



AUBURN
UNIVERSITY

College of Education
Department of Curriculum & Teaching

**Promotion Guidelines and Procedures
(Non-Tenure Track Faculty)**

Approved by the Department of Curriculum and Teaching
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Department of Curriculum and Teaching | College of Education
Guidelines for Annual Assessment and Promotion
Non-Tenure Faculty

I. Introduction

The faculty in the Department of Curriculum and Teaching has developed the following promotion guidelines, including:

- Criteria for promotion.
- Evaluation standards for the criteria.
- Consistent evaluation procedures so that probationary faculty members receive direct and helpful feedback in their annual reviews, third-year reviews, and during the departmental evaluation phase of the promotion process.

II. Guidelines for Promotion: [Lecturer Series](#)

A. General Criteria and Considerations

Definition: The Lecturer title series is a professional series for appointment and promotion of appropriately qualified individuals who participate in the University's mission by participation in projects that (1) predominantly involve instruction, and (2) are of contractually specified duration. A faculty member on appointment in the lecturer title series is primarily expected to provide lecturer services and to a lesser extent other scholarly endeavors. Appointments are for one-year duration with possibility for annual renewal.

Areas of Responsibility: Three areas of activity are important in the evaluation of individuals for appointment, performance review, and promotion in the lecturer title series: (1) documented evidence of effective lecturer practice; (2) documented evidence in other appropriate academic endeavors as assigned and negotiated at the annual yearly contract, (3) collegiality, as discussed for tenure-track faculty in Section 3.6.2 of this Faculty Handbook. Guidelines relative to these areas of activity are described in this Faculty Handbook, [Chapter 3](#).

The default teaching assignment for lecturers will be equivalent to the workload of 8 courses (or 24 student credit hours) over a nine-month period. This workload may vary depending on the needs of the department. In addition to the definition of teaching stated in the faculty handbook, teaching in C&T includes holding regular office hours, mentoring and advising students, keeping

current in the field, attending departmental meetings, participating in departmental life and engaging students.

The agreement as specified in the annual letter of appointment between the lecturer faculty member and the department head will clearly define the designated duties and amount of teaching expected.

B. Academic Ranks, Titles, and Criteria

- a. **Lecturer:** This nontenure-track faculty appointment is designated for those with an emphasis on the teaching mission at Auburn University who are qualified to teach in their discipline. The appointments are not tenurable and are made on an annual basis with no right or expectation of employment beyond the period specified in the letter of appointment. These appointments may be renewable on an annual basis contingent upon availability of funds, the need for services, and satisfactory performance.
- b. **Senior Lecturer:** This nontenure-track faculty appointment is designated for those who have sustained outstanding performance in teaching and service at the lecturer level. There is no fixed requirement for years of service at the lecturer rank before a lecturer can be promoted. However, the qualifications for promotion to senior lecturer rank generally cannot be demonstrated fully in less than five complete years of service. A lecturer may apply for promotion to senior lecturer following criteria and procedures for promotion maintained in the college of appointment. These appointments may be renewable on an annual basis contingent upon availability of funds, the need for services, and satisfactory performance and are not tenurable.

C. Promotion Criteria:

- a. **Eligibility:** To be promoted to the rank of Senior Lecturer, a Lecturer must have demonstrated a record of 1) sustained outstanding performance in assigned duties of teaching, 2) professional growth, 3) service, and 4) leadership within the university, the discipline and/or the community.

Teaching

Outstanding teaching is documented by annual performance evaluations and other evidence including peer reviews of teaching, classroom visits by department faculty, teaching evaluations, contributions to teaching beyond the classroom, teaching awards, and other related documentation of success.

Professional Growth

All Lecturers should maintain professional organization membership, attend conferences and workshops for continued professional growth. These faculty members may seek higher degrees, certifications, and/or credentials as professional growth and development.

Service

Lecturers can demonstrate service by participating on program, departmental, college, or university committees. Service to professional organization committees, service to local school systems through partnerships or advisory boards, and other service-related contributions meet this promotion requirement.

Leadership

Leadership is broadly defined as contributions that form a pattern of continuing engagement and measurable impact. Leadership may be demonstrated by activities and contributions such as:

- Holding leadership positions in a professional organization
- Leading a significant curriculum revision
- Advising/leading a significant organization or student activity
- Spearheading a major program/departmental/college/university project
- Effectively serving on and/or chairing a significant departmental, college, or university committee
- Supervision and evaluation of teaching assistants and other student support staff.
- Peer-reviewed publications on teaching practices
- Receiving extramural funding in support of teaching and curriculum development

The above activities are only examples and are intended as a guide to determine whether an individual has met the requirements for promotion to Senior Lecturer. All items on the list will not be of equal value. Factors that might impact the value include the effort expended, the relative prestige of the leadership accomplishment, and the differing levels of responsibility. Typically, promotion from Lecturer to Senior Lecturer cannot be demonstrated in less than five years.

- D. **Voting Eligibility:** A promoted Senior Lecturer faculty member shall be eligible to vote on faculty matters related to internal department policy, including promotion of lecturers.
- E. **Graduate Faculty:** A faculty member on appointment in the Lecturer title series may be proposed, recommended, and approved for membership in the Graduate Faculty as provided in the Faculty Handbook Appendices. If an appointee in the Lecturer title series is approved for membership, the individual's participation as a member of the Graduate Faculty shall align with their appointed status as a Graduate Level I or Graduate Level II faculty member.
- F. **Change from Nontenure-Track to Tenure-Track Faculty:** An appointment of a lecturer/senior lecturer from the lecturer title series to tenure-track faculty may only occur through normal, faculty-approved, department head/chair and dean-approved, provost-approved, and AA/EEO-approved tenure-track recruitment process. Lecturer/senior lecturer time will not count towards the tenure clock.

III. Guidelines for Promotion: Clinical Series

A. General Criteria and Considerations:

According to the [Provost Guidelines for Unit Specific Clinical Title Series Promotion Criteria](#) the promotion of clinical faculty is evaluated and determined through the evaluation of scholarly contributions by the candidates including their teaching, research/creative work, university outreach, and service.

