

**Department of Instruction and Teacher Education
College of Education
University of South Carolina**

**CRITERIA and PROCEDURES
for
CONTINUING CONTRACTS and PROMOTION
of
FULL-TIME, NON-TENURE-TRACK FACULTY**

Revised October 2018

This document describes the criteria and procedures governing the appointment and promotion of, and awarding of continuing contracts to, full-time, non-tenure-track faculty in academic positions within the Department of Instruction and Teacher Education. These non-tenure track positions in the Department include

- Research Professor
- Clinical Professor
- Instructor

Faculty who are Research Professors or Clinical Professors can be Assistant Professors, Associate Professors, or Professors. Instructors can be either Instructors or Senior Instructors. Faculty can apply for promotion after five years of continuous, successful, full time employment at the University of South Carolina. For all of these non-tenure-track positions there is information about

- I. Position Titles, Roles and Responsibilities;
- II. Performance Criteria for Promotion;
- III. Criteria for Continuing Contracts; and
- IV. Procedures for Applying for a Continuing Contract or Promotion.
- V. Criteria for Promotion

I. POSITION TITLES, ROLES and RESPONSIBILITIES

A. *POSITION TITLE:* **Research Professor**

(Ranks include Assistant, Associate and Professor)

Qualifications: Ed.D. or Ph.D. in Early Childhood, Elementary, Middle, Secondary, and Language and Literacy Education, Curriculum and Instruction or a complementary field as defined by the program area.

Roles and Responsibilities:

Research Professors are expected to meet Department-wide criteria for research/scholarship and for service.

Candidates for appointment to the rank of **Research Assistant Professor** are expected to demonstrate expertise in educational research and prior success in securing external funding and/or contributing to successful grant or contract efforts. In addition, they should: a) demonstrate successful coordination of all aspects of a research initiative or grant/research project; b) have demonstrated the professional expertise that would be valuable to both department and/or related agencies associated with the field; c) demonstrate the potential for service related to the program, department, and college; d) demonstrate an understanding and use of the link between scholarship/research and practice.

Candidates for appointment to the rank of **Research Associate Professor** are expected to: a) have all the qualifications for a Research Assistant Professor; b) provide evidence of a minimum of 5 years of grant/research project experience at the University of South Carolina; and c) provide evidence of local or state leadership experience.

Candidates for appointment to the rank of **Research Professor** are expected to: a) have all of the qualification for a Research Associate Professor; b) provide evidence of a minimum of 10 years of grant/research project experience; and c) provide evidence of state and national leadership experience.

B. *POSITION TITLE:* **Clinical Professor**

(Ranks include Assistant, Associate, and Professor)

Qualifications: Ed.D. or Ph.D. in Early Childhood, Elementary, Middle, Secondary, and Language and Literacy Education, Curriculum and Instruction or a complementary field as defined by the program area.

Roles and Responsibilities:

Clinical Professors are appointed either to administrative or teaching positions. For promotion, candidates must meet the Department-wide criteria for promotion consistent with their appointed area(s). They must also meet the Department's

criteria for service and have the option of meeting Department criteria for scholarship.

Candidates for appointment to the rank of **Clinical Assistant Professor** are expected to: a) have a professional record that includes excellence in teaching or administration; b) demonstrate current knowledge of the field from a practitioner's perspective; c) demonstrate ability to teach adults; d) demonstrate knowledge of the complexities of field work and the capacity to supervise and coach learners working in a school or district setting; e) have demonstrated professional expertise that would be valuable to the department and/or related agencies associated with the field; f) demonstrate the potential for service related to the program, department, and/or college; and g) demonstrate an understanding and use of the link between scholarship/research and practice.

Candidates for appointment to the rank of **Clinical Associate Professor** are expected to: a) have all the qualifications of a Clinical Assistant Professor; b) provide evidence of a minimum of 5 years of full time teaching or administrative experience in an area appropriate for the position (at least four of those years must be university administrative/teaching experience at the University of South Carolina); and c) provide evidence of a sustained and effective record of professional, community and clinical service.

