



**Criteria and Procedures Used at Department and College Levels to  
Conduct Reappointment and Promotion Reviews for Clinical Faculty  
in the Cato College of Education at  
The University of North Carolina at Charlotte**

**Eighth Edition (Update November, 2020)**  
**Seventh Edition: Adopted January 16, 2017 (Minor Update April, 2018)**  
**Sixth Edition: 2013**  
**Sixth Edition: 2012**  
**Fifth Edition: 2004**  
**Fourth Edition: 2000**  
**Third Edition: 1996**  
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## Introduction to the Eighth Edition

This document, Criteria and Procedures Used at Department and College Levels to Conduct Reappointment, Promotion, and Tenure Reviews in the College of Education at the University of North Carolina at Charlotte, is designed to help faculty fulfill the College's mission and to guide administrative and peer reviews in making fair and appropriate recommendations for reappointment, promotion, and/or tenure. The document, originally developed in 1994, is a living document that has been modified in 1995, 1996, 2000, 2004, 2013, and 2017.

The 2017 version arose from requests made by several faculty members at the Dean's Listening Meetings that a more equitable process be developed through a revision of the RPT process and criteria. Specifically, requests were made to examine equity related to the composition of Departmental Review Committees and the inclusion of a check on possible implicit bias of all those who review dossiers.

The leadership team asked for volunteers to work on the revision. The deans of the College selected from among the ten people who volunteered. They included every faculty member of color, given the reasons for the revision, and then selected representations from every department and professorial level. Two volunteers (full professors) who were not selected, were thanked for volunteering. The following members comprised the committee:

- Lyndon Abrams - Counseling
- Valerie Balog - Counseling
- Erik Byker - REEL
- Mark D'Amico - EDLD
- Paul Fitchett - MDSK
- Charles Hutchison - MDSK
- Florence Martin - EDLD
- Erin Miller - REEL
- Shawnee Wakeman - SPCD
- Charlie Wood - SPCD

### Revision Process:

#### *Spring 2016:*

The committee created an RPT Revision Moodle site. On this page, they provided resources used by the Task Force as they work on the RPT revision. The information contained on this site was open to the entire College of Education. The provided narrative updates on the site each month.

The committee created a survey to solicit recommendations from faculty on ways to revise the RPT guidelines. Then, on May 23 and 24, the committee held two open forums to (1) discuss survey feedback and other relevant information and (2) engage in dialog on each section of the RPT document. Data from the survey and open forums were used to shape the first revised draft.

#### *Summer 2016:*

The RPT Task Force met to review and discuss draft revisions of the RPT document. The RPT Task Force members independently reviewed drafts and assembled its recommended changes to be made available at the beginning of the academic year. They posted the recommended changes in both "Clean" and "Track Changes" versions to the Moodle site by August 15 for all to review. The committee chair gave a brief update at the August 19<sup>th</sup> College meeting and encouraged attendance at two open forums to provide feedback on the draft.

*Fall 2016:* Two open forums were held Monday, August 29 at 10:00 and Tuesday, August 30 at 2:00. In addition to the forums, the Task Force took feedback on the recommendations through the discussion board on the Moodle site, through email, in person. 23 individuals from the College participated in one or both of the open forums on the draft revision.

The Task Force discussed the feedback at its mid-September meeting. Additionally, the Task Force chair had a discussion with the Faculty Council on August 31 for additional feedback. They created a second version of the revision. This version was discussed at the September 23 COED meeting.

An online faculty vote distributed by email was completed by October 15, which allowed three weeks for faculty to review the current document prior to final votes being cast. A total of 80 responses to the online ballot provided this result:

Yes-70, No-8, Abstain-2.

In April of 2018, the RPT task force was asked by the dean to tweak language for clarity. These changes were recommended, voted on, and made to this document.