Definition: The Clinical series is a professional series for appointment and promotion of appropriately qualified individuals who participate in the University's mission by participation in projects that (1) predominantly involve clinical practice/education; (2) are of contractually specified duration; and (3) operate under contracts, grants, generated income, or other designated funds.

A faculty member on appointment in the clinical series is primarily expected to provide clinical services and clinical practice and, to a lesser extent, other scholarly endeavors.

Initial Appointment: The contractual period for faculty in the clinical title series is 12 months, and the university retains the right to continue or non-continue a faculty member in the clinical series.

Areas of Responsibility: Four areas of activity are important in the evaluation of individuals for appointment, performance review, and promotion in the clinical series:

- (1) documented evidence of effective clinical practice.
- (2) national and/or international professional status and activity as indicated by evaluation statements from outside referees (see section C5 of the Provost Guidelines for Unit Specific Clinical Title Series Promotion Criteria).
- (3) ability to initiate and maintain a program of clinical practice supported by contracts, grants, generated income or other designated funds.
- (4) collegiality, as discussed for tenure-track faculty in Section 3.6.2 the Faculty Handbook.

The areas of evaluation are dependent upon workload.

B. Academic Ranks, Titles, and Criteria: The academic ranks and related titles in the clinical series shall be: (2) assistant clinical professor, (3) associate clinical professor, and (4) clinical professor.

- a. **Clinical Lecturer:** Clinical lecturer is an entry-level rank for a candidate who has completed the appropriate terminal professional degree or has the equivalent in training, ability, and experience and meets appropriate credentialing requirements for course instruction. An appointee is not required to have a minimum number of years in clinical service to be eligible for the rank of clinical lecturer.

- b. **Assistant Clinical Professor:** Assistant clinical professor is the usual entry-level rank for a candidate who has completed the appropriate terminal professional degree and has the equivalent in training, ability, and experience and meets appropriate credentialing requirements. An appointee is not required to have a minimum number of years in clinical service to be eligible for the rank of assistant clinical professor.
- c. **Associate Clinical Professor:** Associate clinical professor is a rank of distinction that is attained through successful performance of assigned duties. A candidate should hold the appropriate terminal professional degree and have the equivalent in training, ability, and experience and should meet appropriate credentialing requirements.
- d. **Clinical Professor:** Clinical Professor is a rank requiring professional peer recognition of the individual as an authority in their field of specialization. A candidate must be nationally recognized by colleagues. It is therefore expected that peers within and outside the University will attest to the candidate's high professional standing. A candidate should hold the appropriate terminal professional degree and have the equivalent in training, ability, and experience and meet appropriate credentialing requirements.

C. Promotion Criteria:

- a. **Eligibility:** Promotion of clinical faculty in Curriculum & Teaching is based on demonstration of distinction in the primary area of teaching, broadly understood to include outreach/service and scholarship, though not necessary. Since it is understood that teaching may include outreach/service and scholarship, evidence of demonstrated distinction in outreach/service and scholarship may be used as supporting evidence of distinction in teaching. Distinction is characterized by performance that exceeds the expected, typical performance of a candidate of similar rank and assignment in the candidate's field. The clinical candidate seeking promotion should only be evaluated on workload area(s).

Promotion

After a clinical lecturer completes the doctoral/terminal degree in the teaching discipline or a related discipline, the C&T department head may promote the **clinical lecturer** to **assistant clinical professor** with the support of a called faculty vote.

Clinical candidates for promotion from **assistant clinical professor** to **associate clinical professor** in C&T are expected to demonstrate a level of *distinction* in the area of teaching, and at least an *acceptable* rating in all other areas reflected in the candidate's workload. To achieve *distinction*, an associate clinical professor is expected to **demonstrate, utilize, contribute, and promote** in the areas of *curriculum development, teaching, and evaluation*. The candidate also

must demonstrate collegiality as defined in the AU Faculty Handbook. The candidate must demonstrate evidence of an *emerging local, state, regional, national or international reputation* in her/his discipline and the potential to ultimately advance to full clinical professor rank. It is the responsibility of the candidate to demonstrate how their professional record in teaching offers evidence of an *emerging local, state, regional, or international reputation*. This level of accomplishment must be substantiated through external review from outside referees.

Clinical candidates for promotion from **associate clinical professor** to **clinical professor** in C&T are expected to demonstrate evidence of a level of distinction in the area of teaching through an *established national/international reputation*. In addition, an *acceptable* record in all areas relevant to the candidate's workload is expected. To demonstrate *distinction*, a clinical professor is expected to *lead, demonstrate, create, and develop* in the areas of *curriculum development, teaching, and evaluation*. The candidate also must demonstrate collegiality as defined in the AU Faculty Handbook. It is the responsibility of the candidate to demonstrate how their professional record in teaching offers evidence of an *established national/ international reputation*. This level of accomplishment must be substantiated through external review from outside referees.

The unit head (or the dean) shall solicit information from outside referees in the case of candidates nominated for associate clinical professor and clinical professor. In consultation with the candidate, the unit head (or dean) shall compile a list of potential evaluators. He/she shall then seek responses from at least three of the potential evaluators. These evaluators shall be people outside of Auburn University who are nationally acknowledged experts in the candidate's field and can comment on the quality and reputation of the candidate's work. If the evaluator is from an academic institution, he/she shall be of higher academic rank than the candidate. Letters from the candidate's major professor for a graduate degree, or professional degree faculty, post-doctoral residents or fellows, from former graduate students, and from ongoing research partners and past collaborators are unacceptable. Evaluators may be associated with industry, government agencies, foundations, etc. Letters must be part of the file.