Candidates for appointment to the rank of **Clinical Professor** are expected to: a) have all of the qualifications for Clinical Associate Professor; b) provide evidence of 10 years of teaching or administrative experience in an area appropriate for the position; and c) provide evidence of a sustained and effective record of service accomplishments for and leadership in the profession.

C. POSITION TITLE: Instructor

(Ranks include Instructor and Senior Instructor)

Qualifications: M.Ed., M.A., MAT, Ed.S. from Early Childhood, Elementary, Middle, Secondary, or Language and Literacy Education, or Curriculum and Instruction, or complementary field as defined by the program area.

Roles and Responsibilities:

Instructors are appointed either to administrative and/or teaching positions. For promotion, candidates must meet Department-wide criteria for promotion consistent with their appointed area(s). They must also meet the Department's criteria for service.

Candidates for appointment to the rank of **Instructor** are expected to provide evidence of: a) a professional record of successful teaching or administrative experience; b) current knowledge of the field from a practitioner's perspective; c) a knowledge of the complexities of field work and the capacity to supervise and

coach learners working in a school or district setting; d) professional expertise which is valuable to the department and/or related agencies associated with the field; e) an understanding and use of the link between scholarship/research and practice.

II. PERFORMANCE CRITERIA FOR PROMOTION

A. RESEARCH PROFESSOR

1. Scholarship/Research Function:

The principal duty of a research faculty member is to oversee and conduct research related to the academic program of ITE and the faculty member's expertise. The research program may involve other faculty, graduate students, research associates, or other research staff. The faculty member is responsible for producing high quality publications, technical reports, and/or state and national presentations related to the relevant research projects.

For promotion to **Associate Professor** or **Professor**

In addition to meeting Department criteria for scholarship (see below), research professors should document their role as principal and/or co-principal investigators on funded research proposals. They should also document other administrative or supporting roles in the development of proposals for funding

For promotion to **Associate Professor**, the candidate's record of scholarship should include an average of one high quality product from Categories One or Two as designated by the candidate's contract. The Department of Instruction and Teacher Education, however, recognizes the merit of diverse scholarly venues both theoretical and practical. Therefore, the Clinical APR Committee and/or other appropriate reviewing body can evaluate scholarly work as substantive when the candidate has shown extensive and high quality work distributed across all three categories rather than a consistent record of scholarly work solely in Category One.

For promotion to **Research Professor**, the candidate must demonstrate a superior record of scholarship evidenced by the attainment of national or international stature in the field. The candidate's record of scholarship should include extensive and high-quality work distributed primarily across Categories One and Two, as judged by the Clinical APR Committee.

Sources of Evidence for Meeting Scholarship Criteria

Candidates must develop, maintain, and document a scholarship record of accomplishments of the quality indicative of membership in a comprehensive research university. The following list of scholarly products, while not exhaustive, is indicative of the forms of scholarship faculty may use as evidence of their work.

Category One

- Authored and edited books that build new knowledge or influence practice
- Refereed journal articles (paper or electronic) advancing the knowledge base from either a theoretical or a practical perspective
- Chapters in edited books or refereed yearbooks that build new knowledge or influence practice
- Invited articles for thematic issues of a journal for peers or teachers
- Reprints of articles in books of readings that are peer reviewed
- Monographs/Reports/Instructional Manuals that build new knowledge or influence practice
- Research grants or scholarly projects with awards based on a competitive proposal review process comparable to that of refereed journals.