Vote:

Yes—50

No-12

Abstain-2

The document was once again modified slightly in Summer and Fall 2020 following requests from both clinical faculty and administrators for clearer guidelines that were more inclusive of all clinical faculty found in the Cato College of Education and that included more current terminology. In consultation with guidelines provided by Academic Affairs and the promotion review process for clinical faculty in other colleges across campus, members of the leadership team made some minor edits to the document to include additional special faculty appointments (e.g., Research Professor) found in the Cato College of Education, update language found in the document (e.g., University Supervisors), and to add additional details to make the guidelines clearer for candidates seeking promotion. asked for volunteers to work on the revision. The deans of the College selected clinical faculty members representing various departments in the Cato College of Education to review the revised document and invited them to provide feedback. The following clinical faculty members provided feedback:

- Tom Fisher – OSCP
- Adam Myers - MDSK
- Misty Hathcock - REEL
- Jim Watson - EDLD
- Shawnee Wakeman - SPCD
- Tisha Greene – OSCP

After attempting to address the feedback provided by the above-mentioned clinical faculty members, the leadership proceeded to share the updated document with all faculty at the September, 2020 faculty meeting and solicited their input. One recommendation was to create a separate RPT document specifically for clinical faculty members, as opposed to merging the guidelines and expectations for both clinical and tenure-eligible faculty into the same document.

After addressing faculty feedback, the updated version was shared with all faculty and staff on October 22, 2020, who were then asked to indicate whether or not they support the updated version of the Clinical RPT guidelines by October 31, 2020 via an online survey. The results of the survey indicated that 15 faculty supported the changes made to the document, and one person did not.

**Section One:  
Undergirding Principles**

1. Faculty personnel decisions at UNC Charlotte are governed by University Policy 102.13, Tenure Policies, Regulations and Procedures of the University of North Carolina at Charlotte and UNC Charlotte Academic Personnel Procedures Handbook-Section C, Review for Reappointment, Promotion, and Conferral of Permanent Tenure.
2. The procedures for personnel reviews that are described in this document are intended to be consistent with those described in the University documents named above. In the event of a conflict between this document and the University policies and procedures in #1, the terms of the University documents shall have precedence.
3. In the Cato College of Education, the criteria and procedures used at department levels are consistent with the criteria and procedures used at the college level.
4. Responsibility for presenting the case for personnel reviews rests with the faculty candidate, who, through narrative statements and supporting documentation collected in an electronic dossier, addresses how the standards are met and how the candidate is contributing and will contribute to the mission of the College.
5. Standards are presented in two categories: the broad expectations of all faculty in the Cato College of Education and specific standards relevant to teaching, research, and service/outreach/engagement. Standards are differentiated at the various levels of review.
6. It is expected that different profiles of faculty achievement will be demonstrated through the review process. This document offers a strengths-based model for building a faculty record of achievement.
7. Based on their assessment of the evidence presented and available to them, the review committees, chairs/supervisors, and dean are expected to independently consider the total profile presented by each candidate, including both broad expectations and specific standards, and to make independent holistic judgments about the candidate's performance and potential as a faculty member in the College.
8. All reviews of unfavorable RPT decisions will follow University Policy 102.13, Tenure Policies, Regulations and Procedures of the University of North Carolina at Charlotte.

**Section Two:**  
**Broad Expectations of All Faculty in the Cato College of Education**

All faculty members in the Cato College of Education are expected to do the following:

1. Support the mission and programs of the College and University appropriate to one's role;
2. Demonstrate integrity and high standards of ethical and professional behavior;
3. Be collaborative and respectful of diversity (as defined by the College of Education Diversity Commitment) through interactions with students, staff, other faculty, and professional colleagues in the field;
4. Continue to grow as a professional through reflective practice, active learning, and engagement in relevant contexts;
5. Maintain continuing appointment to the Graduate Faculty of the University (unless one's program responsibilities are exclusively at the undergraduate level and/or one has no teaching responsibilities); and
6. Recognize the interconnectedness of the professional domains of teaching, research, and service/outreach/engagement by demonstrating a thematically integrated professional focus across these domains as appropriate to the faculty member's jobdescription.