Sources of Evidence

I. Teaching

According to the [Auburn University Mission](#), "Our first responsibility is to educate our students and prepare them for life. We endeavor to expand their minds, broaden their experiences, and hone their capabilities by imparting both theoretical knowledge and practical skills. Our goal is to empower and inspire our students to be their very best and to achieve their hopes and dreams. A key element of our public charter and of the Auburn Creed is to ensure our students are instilled with a strong work ethic, sound character traits, and core values of honesty and respect. We encourage students to make valuable contributions and to lead their fellow citizens in creating meaningful change. This responsibility to build moral character and inculcate active social responsibility distinguishes the student experience at all land-grant universities, and certainly at Auburn University."

For the purposes of this category, teaching is defined to be post-secondary teaching.

Teaching is typically a major component of a faculty member's workload allocation in the Department of Curriculum and Teaching (C&T). Demonstrated excellence in teaching is essential to our mission "to enable all teacher faculty and teachers to understand, utilize, communicate, and appreciate the teaching profession in the world today and view themselves as part of that global community. It is the mission of the department to provide teachers with the knowledge and skills to enhance learning among student populations characterized by diversity of individual learning needs, gender, ethnicity, culture, language, and socio-economic status."

Research-based teaching practices are central to C&T's mission. Auburn University faculty may demonstrate quality teaching activity through meaningful integration of pedagogy, applied content knowledge, and scholarship through activities such as classroom instruction, advising undergraduate students' degree progression, advising graduate students, and supervising their research, developing and maintaining productive field-experience partnerships with P-12 schools and/or other appropriate entities, as well as a variety of teaching-focused professional activities.

Acceptable in teaching is demonstrated by *strong, consistent evidence over time* of teaching effectiveness in their classes.

Distinction in teaching must include evidence of accomplishment gathered from multiple sources. Depending on the candidate's teaching assignment, possible sources of evidence to demonstrate distinction in teaching may include, but are not limited to:

1. Actual courses taught for each semester for the past three years. Indicate lecture/lab hours per week and enrollment.
2. Graduate students whose work has been completed. Indicate degree awarded to the student, year, and, if known, position now held by the student. Indicate role (major professor or committee member).
3. Evidence of self-reflection, study, and development/improvement of teaching performance.
4. Student evaluations showing satisfactory performance in classroom teaching, individual and group supervision.
5. Peer evaluations of teaching and supervision indicating average or better ratings based on direct observation.
6. Nomination or recipient of awards for teaching, supervision, and/or advising.
7. Evidence of practitioner-based scholarship in peer-reviewed journals.
8. Evidence of innovative development of new courses, instructional materials, technological innovations, and syllabi.
9. Evidence of providing professional development for practicing professionals.
10. Service on committees related to teaching and supervision.
11. Evidence of professional mentoring of students and/or colleagues.
12. Evidence of leadership roles at the state, district or national level related to discipline-specific teaching and supervision.
13. Students' pass rate on national certification or licensing examinations.

14. Student recognition at regional or national meetings.
15. Documented leadership roles (e.g., PI, Co-PI, Co-I, Director, Coordinator, Co-Author, Project Manager) on grants related to teaching and supervision.

Teaching – Examples of Promotion Criteria by Rank

Associate Clinical Professor

An associate clinical professor is expected to **demonstrate, utilize, contribute, and promote** in the areas of *curriculum development, teaching, and evaluation*. In addition, associate clinical professors must demonstrate a level of *distinction* in the area of teaching through evidence of an *emerging local, state, regional, national or international reputation* in her/his discipline.

- A. Demonstrates collaborative work with colleagues in course and curricular design, implementation, and evaluation.
- B. Utilizes best practices in teaching and supervision and evaluates outcomes.
- C. Demonstrates innovative teaching skills.
- D. Contributes to ongoing curriculum development and revision, while consistently incorporating best practices.
- E. Provides active service on departmental, college, and/or university committees.
- F. Promotes learning experiences to provide optimal learning and evaluates those experiences.

Clinical Professor

A clinical professor is expected to **lead, demonstrate, create, and develop** in the areas of *curriculum development, teaching, and evaluation*. In addition, clinical professors must demonstrate evidence of a level of *distinction* in the area of teaching through an *established national/international reputation*.

- A. Leads in course and program design, implementation, and evaluation.
- B. Demonstrates excellence in classroom teaching and/or supervision.
- C. Recognized at the national level as role model for classroom teaching and/or supervision.
- D. Leads ongoing curriculum development and revision, while consistently incorporating best practices.
- E. Provides active service on departmental, college, and university committees.
- F. Develops unique learning experiences to provide optimal learning and evaluates those experiences.

II. Outreach and Service

As identified in the [AU Faculty Handbook](#), Chapter 3.6.1.C, outreach refers to “the function of applying academic expertise to the direct benefit of **external audiences** in support of university and unit missions” (Chapter 3-58). Given the often blurred boundaries with other aspects of a faculty member’s academic mission, close attention should be paid to the

following criteria for an activity to count as outreach: “(1) there is a substantive link with significant human needs and societal problems, issues, or concerns; (2) there is a direct application of knowledge to significant human needs and societal problems, issues, or concerns; (3) there is utilization of the faculty member’s academic and professional expertise; (4) the ultimate purpose is for the public or common good; (5) new knowledge is generated for the discipline and/or the audience or clientele; and (6) there is a clear link/relationship between the program/activities and an appropriate academic unit’s mission” (Chapter 3-58).

The Department of Curriculum and Teaching (C&T) has a strong history of outreach. While outreach is typically a part of the load for C&T faculty, outreach is not required of all Auburn University faculty members, and the evaluation of outreach should depend on the negotiated level of effort in the faculty member’s workload. Typical audiences for C&T faculty members include PK-12 school personnel (teachers, administrators, paraprofessionals), PK-12 students, families of PK-12 students, business and industry professionals, and the general public.

In addition to the AU Faculty Handbook, which is the primary resource regarding the definition and assessment of outreach activities, “Outreach Scholarship: An Assessment Model,” found on p. 77 of [University Outreach: University Connections to Society](#) may provide useful insights, along with other publications in the "[Outreach Publications](#)" section of the Auburn University web site.