Category Two

- Research grants or scholarly projects based on a review process that is either not competitive or not comparable to that of refereed journals.
- Activities related to research grants or funded projects.
- Presentations at professional and scholarly meetings
- Publication within conference proceedings
- Colloquia at other universities and academic conference presentations
- Editorship of professional journals and books
- Grants and other technical documents
- Government and agency publications
- Evidence of clinical research site development

Category Three

- Original curriculum products (e.g., Apps, videos, tests/assessments, textbooks, clinical instruction documents)
- Membership on review boards for professional associations
- Book/Manuscript reviews
- Non-refereed professional publications

2. Service Function

Research faculty are expected to contribute to ITE, COE, the university, and their professional community. Research faculty participate in program, departmental, college faculty meetings and on departmental committees as appropriate. As grant administrators, research faculty are expected to provide leadership for the research initiative, develop a project budget and disseminate information concerning the initiative. Appointments to the department or college committees are at the discretion of the Department Chair.

Contributions of Research faculty to Service are assessed using Departmental criteria for Service (below).

Rationale and Description of Criteria

The faculty of the Department of Instruction and Teacher Education in the College of Education recognizes a strong obligation to provide the University, the community, and the profession service through the expertise of its faculty. Faculty seeking promotion and/or tenure in the Department, therefore, are expected to demonstrate a record of *sustained, effective* service within the following contexts: department, college, university, community and/or larger society, profession.

For promotion to **Research Associate Professor**, the faculty member is expected to have established a substantive record of committee memberships and activity at the University of South Carolina. The faculty member's service record in this regard must clearly demonstrate the nature of the candidate's accomplishments within the university, the college, the department, an ad hoc committee, and/or the larger professional community.

For promotion to **Research Professor**, the faculty member is expected to have all the qualifications of the associate rank and have established a substantive record of committee memberships and activity at the University of South Carolina as well as a substantive record of professional service to the educational community.

Sources of Evidence for Meeting Service Criteria

Faculty contributions in the service area fall into two basic categories: 1) service to the university, the college, the department, and the program area; and 2) professional service to community constituents (i.e., children and school personnel, professional organizations, local and state agencies).

1. Service to the university, college, department and program is evidenced by a continuous record of faculty contributions in the form of committee work (chair positions and membership roles on standing and ad hoc committees/task forces) and/or in the form of administrative roles (associate dean, department chair, program coordinator, or other administrative roles within the university).
2. Professional service to community constituents is evidenced by a solid record of faculty contributions to public and private schools, other colleges and universities, the professional organizations, business and industry, governmental units and local/state agencies, and the community at large. Faculty are expected to assume diverse roles in this regard that would include, but not be limited to:
 - working in professional consultancies and advisory roles
 - creating and conducting professional institutes, conferences, symposia, and workshops
 - establishing and implementing centers or other agencies/programs for the delivery of professional education services
 - developing materials to assist educational improvement

B. CLINICAL PROFESSOR

1. Teaching Function

Teaching may be a central responsibility of clinical faculty. Clinical faculty may engage in a variety of teaching responsibilities which include teaching credit-bearing courses; supervising the clinical work of students, or interns; providing

non-credit programs and workshops, distance-learning programs, and seminars; and/or coordinating and/or overseeing professional development activities for educators. In addition, some faculty may direct graduate projects and/or internships, serve on master and doctoral committees, and/or mentor and/or advise undergraduate and graduate students. Effectiveness in teaching is an essential criterion for appointment or advancement. Faculty must demonstrate command of their subject matter, continuous growth in the subject field, and the ability to organize material and convey it effectively to students. Clinical Faculty are assessed using Department-wide criteria for Teaching:

For promotion to **Clinical Associate Professor**, the faculty member is expected to show evidence of a substantive teaching record in three ways. First, the candidate's teaching should have been evaluated as substantive through the formal departmental peer review process. Second, the candidate's ratings from the formal College of Education Student Course/Instructor Evaluations should be consistently ranked at 3.5 or higher on the 5-point scale. Third, the candidate's teaching profile should include documentation of work with doctoral students, course and curriculum development, clinical supervision, and/or external recognition for teaching as suggested by those items in the list below.