Specific standards relevant to teaching, research, and service/outreach/engagement are presented in the following pages by level of review:

- Promotion to Senior Lecturer, Senior Research Associate, Clinical Associate Professor, Research Associate Professor (Section Five)
- Promotion to Clinical Professor and Research Professor (Section Six)

**Section Three:**  
**Faculty Review Committees for Promotion of Clinical Faculty**

Reviews for promotion of clinical faculty are guided by University Policy 102.13, Tenure Policies, Regulations and Procedures of the University of North Carolina at Charlotte, UNC Charlotte Academic Personnel Procedures Handbook-Section C. Review for Reappointment, Promotion, and Conferral of Permanent Tenure. All committee members and administrators with responsibility for these reviews should review the policies, regulations, and procedures as delineated in the relevant policies and procedures. This material provides essential guidance on the areas of performance to be reviewed and the responsibilities of the Department Review Committee, the department chair and/or supervisor, the College Review Committee, and the dean in analyzing the strengths and weaknesses of the candidate's record and in presenting the resultant recommendation.

This document describes the responsibilities of the reviewers in conducting the review sessions, permissible and impermissible grounds for decisions, the channels of review, and notifications.

**Review Committees**

1. **Department Review Committee (DRC)**

Each academic department in the Cato College of Education has a Department Review Committee consisting of three members. The assembled DRC provides recommendations to the department chair and/or supervisor on promotion, and tenure.

The committee is elected from the permanently tenured faculty of the department who hold full-time appointments. Members are elected for staggered terms of two years each. At least one member of the committee must hold the academic rank of Professor. Permanently tenured faculty members from other departments within the Cato College of Education may be selected as voting members if necessary to constitute the DRC. The committee elects its chair from its membership.

During years when a Clinical Faculty Member will be reviewed for promotion, the department will elect one clinical faculty member to serve as a voting member of the DRC during the clinical review. This member will serve in addition to the members identified above. In the event that a department has no clinical member eligible to serve, a member of another department may be selected to serve.

DRC members will receive yearly training/updates on the RPT policies and procedures, standards, and ethical guidelines.

A faculty member may not serve consecutive terms and must sit off the DRC for a period of at least one year before being eligible to again serve on the DRC.

One member of the elected committee will be appointed by the department chair to serve as the DRC Diversity Representative. This individual will receive additional training on inclusion and fairness and be invested with the responsibility of monitoring the processes of the committee for fairness and equity.

## 2. College Review Committee (CRC)

The College Review Committee provides the dean with recommendations on reappointment, promotion, and the conferral of permanent tenure.

The College Review Committee is elected from the permanently tenured faculty of the College who hold full-time appointments and have a history of service as a Departmental Review Committee member. Each academic department elects one member for service on the CRC for two-year staggered terms and two additional members are elected at-large by the College for one-year terms. A faculty member may not serve consecutive terms and must sit off the CRC for a period of at least one year before being eligible to again serve on the CRC.

CRC members will receive yearly training/updates on the RPT policies, standards, and ethical guidelines. When necessary for clinical faculty reviews, the CRC will be expanded to include two senior level Clinical Faculty Members. These committee members are elected at the time of the yearly college election and serve two-year staggered terms. (Note: Senior Level clinical faculty is defined as a member who has successfully been appointed as a Clinical Associate Professor, Clinical Professor, or Senior Research Associate.)

One member of the elected committee will be appointed by the dean to serve as the CRC Diversity Representative. This individual will receive additional training on inclusion and fairness and be invested with the responsibility of monitoring the processes of the committee for fairness and equity.

For election of the at-large members of the CRC, a ballot of eligible faculty will be prepared by the dean. Excluded from eligibility are faculty who are undergoing a review in the coming year and their immediate family members, department chairs and deans, and faculty who have been elected to serve on a Department Review Committee. The list of eligible faculty will be distributed to eligible voters by an electronic ballot. Faculty may vote for two CRC members. The two CRC nominees with the highest number of votes are elected to the committee.

The committee elects a chair from its membership.

**Section Four:**  
**Criteria and Procedures for Promotion of Clinical Faculty in the Cato College of Education**  
**(Non-Tenure Track)**

The purpose of this section is to provide criteria and procedures for the reappointment and promotion of clinical faculty and guidance to those faculty members who seek reappointment or promotion.