Distinction in outreach and service must include evidence of accomplishment gathered from multiple sources. Depending on the nature of the candidate's outreach and service assignments, sources of evidence to demonstrate distinction may include but are not limited to:

1. Program evaluation reports, technical reports, monographs, accreditation reports.
2. Presentations/publications/websites about service, clinical activities, or programs.
3. Supervisor or peer evaluations or other evaluative evidence indicating substantial service with above average performance.
4. Evidence of continued professional development and improvement in service/administrative performance (e.g., attendance/participation at state, regional, national or international workshops, seminars, symposia, etc.).
5. Nomination or recipient of regional or national awards for service.
6. Clinical service and/or supervision of students at affiliate sites.
7. Evidence of service or consultation to school, college, or university committees; community-based organizations, and the profession.
8. Leadership roles in shaping professional policy at the local, state, and/or national level.
9. Leadership roles in professional organizations as evidenced by election or appointment to offices or committees.
10. Demonstrated service in an editorial capacity for the profession (e.g., journals, textbooks).
11. Contributions to program development that leads to national or regional program accreditation.
12. Creating and/or renewing contracts associated with affiliate clinical sites.

13. Developing and implementing projects that meet the outreach mission of the department, College and University
14. Documented leadership roles (e.g., PI, Co-PI, Co-I, Director, Coordinator, Co-Author, Project Manager) on outreach and service grants.

Outreach and Service – Examples of Promotion Criteria by Rank

Distinction in outreach and service for promotion from assistant professor to associate professor is demonstrated by establishing an *emerging local, state, regional, national or international reputation* in her/his discipline. In addition, the candidate is expected to *provide and develop* in the area of service and outreach.

Associate Clinical Professor

An associate clinical professor is expected to *provide and develop* in the areas of service and outreach.

- A. Provides clinical expertise at the local and state levels.
- B. Develops opportunities for clinical service with industry, agencies and community levels.
- C. Provides active service on departmental, college, and university committees.
- D. Provides service or consultation within their area of expertise at the state and regional levels.
- E. Provides consultation in the area of expertise at the local and state levels, with an emerging national reputation or program.

Distinction in outreach and service for promotion from associate professor to e professor is demonstrated by establishing an *established national/international reputation* in her/his discipline. In addition, the candidate is expected to lead, maintain, plan, and provide in the areas of service and outreach.

Clinical Professor

A clinical professor is expected to *lead, maintain, plan, and provide* in the areas of service and outreach.

- A. Maintains reputation for excellence in clinical practice or service at the national level.
- B. Plans and implements service programs at the state, regional, and national levels.
- C. Provides active service leadership in the departmental, college, and university levels.
- D. Leads efforts in service and consultation.
- E. Provides leadership in professional organizations in area of expertise at the state, regional, national levels.

Categories of Service Work

Typical examples that may be included in the evaluation of service in C&T follow.

- a. **University service.** Service to the university can occur at the departmental, college, and/or university-wide levels.

- **Departmental-level service**
 - **Committees.** Serving in a leadership role (e.g., committee chair) or other documented evidence of outstanding contributions to the committee may demonstrate a higher level of impact.
 - **Student recruitment.** Documented evidence of outstanding and/ or innovative contributions to recruiting may demonstrate a higher level of impact.
 - **Faculty recruitment.** Documented evidence of outstanding and/ or innovative contributions to recruiting may demonstrate a higher level of impact.
 - **Program coordination.** Documented evidence of outstanding and/ or innovative contributions as Program Coordinator may demonstrate a higher level of impact.
 - **Graduate program officer.** Documented evidence of outstanding and/or innovative contributions as Graduate Program Officer may demonstrate a higher level of impact.
 - **Peer review of teaching.** Faculty may review one another's teaching and write a letter that gets added to their dossier.
 - **Mentoring faculty.** This includes informal mentoring, serving on a mentoring committee, or chairing a mentoring committee. Successful service as chair may demonstrate a higher level of impact.
 - **Other departmental-level service.** Other significant contributions to supporting the work of the department and/or program.
- **College-level service**
 - **Committees.** Serving in a leadership role (e.g., committee chair) or other documented evidence of outstanding contributions may demonstrate a higher level of impact.
 - **Advisor to student organization.** Documented evidence of outstanding and/ or innovative contributions may demonstrate a higher level of impact.
 - **Work on accreditation documentation (e.g., SACS, CIEP, SPA, etc.).** Documented evidence of outstanding and/ or innovative contributions may demonstrate a higher level of impact.
- **University-level service**
 - **Committees.** Serving in a leadership role (e.g., committee chair) or other documented evidence of outstanding contributions to the committee may demonstrate a higher level of impact.
 - **Other university-level service.** The assessment of impact depends on the extent and significance of the work.

b. Examples of Professional Service

- **Holding office.** The reach of the organization (including membership and whether it is local, state, regional, or national) and its prominence within the field, as well as the office held, contribute to the assessment of the level of impact.

- **Committee work.** The reach of the organization (including membership and whether it is local, state, regional, or national) and its prominence within the field contribute to the assessment of the level of impact.
- **Scholarly reviewer** (e.g., manuscripts, textbooks, grants, and conference proposals). Reviewing for international and national venues may demonstrate more impact than regional and local venues. Reviewing for top-tier refereed journals with national editorial boards in a field may demonstrate a higher level of impact. Likewise, reviewing for national or international conferences may demonstrate more impact than regional and local conferences.
- **Editorships and/ or editorial boards.** Serving on the editorial board of international and national journals may demonstrate more impact than regional and local journals, and top-tier refereed journals with national editorial boards in a field may demonstrate a higher level of impact.
- **External reviewer of non-tenure candidates for promotion and tenure.** Serving as a formal external reviewer for a candidate for promotion at another institution represents significant impact.
- **Member of discipline-related advisory boards.** The broader the external audience and impact the higher the level of impact.
- **Formal mentoring of colleagues external to the university.** Assisting peers in research and publication may demonstrate a higher level of impact.
- **Other service to the profession.** Roles not included above that promote the profession, as demonstrated in the candidate's narrative.

