and accomplishment in administration (if a part of their work norm). These individuals should demonstrate impact on practice through significant impact on new policies, new practices, assessment, accreditation, and continuous improvement processes in the College. This may be demonstrated through internal program evaluation reports, faculty feedback surveys and/or dissemination of lessons learned in scholarly articles.

All individuals should present evidence of impact in service-related activities (Academic Citizenship). This can include activities related to external academic citizenship. 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 viewed as advancing the College or University. All should be documented in the faculty member's Faculty Success report. Supplementary materials might include committee reports, new policies, and/or national organization strategic plans as evidence. The candidate should stress not only participation or leadership roles, but the changes that occurred because of the candidate's participation or

leadership.

- Taking a leadership role on a prominent regional and/or national committee or with a professional organization
- Committee memberships – department, College, and University, including doctoral program planning and thesis/dissertation committees
- Sitting on a policymaking board or advisory council
- Research service to schools and state and regional agencies
- Collaborative involvement with research and service grants
- Participating in policy-making work at the community, regional, or national level
- Work-related to involvement with accrediting agencies
- Collaborative research involvements with visiting professors, center projects, international programs, and any College-wide service programs
- 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 viewed as advancing the College or University.

3. **Other areas, if applicable or based on workload.**