**Descriptions of Clinical Ranks**

If a faculty appointment is not an appointment to the Professorial Ranks (as defined in Tenured Policies, Regulations, and Procedures), then the University titles this a Special Faculty Appointment. All Special Faculty Appointments are for a specified term of service and do not include the opportunity to achieve tenure. The letter of appointment indicates the length of the term of service and whether or not the appointment is renewable. Faculty members in Special Faculty Appointments are not eligible for permanent tenure. In the Cato College of Education, Special Faculty Appointments are designated as Clinical Faculty Appointments.

In the Cato College of Education, clinical faculty hold a variety of positions, with diverse job responsibilities and expectations. Below is a description of various clinical faculty roles and ranks and their characteristics within the Cato College of Education.

- **Lecturer**  
A lecturer holds a Master's degree from an accredited college or university, appropriate licensure in the field, and has evidence of potential to fulfill all assigned teaching and/or supervision, advising, and service/outreach/engagement duties.
- **Research Associate**  
A research associate holds a master's degree or doctoral degree from an accredited college or university and has evidence of potential to fulfill all assigned research and service initiatives as outlined in the position description. Research associate positions are supported by external grants or contracts. Research Associates supported entirely by external funds for the sole purpose of conducting research are exempt from service-related expectations.
- **Senior Lecturer**  
A senior lecturer holds a Master's degree from an accredited college or university, appropriate licensure in the field, and has a minimum of five years of successful experience in teaching and/or supervision, advising, and/or service/outreach/engagement in higher education.
- **Senior Research Associate**  
A senior research associate holds a terminal degree from an accredited college or university and has a minimum of five years successful experience designing and implementing research. Senior Research Associate positions are supported by external grants or contracts. Senior Research Associates supported entirely by external funds to conduct research are not required to be engaged in service/outreach/engagement, unless that is the expectation of the grant-funded project.
- **Clinical Assistant Professor**  
A clinical assistant professor holds a terminal professional degree from an accredited college or university and appropriate licensure in the field. Responsibilities typically focus on teaching, advising, and/or supervision, and service/outreach/engagement.
- **Clinical Associate Professor**  
A clinical associate professor holds a terminal professional degree from an accredited college or university, holds appropriate licensure in the field, and has a minimum of five years of successful experience in teaching/advising/supervision (contingent upon the job description), and service/outreach/engagement in higher education. While clinical associate professor positions do not typically have the same research expectations as tenure-track faculty positions, faculty who hold the clinical associate professor rank are expected to have a demonstrated record of leadership and contributions to the development and/or dissemination of best professional practices in the field. This expectation is in addition to the duties of teaching/advising/supervision and service/outreach/engagement.

- **Clinical Professor**  
A clinical professor holds a terminal professional degree from an accredited college or university, holds appropriate licensure in the field, and has a minimum of ten years of successful experience in teaching/supervision/advising (contingent upon the job description) and service/outreach/engagement in higher education. While clinical professor positions do not typically have the same research expectations as tenure-track faculty positions, faculty who hold the rank of Clinical Professor are expected to present a record of leadership and impact in the development and/or dissemination of best professional practices in the field. A record of leadership and impact in teaching/supervision/advising (contingent upon the job description) and service/outreach/engagement and documentation of the impact of the work is necessary for the rank of clinical professor.
- **Assistant Research Professor**  
The primary effort of Research Professors is in published research and grants rather than instruction. They participate in the educational activities to a degree consistent with their research responsibilities. They may contribute to seminars, classes, and symposia as arranged within the academic unit. In many cases, research faculty can assist in the research training of dissertation candidates or post-doctoral trainees. An Assistant Research Professor holds the terminal degree in an appropriate discipline, has the potential for eventual distinction in research and for securing external funding, and demonstrates the ability and willingness to participate in department, college, and university affairs.
- **Associate Research Professor**  
The primary effort of Research Professors is in published research and grants rather than instruction. They participate in the educational activities to a degree consistent with their research responsibilities. They may contribute to seminars, classes, and symposia as arranged within the academic unit. In many cases, research faculty can assist in the research training of dissertation candidates or post-doctoral trainees. An Associate Research Professor holds the terminal degree in an appropriate discipline, has demonstrated excellence in academic publication or an established reputation in the individual's field of scholarly activity, a record of securing external funding, and a record of departmental, college and university service obligations as deemed appropriate by the unit.
- **Research Professor**  
The primary effort of Research Professors is in published research and grants rather than instruction. They participate in the educational activities to a degree consistent with their research responsibilities. They may contribute to seminars, classes, and symposia as arranged within the academic unit. In many cases, research faculty can assist in the research training of dissertation candidates or post-doctoral trainees. A Research Professor holds the terminal degree in an appropriate discipline, has an established reputation in the individual's field of scholarly activity, a record of securing significant external funding, and a record of distinguished leadership in departmental, college and university service as deemed appropriate by the unit.