III. Research/Creative Work

According to the Auburn Faculty Handbook 3.6.1.B. "A faculty member engaged in research/creative work has an obligation to contribute to their discipline through applied and/or basic research, through creative endeavors, or through interpretive scholarship. To a large extent, each discipline and each department must determine how much and what quality of research/creative work is appropriate for promotion (and/or tenure) and judge its candidates accordingly. In appraising the candidate's work, faculty members should consider the quality and significance of the work, the quality of the outlet for publication or exhibition, and, in cases of collaborative work, the role of the candidate."

Typically, research is not part of the contractual workload for clinical faculty.

Distinction in research must include evidence of accomplishment gathered from multiple sources. Depending on the nature of the candidate's research assignment, sources of evidence to demonstrate distinction in research may include, but are not limited to:

1. Development of an independent line of research and/or progress toward the establishment of a regional or national reputation based on research contributions in one's field.

2. Publications appropriate to the candidate's field, such as articles in peer-reviewed periodicals, books, monographs, chapters, and reviews.
3. Leadership roles in appropriate research-oriented professional associations.
4. Established regional/national/international reputation based on research and/or expertise.
5. Nomination or recipient of regional or national awards for research.
6. Student advisee recipient of regional or national award for research.
7. Research lectures, speeches, workshops, or papers presented at state, regional, national, or international meetings.
8. Documented leadership roles (e.g., PI, Co-PI, Co-I, Director, Coordinator, Co-Author, Project Manager) on research grants

Research – Examples of Promotion Criteria by Rank

Associate Clinical Professor

An associate clinical professor is expected to *collaborate and contribute* in the area of research.

- A. Collaborates in promoting, planning, and implementing evidence-based scholarly/creative activities.
- B. Contributes independently or collaboratively to publishing scholarly research in quality journals.
- C. Contributes independently or collaboratively at the state, regional, and national levels.
- D. Collaboratively develops grants related to clinical area of expertise.

Clinical Professor

A clinical professor is expected to *lead* in the area of research.

- A. Leads an ongoing program of evidence-based scholarly research.
- B. Demonstrates a consistent record of leadership on collaborative publications.
- C. Demonstrates a consistent record of leadership in collaborative presentations at national and international level.
- D. Provides leadership and mentoring in grant writing, implementation, and evaluation related to clinical areas of expertise.

Collegiality

The Auburn University Faculty Handbook defines collegiality in terms of whether a member's contributions are in line with the mission and goals of the department and whether the member demonstrates a willingness to participate in the shared academic and administrative tasks of the unit. Collegiality is one of the two primary appraisal factors in promotion decisions and is judged at the departmental level by departmental faculty. Within Curriculum & Teaching, collegiality is understood to include active participation in shared governance of the unit and professional interaction with faculty, staff, and students. Examples include but are not limited to: regular and constructive participation in faculty meetings, contribution of time and effort to departmental initiatives and events, participation in activities related to peer review and faculty recruitment, and professional interaction with external constituencies.

- D. Voting Eligibility:** A clinical faculty member shall be eligible to vote on all faculty matters, including faculty appointment and promotion of Clinical and Lecturer Series based on rank, but not on tenure. A clinical faculty member may vote on and/or be elected the department's representative in the University Senate.
- E. Graduate Faculty:** A faculty member on appointment in the clinical title series may be proposed, recommended, and approved for membership in the graduate faculty as provided in this handbook. If an appointee in the clinical title series is approved for membership, the individual's participation as a member of the graduate faculty shall be limited to directing graduate theses and dissertations, teaching courses that they are qualified to teach according to accreditation guidelines, and to serving on committees appointed by the dean of the Graduate School in proportion to their other assignments.
- F. Change from Nontenure-Track to Tenure-Track Faculty:** If the appointment of a faculty member is changed from the clinical title series to tenure-track faculty through normal, faculty-approved, tenure-track hiring, years of service while on appointment in the clinical title series will be treated as full-time service in a faculty rank at another institution, as described in the Auburn University Faculty Handbook.

Department of Curriculum and Teaching/College of Education
Procedures for Promotion, Third-Year Review, and Faculty Annual Review

I. Introduction

The Department of Curriculum and Teaching has established the following procedural guidelines to help faculty plan for promotion candidacy, mandatory-third year review, and annual faculty review.

II. Promotion Procedures

Following the Provost's call for recommendations of candidates for promotion and/or tenure during the spring semester, the department head will develop and release a timeline for the promotion submission and review to the department faculty. All dossiers as well as department and department head letters should be submitted to the Dean no later than 40 working days before they are due to the Provost. The department head is to inform the Dean's office in writing by July 1 of faculty intending to apply for promotion.

A. Dossier Development for Promotion

After initiating the process, the candidate prepares the dossier for promotion following the format described in the AU Faculty Handbook. The candidate may also prepare supplemental materials designed to illustrate their accomplishments in greater depth for use in the internal and external reviews.

All materials prepared for the promotion are confidential and should only be used by C&T administrators, by appropriate voting faculty in the department, and by outside referees. In accordance with Auburn University Faculty Handbook guidelines, the candidate will have access to all written letters with the exception of the outside referees. Dossier materials should not be copied and/or distributed to anyone beyond those faculty members who are eligible to vote on the candidate.

B. Outside Referees/External Reviewers

C&T requires external review by evaluators for all faculty members seeking promotion in the Clinical Series regardless of rank. The list of external reviewers should be provided by the candidate seeking promotion to the department head. Voting faculty should be consulted regarding the list of recommended reviewers. The department head chooses from the list and any additional recommendations from the voting faculty when soliciting outside reviewers. See the Auburn University Faculty Handbook, for a detailed description of procedures for selection of external evaluators.

C. Internal Review by Departmental Faculty

The department head will coordinate with the candidate to establish deadlines for the submission of required materials, to schedule the candidate's presentation to the departmental faculty when applicable, and to schedule a meeting of the voting faculty.