For promotion to **Clinical Professor**, the faculty member is expected to show evidence of a superior teaching record in three ways. First, the candidate's teaching should have been evaluated as superior through the formal departmental peer review process. Second, the candidate's ratings from the formal College of Education Student Course/Instructor Evaluations should be consistently ranked at 4.0 or higher on the 5-point scale. Third, the candidate's teaching profile should include documentation of leadership in teaching through chairing doctoral student committees, curriculum and program development, and external recognition for teaching as suggested by those items in the list below:

- publishing teaching-focused professional materials in printed form or for computer-based instruction
- teaching and advisement awards
- teaching demonstrations and exhibits in schools and other clinical sites
- developing and teaching special workshops and seminars
- receiving faculty development grants to support teaching innovations
- conducting seminars for academic or professional associations
- appointment or election to leadership roles in teaching-related activities of professional associations

Sources of Evidence for Meeting Teaching Criteria

It is the responsibility of the faculty member to provide an organized dossier which may include documentation from the following areas of teaching performance: developing course materials to enhance teaching; teaching and advisement awards; teaching demonstrations and exhibits in schools and clinical sites; supervision at clinical sites; developing and presenting special workshops and seminars; revising courses; conducting seminars or presentations for professional organizations and/or when appropriate, supervising action research as well as serving on doctoral committees. In addition, Departmental Peer Reviews and COE Student Course Evaluations should be included. Finally, a self-evaluative personal statement should address progress in relation to professional goals and criteria for promotion within and across teaching, service and if desired, scholarship.

2. Administrative Function

Administration may be a central responsibility of clinical faculty. Clinical faculty whose main responsibility is administrative engage in a variety of administrative responsibilities which may include coordinating undergraduate or graduate programs, developing, organizing and managing procedures and protocols within and across college offices and departments necessary to administer and coordinate an innovative Undergraduate program in teacher education.

For promotion to **Clinical Associate Professor** the candidate is expected to show evidence of a substantive record of administration based on the candidate's job roles and responsibilities, which include
1) program/department outcomes related to the candidate's administrative role; 2) outcomes within a field experience site and 3) outcomes across program/ departments/colleges and/or field experience placements.

For promotion to **Clinical Professor** the candidate is expected to show evidence of superior record of administration areas based on the candidate's job roles and responsibilities, which include
1) program/department outcomes related to the candidate's administrative role; 2) outcomes within a field experience site and 3) outcomes across program/ departments/colleges and/or field experience placements.

Sources of Evidence for Meeting Administrative Criteria

It is the responsibility of the faculty member to provide an organized dossier which may include documentation from the following areas of administrative performance: program procedures and protocols documents; field experience handbooks; documents evidencing data gathered and analyzed in relation to admission and program decisions; communication documents with students regarding program and

admission decisions; advisement data documents; documents evidencing support of supervisors, coaching teachers, and schools; documents tracking enrollment, scheduling and program review reports for CAEP/InTASC.

3. Service Function

4.

Service to the program, college, and profession is a responsibility of all tenure track and non-tenure track faculty in the Department of Instruction and Teacher Education. The college functions as a professional school and a broad range of service is essential to connect the program area and department to schools, districts, agencies and the university at large, and to provide students within the Department of Instruction and Teacher Education with superior clinical experiences that reflect current best practices and knowledge.

For promotion, contributions of Clinical Professors are assessed using Departmental criteria for Service

5. Scholarship Function (Optional)

Scholarship is not a required focus of clinical faculty. However, some clinical faculty choose to engage in research and scholarship that contributes to the knowledge base and practices in their field. When they do so, their work will be assessed by the same criteria used for tenure track and research faculty
INSTRUCTOR

6. Teaching Function

Teaching may be a central responsibility of Instructors. Instructors may engage in a variety of teaching responsibilities including: teaching credit-bearing courses; supervising the clinical work of students, or interns; providing non-credit programs and workshops, distance-learning programs, seminars, and/or coordinating/overseeing grants. In addition some faculty may participate in mentoring new clinical faculty or instructors and/or advising undergraduate or Masters students, as appropriate. When teaching is a central role of Instructors, effectiveness in teaching is an essential criterion for appointment or advancement. Instructors must demonstrate command of their subject matter, continuous growth in the subject field, and ability to develop and/or organize material and convey it effectively to students.