### **Initial Appointment**

The initial appointment to a faculty position is made as a result of the search by a department using the search process and procedures in compliance with College and University policies. Individuals with experience and years of service commensurate with qualifications of rank may be appointed to that rank as an initial appointment as approved by the dean upon the recommendation of the appropriate chair or director and in consultation with the appropriate faculty committee. Changes in rank may occur after promotion reviews as described below or upon completion of the terminal degree in the discipline.

### **Broad Expectations of All Clinical Faculty in the Cato College of Education**

A clinical faculty member in the Cato College of Education is expected to fulfill the broad expectations as delineated in Section Two of this document.

### **Professorial Roles and Responsibilities of Clinical Faculty in the Cato College of Education**

The specific responsibilities of a clinical faculty member are defined in the position description at the time of hiring. The job description and expectations may be modified on an annual basis by the Chair or supervisor in consultation with the faculty member and in response to changing needs and opportunities. Clinical faculty positions, for example, may have a primary focus on:

- Supervision of student teachers and/or graduate interns or practicum students (e.g., 80% effort in supervision of interns or some combination of supervision and teaching, and 20% effort in service/engagement), or
- Instruction (e.g., 4:4 teaching load; 80% effort in teaching and 20% effort in service/engagement), or
- Departmental advising (e.g., a preponderance of effort on academic advising with 25% effort in teaching and 20% in service/outreach/engagement), or
- Administrative/leadership responsibilities such as director of an office or program or service domain within the Cato College of Education; administrative effort should be configured in the job description when appropriate (e.g., 60% administration, 20% teaching, 20% service), or
- Research (some combination of research and service, depending on the job description). Note that Research Associates supported entirely by external funds to conduct research are exempt from service-related expectations.

Sections Five and Six of this document delineate specific expectations for faculty in the domains of teaching, research, and service/outreach/engagement at the ranks of Senior Lecturer, Senior Research Associate, Clinical Associate Professor, and Research Associate Professor, and Clinical Professor and Research Professor, in accordance with the specific elements of their job description. Thus, for example, the specific expectations in research (expanding the knowledge base in one's field) are appropriate for those in a research associate position, but the expectations in teaching are not applicable given the nature of the position. Similarly, the specific expectations in teaching (representing knowledge in one's field) are appropriate for clinical faculty in instructional positions, but the expectations in research are not required given the instructional teaching load of clinical faculty in this particular role. Accomplishments in domains outside of the primary assignment (e.g., instruction, research) are meritorious and will be considered in reappointment and promotion reviews.

All clinical faculty are expected to provide service/outreach/engagement in support of the mission of the College and its programs, with the exception of Research and Senior Research Associates funded entirely by external funds to conduct research. The nature of the service/outreach/engagement performed by clinical faculty will vary according to the specific job description. For example, instructional faculty may be deeply engaged in curriculum development and assessment for their program while Associate Research Professors may provide outreach to communities by leading research-based training for school personnel. Additionally, all clinical faculty are expected to continue to grow as professionals through reflective practice, active learning, and engagement.

### **Reappointment/Promotion Procedures and Timeline**

All clinical faculty must be reviewed for reappointment (i.e., contract renewal) during the final year of their initial contract. If so desired and appropriate, clinical faculty whose contract has been renewed and who have at least five years of experience in his/her role as Clinical Assistant Professor or Assistant Research Professor may seek promotion to the rank of Clinical Associate Professor or Associate Research Professor according to the specific guidelines that follow. Clinical Associate Professors and Associate Research Professors, in turn, may seek promotion to Clinical Professor or Research Professor after completion of five successful years in the role of Clinical Associate Professor or Associate Research Professor. A Lecturer or Research Associate whose contract has been renewed and who has at least five years of experience in his/her role as Lecturer/Research Associate may seek promotion to the rank of Senior Lecturer/Research Associate according to the specific guidelines that follow.