See the Auburn University Faculty Handbook, for a complete description of the procedures for promotion. An overview of the procedures for internal review follows:

1. Departmental Dossier Review

The candidate will provide the department head with electronic copies of the dossier in the required format and with any supplemental materials. The department head will make dossier and supplementary material available to the eligible voting faculty. The candidate's dossier is a confidential document that is to be maintained in a secure location. The Auburn University Faculty Handbook and this document should be the points of reference for the process of internal review.

2. Departmental Meeting and Faculty Vote

The department head will schedule a meeting of all eligible voting faculty to discuss and vote upon the candidate's credentials related to promotion. In accordance with the Auburn University Faculty Handbook candidates, "if they so wish," can make a presentation of their credentials and respond to questions for the first part of the meeting. The department head will then facilitate the deliberation and secret ballot vote on the candidate.

If an eligible voting faculty member cannot attend the meeting, but intends to vote on the candidate's application, that faculty member is responsible for sending the vote in a sealed envelope in advance of the meeting to the department head. Vote counting should not begin until the ballots of all faculty members in attendance and all votes from absent and voting faculty are submitted to the meeting chair.

Per the faculty handbook, the department head shall not vote at the departmental level. Faculty serving on committees at a college- or university-level may vote at the department-level but can only vote once. Immediate family members should recuse themselves from all deliberation and voting on promotion matters.

3. Departmental Letters

A designated faculty member will prepare a draft letter that summarizes the department's discussion and reports the final vote. The voting faculty will sign that they have reviewed this letter. The department head will also provide a letter with a written evaluation of the candidate's qualifications for promotion to the University Promotion and Tenure Committee via the Dean. The letter should provide additional information relative to workload and other relevant conditions of the faculty member's appointment. Most importantly, the letter should clearly indicate the department head's recommendation regarding the candidate's promotion. Individual faculty members may also submit letters to the department head explaining their support or lack of support for the candidate's promotion. All departmental letters will be made available to the candidate, who has the right to submit a rebuttal.

The candidate's dossier is due to the Dean's office by the date designated by the Dean. Once the department head submits the candidate's complete dossier (including all letters and any rebuttals from the candidate) to the Dean's office, no additional documents from the departmental level may be added.

4. Communication to Candidate

"The department head shall communicate the department's vote to the candidate and make available to the candidate all letters submitted by the committee, the department head, and individual faculty members. After reviewing the letters, the candidate has five working days to write a rebuttal if desired. The candidate can also make an informed decision about whether to continue with the process of seeking promotion. If the candidate wishes to continue the process despite a negative recommendation, the department head and Dean shall honor the candidate's request."

E. Dean Recommendation and Submission to the Office of the Provost

The Dean will review all available materials after the process of faculty deliberation, the external reviews, and the department head's recommendation. The Dean will provide a letter with a written evaluation of the candidate's qualifications for promotion. It should indicate a recommendation for or against promotion. The letter is placed in the candidate's dossier prior to forwarding to the Provost's office. The full dossier will be submitted to the Office of the Provost by the designated deadline.

III. Review Procedures for Probationary Faculty and Faculty Annual Review

The Faculty Annual Review procedures described in the following sections are part of an ongoing departmental process that occurs across the academic year.

Professional development opportunities (such as departmental mentoring committees and the peer review of teaching), individual faculty meetings with the department head at least once a year, and an annual review of probationary faculty by voting faculty are essential components of this process. All procedures within the Department of Curriculum and Teaching are intended to comply fully with Auburn University policies and guidelines as stipulated in the Auburn Faculty Handbook.

According to the Auburn University Faculty Handbook, "All department heads/chairs or unit heads shall conduct at least one annual review before April 30 with each faculty member to evaluate his or her performance and to discuss his or her future development." Teaching, research, outreach, service, and collegiality are addressed as part of the annual assessment of faculty and for promotion applications as related to the contractual workload. The annual assessment process takes into account yearly faculty activity and considers the yearly contribution in the larger context of the faculty member's body of work. Specific teaching, research, outreach, and service goals as related to the contractual workload are reviewed and revised every year for each faculty member.

A. General Guidelines and Submission of Review Materials (due January 31st)

By January 31st, each faculty member submits Faculty Annual Review Template (see Appendix A) to the department head. The template comprises 3 parts:

Part 1. Accomplishments in Teaching, Research, Outreach, Service for the year of review as related to the contractual workload.

Part 2. Personal Statement (not to exceed 1000 words) that includes a self-assessment.

Part 3. An up-to-date curriculum vitae.

B. Faculty Review of Probationary Faculty (February to April)

Non-tenured track faculty also participate in an annual review by their tenured and voting colleagues in the department. Approximately two weeks prior to the scheduled date of the annual review meeting of tenured faculty, the department head makes available to tenured faculty the dossiers for each faculty member who is to be reviewed.

1. Probationary Faculty Annual Review (mid-February)

Tenured and voting faculty in the department will receive access to the faculty annual review materials for each non-tenure track faculty (not in third-year review). The department head will provide an electronic survey asking tenured and voting faculty to comment on the strengths, and where applicable, areas of growth for each non-tenured faculty member. Pursuant to this meeting and before the faculty annual review (FAR) conference, the department head will provide each reviewee with a written document summarizing comments from tenured and voting faculty.

2. Third-Year Review (mid-March)

Candidates must be reviewed by their tenured and voting faculty peers in the third year of their fulltime appointment and again when the candidate initiates the process of application for promotion. Procedures for the third-year review are more exacting and thorough, including a formal ballot, a letter prepared by a faculty representative that reflects the faculty discussion and reports progress and any deficits, and a separate written evaluation prepared by the department head. Both third-year review letters will be sent to the Dean.

The focus of the third-year review is to assess the candidate's progress towards promotion. The review must be completed before April 30 of the candidate's third academic year (based upon years of full-time service). The candidate's department head is responsible for scheduling the candidate's third-year review at the appropriate time. Two weeks prior to the third-year review, the candidate should turn in a current dossier following the format specified by the AU Faculty Handbook for review by the tenured and voting faculty in the department.