Evaluation of teaching is based on a combination of formal COE Student Course Evaluations and Departmental Peer Reviews of Teaching. Formal Peer Reviews include both observation of teaching and review of course-related materials. It is expected that the candidate will have consistently documented substantive to superior ratings in teaching to be promoted. Clinical faculty are required to have formal peer observation as scheduled by the Department Chair.

For promotion to **Senior Instructor**, the faculty member is expected to meet Teaching criteria established for Tenure Track and Clinical Associate Professors.

7. Administrative Function

Administration may be a central responsibility of Instructors. Instructors whose main responsibility is administration engage in a variety of administrative responsibilities which may include: coordinating undergraduate or graduate programs; and developing, organizing and managing procedures and protocols within and across college offices and departments necessary to administer and coordinate undergraduate or graduate programs in teacher education.

For promotion to **Senior Instructor**, the candidate is expected to show evidence of a substantive record of administration, which include 1) a substantive rating revealing the candidate's consistent effectiveness. 2) a display of leadership within the program by means of outcomes and/or products

Sources of Evidence for Meeting Administrative Criteria

It is the responsibility of the faculty member to provide an organized dossier which may include documentation from the following areas of administrative performance: program procedures and protocols documents; field experience handbooks; documents evidencing data gathered and analyzed in relation to admission and program decisions; communication documents with students regarding program and admission decisions; advisement data documents; documents evidencing support of supervisors, coaching teachers, and schools; documents tracking enrollment, scheduling and program review reports for CAEP/InTASC.

3.. Service Function

Service to the program, department, college, and profession is a responsibility of all faculty in the Department of Instruction and Teacher Education. The college functions as a professional school and a broad range of service is essential to connect the program area and department to schools, districts and the university at large, and to provide students within the Department of Instruction and Teacher Education with superior clinical experiences that reflect current best practices and knowledge.

For promotion to **Senior Instructor**, the faculty member is expected to have met the Service criteria established for Promotion to Research, Clinical and Tenure Track Associate Professor.

III. CRITERIA for CONTINUING CONTRACT

Full time, non-tenure track faculty are appointed annually. Faculty who have been appointed for three successive years and who have met or exceeded Performance Criteria for his/her currently held rank (described in section II of this document) and demonstrate the potential for consistently positive performance over the next three years may request a three year appointment.

IV. CRITERIA FOR PROMOTION

Full-time, non-tenure track research or clinical faculty may apply for promotion following the time-table set in the Faculty Manual.
(<http://www.sc.edu/policies/acaf106.pdf>)

V. PROCEDURES for APPLYING for a CONTINUING CONTRACT OR PROMOTION

The Department's Tenure and Promotion Calendar will be used for non-tenure-track faculty who seek continuing contracts or promotions. By May 1 of each year, the Department Chair will solicit from all non-tenure track faculty whether or not they intend to seek a continuing contract or promotion. By June 1, the Department Chair will provide the Chair of the Clinical Annual Performance Review (APR) Committee the names of non tenure-track faculty members applying for a continuing contract or promotion. The Clinical APR Committee Chair, by June 30, will meet with applying faculty and provide an orientation to the application and review process as well as to familiarize them with the calendar for the year.

A faculty member seeking a continuing contract or promotion will submit, consistent with the Tenure and Promotion calendar, a file demonstrating and documenting how current Performance Criteria are met for a continuing contract or how the criteria for promotion to the next rank have been met. The application file will be reviewed by the unit's Clinical Annual Performance Review Committee who will make a recommendation based on the criteria in this document, consistent with the Tenure and Promotion Calendar, to the Department Chair. The Department Chair will make a recommendation to the Dean of the College of Education who makes the final decision on the continuing contract offer. All continuing contract and promotion decisions will be finalized by April 30 of the following year.