In general, a successful reappointment review/contract renewal (which is mandatory) will reflect sustained work of high quality as delineated in the job description.

In general, a successful promotion review to the rank of Senior Lecturer/Research Associate, Clinical Associate Professor, Clinical Professor, Associate Research Professor, or Research Professor will reflect not only sustained work of high quality but also a record of increased leadership, quality, and impact, consistent with the standards delineated in Sections Two, Three, Four, and Five as appropriate to the job description of the candidate.

Clinical Faculty seeking promotion to the rank of Senior Lecturer, Senior Research Associate, Clinical Associate Professor, Clinical Professor, Associate Research Professor or Research Professor will submit a dossier of their work as outlined in the Dossier Section (described below) for review for promotion.

#### **A. Reappointment**

During the final year of the candidate's initial contract, the Department Chair or supervisor will gather the annual reviews of the candidate as well as any necessary documentation from the candidate (delineated by the specific role). The documents will be reviewed by the Department Chair and/or supervisor, and if appropriate, by the Dean. Contracts may be renewed for a period of time ranging from the minimum of three years to the maximum of five years.

The reappointment review (contract renewal) for a University Supervisor is conducted annually by the supervisor who reviews the candidate's most recent annual review as well as any necessary documentation (delineated by the specific role). The documents will be reviewed by the supervisor, in consultation with the Chair of the affiliated academic department, and if appropriate, by the Dean. Contracts for University Supervisors are renewed for a period of one year.

The reappointment review for a Research Associate is scheduled in accordance with the funding cycle of the funded project and is completed by the Principal Investigator and any Co-Principal Investigators for the grant. Reappointment is contingent upon both satisfactory performance and funding availability.

#### B. Promotion from Lecturer/Research Associate to Senior Lecturer/Senior Research Associate

The rank of Senior Lecturer is a unique (and not automatic) recognition for Lecturers who have distinguished themselves in their careers at UNC Charlotte. To be eligible for promotion to the rank of Senior Lecturer, a candidate should have attained a Master's degree in her or his field of study with evidence of continued professional development, have a minimum of five years of full-time teaching/supervision/advising experience, and have demonstrated consistently excellent performance in instruction and other assigned responsibilities, beyond that expected for reappointment (contract renewal) at the rank of Lecturer.

Consideration for promotion to Senior Lecturer should be initiated by the candidate in consultation with the Department Chair or supervisor. Lecturers and Research Associates may seek a change in rank to Senior Lecturer or Senior Research Associate after completion of a minimum of five years of successful experience in the current role. Promotion to Senior Lecturer or Senior Research Associate is not mandatory to maintain employment. The Department Review Committee will review a request for consideration for promotion to Senior Lecturer/Senior Research Associate and make a recommendation to the Department Chair/supervisor. The Chair/supervisor will make an independent recommendation to the Dean.

Promotion from Lecturer/Research Associate to Senior Lecturer/Research Associate is based on merit, excellence, and increasing leadership, impact, and engagement in the field (contingent upon the job description). Promotion reviews may occur during the final year of the current employment contract and serve as a review for contract renewal as well as the promotion review. Senior Lecturers/Senior Research Associates may be appointed for renewable terms with comprehensive evaluations every five years thereafter.

##### a. Promotion from Lecturer to Clinical Assistant Professor

The rank of Clinical Assistant Professor requires the terminal professional degree. Upon earning the terminal degree, a lecturer may be recommended at any point in the contractual period for promotion to the rank of clinical assistant professor by the Chair or supervisor. The new rank would come into effect at the beginning of the subsequent academic year. The date for contract renewal (reappointment) will remain the same as the date specified in the current contract. The promotion process is to be initiated by the candidate in consultation with his/her supervisor.