The review process may include a presentation by the candidate followed by a discussion by the tenured and voting faculty only. If a tenured or voting faculty member cannot attend the third-year review meeting and would like to vote on the candidate's progress, the vote must be sent in writing in advance of the meeting to

the department head or to the unit's promotion committee chair. Vote counting should not begin until all ballots of those in attendance are turned into the meeting chair. The result of the vote must be announced at the meeting. Third-year review voting records will be retained by the department and reported to the Office of the Provost upon request. After the faculty vote is complete, a faculty representative prepares a letter that reflects the discussion and reports progress and any deficits. The department head prepares a separate written report summarizing the results of the review for the candidate. These written reports will be made available to the candidate, all tenured and voting faculty in the department, and the Dean.

C. Faculty Annual Review Conference (target early March)

The department head and each faculty member will meet to discuss the faculty member's performance over the review period and workload assignment for the coming academic year.

Before the conference, the department head reviews the current and cumulative contributions and progress of each faculty member in the areas of teaching, research, outreach, service, and collegiality based on the faculty member's specific responsibilities and contractual workload assignment. Faculty members are responsible for providing the information to demonstrate significance or impact of their endeavors, level of engagement, and the context for the activities.

The department head assesses each faculty member's performance in relation to departmental criteria using the Auburn University performance descriptor scale: Exemplary, Exceeds Expectations, Meets Expectations, Marginal, or Unacceptable. In addition to providing an assessment of performance in each area, the department head also provides an overall assessment of the faculty member's performance using one of the same descriptors.

During the conference, the department head and faculty member will discuss the department head's assessment of the faculty member's performance and the faculty member's professional goals and workload allocation for the next academic year.

D. Written Faculty Annual Review Report (target early March)

Within two weeks of the Faculty Annual Review (FAR) conference, the department head prepares a written report covering the major points of the conference. The report indicates the faculty member's overall performance level and includes evaluative comments according to the performance descriptors Exemplary, Exceeds Expectations, Meets Expectations, Marginal, or Unacceptable. The report specifies the faculty member's assignment for the next academic year and may include feedback from the department head regarding the faculty member's professional goals.

The faculty member receives a copy of the report, which must be signed by both the department head and the faculty member and submitted to the Dean's Office. Each

faculty member is responsible for signing a copy of the report to indicate that it was received. If the faculty member disagrees with information in the report, then she or he may write a response and append it to the report. One copy of the signed report and response, if applicable, is retained for the faculty member's departmental personnel file and the faculty member also receives a final copy. This report is to remain confidential.

E. Allocation of Time and Effort

C&T faculty workloads are established each year during the annual review process for faculty. The allocation percentage is agreed upon between each faculty member and the department head and ratified by the Dean's Office. Allocations are re-evaluated each year during the faculty annual review and will be distributed across the areas of research, teaching, outreach, and service. Workload will vary given the responsibilities of the faculty member. Faculty members should refer to the College of Education workload guidelines for a description of the default allocations and descriptions of professional responsibilities.

F. Summer Teaching

Summer teaching is not included in the normal workload allocation for lecturers on 9-month contract. The C&T standard full-time teaching load (1 FTE) in the summer semester is 9 credit hours teaching courses that meet minimum enrollment, and it is compensated at 1/3 of the 9-month base salary. Clinical faculty are on a 12-month contract. The Dean must approve variations from this standard.

G. Graduate Faculty

Faculty may be appointed to the Graduate Faculty at Levels 0 or 1 by application. Level 2 appointment requires faculty to meet membership criteria and requires a vote of all Level 2 Graduate Faculty. The Graduate School approves all graduate faculty appointments. See Graduate Faculty Appointment and Reappointment Criteria and Standards in the AU Faculty Handbook and the Department of Curriculum and Teaching Graduate Faculty Appointment and Reappointment Criteria and Standards (Appendix B).

APPENDICES

Appendix A
 Faculty Annual Review Template

[Add Year] Accomplishments

****Please do not delete sections. If a section does not apply to your previous year’s professional activity, then leave it blank**

PART 1: Accomplishments for the Year

Department: **College:**

Present Rank: **Years Completed in present Rank:**

Years in Faculty Service at AU: **Years in Faculty Service Elsewhere:**

Graduate Faculty Status:

Date Awarded:

Allocation of Time and Effort:

Teaching	Research	Outreach/Grants	Service

Any Departmental Assignments and Responsibilities (e.g., Program Coordinator or Graduate Program Officer)

Teaching [Add Year]

Semester	Course Title	Credit Hours	Number Enrolled	Total SCH

Graduate students completed/graduated during the year:

<u>Student</u>	<u>Degree Awarded</u>	<u>Year Degree Awarded</u>	<u>Current Position</u>	<u>Role</u>

Graduate students on whose committee the candidate is presently serving:

<u>Student</u>	<u>Degree Seeking</u>	<u>Work the candidate has done.</u>	<u>Role</u>

Other Activities/Awards Related to Teaching:

Research [ADD YEAR]

Peer-Reviewed/Refereed Publications (Use most recent APA Style, indicate if it is student co-authored)

Books (if applicable)

Book chapters (if applicable)

Articles (if applicable)

Conference proceedings (if applicable)

Number of Peer-Reviewed/Refereed Publications over the past three years:

[ADD YEAR]	[ADD YEAR]	[ADD YEAR]	Average # of peer-reviewed publications per year

****If applicable, please include Google Scholar citations for the year (including h-indices), impact factors associated with journal, or other metrics of note:**

Other non-peer reviewed publications (if applicable)

Professional Presentations

International

National

State

Local

[ADD YEAR] Grants and Professional Contracts Submitted and Obtained

Grants/Contracts Funded (if applicable)

Grants/Contracts Not Funded (if applicable)

Other Grants/contracts Ongoing from Previous Years:

Professional Awards Related to Research:

Outreach [ADD YEAR]

Brief description of collective outreach efforts (2-3 sentences)

Name of Project and Partner(s)	Description of outreach contribution (include funding if relevant)

Other Activities/Awards Related to Outreach:

Service [ADD YEAR]

Current National, State or Local leadership Roles or Committees

Dates	Role

Current University, College or Department Leadership Roles or Committees

Dates	Role

PART 2. A personal statement (not to exceed 1000 words) that includes a self-assessment of the extent to which the reviewee fulfilled his/her duties and achieved goals for the review period and an annual plan indicating workload and professional goals for the next academic year.

Any supporting materials the reviewee wishes to include (e.g, copies of publications).

PART 3. An up-to-date vita

Appendix B

Graduate Faculty Appointment Criteria and Standards

LEVELS OF MEMBERSHIP AND TERMS OF APPOINTMENT

The Curriculum and Teaching Department recognizes three levels of membership within the Graduate Faculty:

Level 0 (3 Years): The instructor may teach at 6000 level and above and serve on master's committees.

Level 1 (7 Years): The faculty member may teach at 6000 level and above, serve on master's and doctoral committees, direct master's theses, and advise master's and doctoral students. In addition, the faculty member may Co-Chair dissertations with a Level 2 faculty member.

Level 2 (7 Years): The faculty member may participate in the activities delineated for Level 1 and chair doctoral dissertations.

CRITERIA, STANDARDS, AND PROCEDURES: APPOINTMENT AND REAPPOINTMENT

Level 0

Initial Appointment: Nominees must have the highest terminal degree commonly awarded in their field (typically the doctorate) and hold the rank of Instructor, Visiting Faculty, or Adjunct.

Procedures: The Department Head will notify candidates to apply for initial appointment. Information to be supplied by the candidate includes current curriculum vitae. Candidates are to access (after obtaining a password from the Graduate School) the Graduate Faculty Approval System (GFAST) and complete the form by entering appropriate supporting information in the fields and uploading their vita.

The Department Head, upon recommendation by the tenured faculty in the program area, will submit application materials to the Graduate School for action by the Dean of the Graduate School. Application should be made prior to assuming teaching responsibilities. There is no faculty vote for this level.

Reappointment: Nominees must have (a) taught a 6000 level or above course, and (b) have an administrative annual review of "meets expectations" or above. Candidates must be recommended for reappointment by the tenured faculty in the program area and the Department Head. Level 0 appointment may be renewed annually upon recommendation of the tenured program faculty for a maximum of five years. Reappointment beyond that five- year period will require a 2/3 vote of the Graduate Level 2 faculty in the department.

Procedures: The Department Head will notify candidates to apply for reappointment. Candidates should submit information of performance at or above a level that satisfies standards for the department. Candidates are to access (after obtaining a password from the Graduate School) the Graduate Faculty Approval System (GFAST) and complete the form by entering appropriate supporting information in the fields and uploading their vita.

The Department Head, upon recommendation by the tenured faculty in the program area, will submit application materials to the Graduate School for action by the Dean of the Graduate School.

***Reappointment only available to NTT not required to seek promotion.**

Level 1

Initial Appointment: Nominees must have the highest terminal degree awarded in their field (typically the doctorate) and hold the rank of Instructor, Visiting Professor, Adjunct, Lecturer, Assistant Professor, Associate Professor, or Professor either on a tenure or non-tenure track appointment. Clinical and Research Faculty are eligible for Level 1 appointments. ***Tenure track faculty are required to be appointed to Level 2 prior to applying for Tenure & Promotion.**

Procedures: Upon consultation with program faculty, the Department Head will notify candidates to apply for initial appointment. Candidates are to access (after obtaining a password from the Graduate School) the Graduate Faculty Approval System (GFAST) and complete the form by entering appropriate supporting information in the fields and uploading their vita. Information to be supplied by the candidate includes current curriculum vitae in compliance with that described in the Faculty Handbook. The Department Head will be notified of the application. Application should be made prior to assuming teaching responsibilities.

Reappointment: Nominees must have (a) prior services at Level 1 or higher, and (b) have been active by teaching 6000 level and above AND at least one of the following: a) serving on master's and/or doctoral committees, b) directing master's theses, or c) advising master's and doctoral students. ***NTT may be reappointed to level 1. TT faculty must seek level 2 appointment**

Procedures: Same as procedures for Level 1 Initial Appointment

Level 2

Initial Appointment: In addition to the criteria for nominees at Level 1, nominees must (1) have at least three years' experience participating regularly in a graduate program in the Department of Curriculum and Teaching or at another institution of higher education, (2) have served on the advisory committee of at least three graduate students, either at Auburn or at another institution of higher education and (3) have demonstrated their ability to engage successfully in scholarship. ***Tenure track faculty are required to be appointed to Level 2 prior to applying for Tenure & Promotion. Level 2 status must be maintained for future promotions.**

In the C&T Department, demonstration of scholarship is evidenced in the following ways:

- a. Candidate must be author or co-author of at least two research articles (major author of at least one of these) published in or accepted for publication in reputable refereed journals.
- b. Candidate must also be author or co-author of a third scholarly contribution, either already published or accepted for publication, such as a) an article related to theory or practice in a refereed journal, b) an article in a refereed proceedings publication, c) an externally funded grant with substantial research component, or d) other significant scholarly works (e.g., books, book chapters, monographs, or multimedia products). *Note: the third scholarly contribution could also be a third article meeting the criteria listed above in section a.

Procedures: Upon consultation with program faculty, the Department Head will notify candidates to apply for appointment. Candidates are to access (after obtaining a password from the Graduate School) the Graduate Faculty Approval System (GFAST) and complete the form by entering appropriate supporting information in the fields and uploading their vita. Information to be supplied by the candidate includes a) current curriculum vitae in compliance with that described in the Faculty Handbook, and b) typed responses to Department Criteria. The Department Head will be notified of the application, provide documents to Level 2 faculty for review, and facilitate a vote on the candidates' eligibility. If a voting

faculty member has a question related to shared documents, they should send their concerns to the Department Head who will address the issue.

Reappointment: Candidates must seek reappointment before or during the last six months of each seven-year term. (Credentials should be made available to faculty two weeks prior to the November or the April meeting of Level 2 members.) Candidates must meet Level 2 initial appointment criteria.

Procedures: Same as procedures for Level 2 Initial Appointment