##### b. Promotion from Clinical Assistant to Clinical Associate, Clinical Associate to Clinical Professor, Assistant Research Professor to Associate Research Professor, and Associate Research Professor to Research Professor

Promotion from Clinical Assistant to Clinical Associate Professor, from Clinical Associate to Clinical Professor, from Assistant Research Professor to Associate Research Professor, and Associate Research Professor to Research Professor is based on issues of merit, excellence, and increasing leadership, impact, and engagement in the field. Promotion reviews are voluntary and are initiated by the faculty member.

Promotion reviews may occur during the final year of the current employment contract and serve as a review for contract renewal as well as the promotion review. Promotion reviews for Clinical Assistant Professors and

Assistant Research Professors seeking the rank of Clinical Associate Professor or Associate Research Professor must be preceded by a successful reappointment review and a minimum of five years of successful experience in the current role as Clinical Assistant Professor/Assistant Research Professor. Faculty must hold the rank of Clinical Associate Professor or Associate Research Professor for at least five years before being considered for promotion to Clinical Professor or Research Professor.

A promotion review for a clinical faculty member will always encompass a reappointment (contract renewal) review. Possible outcomes for a promotion/reappointment review include: (1) Reappointment and promotion to a new rank, (2) Reappointment but not promotion to a new rank; (3) Non-reappointment.

### **Review Timeline**

1. Notification: At the time of the faculty annual report one year before the end of the current contractual period, administrators will notify faculty candidates about the upcoming reappointment or post appointment review that will take place during the next academic year. Faculty candidates should notify the Department Chair or supervisor (e.g., Assistant Dean of the Office of School and Community Partnerships or the Principal Investigator as applicable) of their intent to seek a promotion review at that time. University Supervisors should be notified at the time of the faculty annual report in their fifth year serving in the role as Clinical Assistant Professor about the opportunity to seek promotion to Clinical Associate Professor during the next academic year.
2. Dossier submission: The candidate for promotion submits the dossier on or before January 31. Dossier submissions will be electronic.
3. Review calendar (*see Section Seven for the complete timeline and checklist*):
  - a. During the first week of February, faculty who hold the same rank or higher of the rank being sought by the candidate may view the candidate's dossier and provide typed feedback to the DRC Chair. Feedback should pertain to documentation provided in the candidate's dossier and must be provided by February 8.
  - b. The Department Review Committee will complete its review and make a recommendation to the Chair and/or supervisor by mid-February.
  - c. The Chair/supervisor completes the Chair/supervisor review and submits a recommendation to the Dean by March 1. In the case of University Supervisors, the supervisor reviews the candidate's dossier and submits a recommendation in consultation with the Department Chair of the candidate's affiliated academic department to the Dean by March 1. In the case of a Research Associate, the Principal Investigator of the research project(s) to which the candidate is assigned reviews the candidate's dossier and submits a recommendation in consultation with the Department Chair of the candidate's affiliated academic department to the Dean by March 1.
  - d. The Expanded College Review Committee (CRC) will complete the review for all faculty seeking promotion to Clinical Associate Professor or Clinical Professor and submit a recommendation to the Dean by March 15. The CRC is not involved in the review of candidates seeking promotion to Senior Lecturer or Senior Research Associate.
  - e. The Dean will communicate the results of the promotion reviews to the clinical faculty member by April 1.
  - f. With successful reviews, new contracts will reflect, when applicable, a new rank. These will be offered to the clinical faculty member by May 15 and will go into effect July 1 of that year.

### **Dossier**

1. The following are required elements for the dossier for **all** clinical faculty who seek reappointment/contract renewal:
  - a. The job description of the faculty candidate
  - b. The current vita, as described in Section Seven of this document, using relevant sections from the template in the *Dossier Preparation Handbook*
  - c. Copies of annual review letters (when applicable) for the last three years or since last review, whichever is shorter.
2. The following are required elements for the dossier for **all** clinical faculty who seek promotion to Senior Lecturer, Senior Research Associate, Clinical Associate Professor, Clinical Professor, Associate Research Professor or Research Professor:

- a. A narrative statement (limited to no more than 4 single-spaced pages).
    - i. Section Seven of this document provides guidance for the narrative statement, as appropriate to the candidate's job description. The narrative statement should begin by reflecting the domain(s) designated by the position responsibilities of the candidate. A pie chart or other graphic may accompany this reflection to clarify the percentage of effort for each indicated domain. Candidates should include specific information from the job description for their position as part of the narrative. Candidates should clearly describe their job at the time of appointment/reappointment and then (when applicable) define the documented evolution of their responsibilities since their previous reappointment or promotion review. In addition, the narrative should represent an overview of how the candidate is meeting and perhaps exceeding the expectations of the roles and responsibilities aligned with the designated domain(s). Candidates may describe the use of data and other information that they have gathered or used to improve their job performance. Candidates should identify clear and appropriate goals for the next contractual period.
    - ii. The narrative is to be written in first person. Based upon domain(s) in the faculty member's job description, candidates should include specific evidences as appropriate regarding accomplishments, improved practice, and goals in teaching, research, and service/outreach/engagement (contingent upon one's job description).
    - iii. Candidates seeking promotion to Senior Lecturer/Research Associate, Clinical Associate, and Associate Research Professor should address the standards delineated in Section Five of this document that are relevant to their job description. Candidates seeking promotion to Clinical Professor or Research Professor should address the standards delineated in Section Six that are relevant to the job description. In addition, candidates should include a description of leadership and contributions to the development and/or dissemination of best professional practices in the field.
  - b. Candidates should include appropriate charts (from the *Dossier Preparation Handbook*) as appendices to the narrative statement. The charts may be in addition to the 10-page limit. The 10-page limit includes the 4-page narrative overview statement, 3-page teaching/advising/supervising or research statement (depending upon roles and responsibilities), and the 3-page service/outreach statement. Candidates with teaching, research, and service responsibilities may include an additional 3-page narrative (total 13 pages) to address all of their professional responsibilities. Candidates seeking promotion to Senior Research Associate that are funded entirely by external funding to conduct research are only expected to prepare and submit a narrative overview statement (4 pages) and a research narrative (3 pages) statement.
3. For clinical faculty candidates with teaching responsibilities, the dossier should address standards in Sections Five (promotion to Senior Lecturer, Senior Research Associate, Clinical Associate Professor, Research Associate Professor), and Six (promotion to Clinical Professor and Research Professor) and follow the guidance in Section Seven of this document that are relevant to the job description, including evidence of teaching practice and achievement such as:
    - a. A statement of teaching philosophy and beliefs, within the narrative (limited to 3 single-spaced pages plus charts)
    - b. All student evaluations of course and instructor since the last review or the last three years, whichever is shorter
    - c. All Peer Evaluations of Teaching since the last review or the last three years, whichever is shorter. At least one peer evaluation is required
    - d. An example of a syllabus for each different course taught during the review period, with a maximum of five
  4. For clinical faculty candidates with advising responsibilities (not University Supervisors), the dossier should address these responsibilities as part of the teaching narrative. Evidence may include:
    - a. A statement of advising philosophy and beliefs, within the teaching narrative
    - b. A recent survey sampling the candidate's advisees regarding the quality of the academic advisement provided to them. This survey will be collected by and provided for the dossier by the candidate's Department Chair or supervisor.
    - c. A description of innovations and improvements brought to departmental advising by the candidate since last review
  5. For clinical faculty candidates with supervision responsibilities, the dossier should address standards in Sections Five (promotion to Senior Lecturer, Senior Research Associate, or Clinical Associate Professor), and Five (promotion to Clinical Professor or Clinical Research Professor) and follow the guidance in Section

Seven of this document that are relevant to the job description, including evidence of supervision practice and achievement such as:

- a. A statement of supervision philosophy and beliefs, within the narrative (limited to 3 single- spaced pages plus charts). Candidates with both teaching and supervisory responsibilities should integrate both roles into one 3-page narrative.
  - b. All student teacher/intern and clinical educator evaluations of supervision since the last review or the last three years, whichever is shorter
  - c. Examples of materials developed for use in seminar, orientations, evaluation, or other situations applicable to the role of University Supervisor.
6. For clinical faculty candidates with research responsibilities, the dossier should address standards in Sections Five (promotion to Senior Lecturer, Senior Research Associate, Clinical Associate Professor, or Research Associate Professor), and Six (promotion to Clinical Professor or Research Professor) and follow the guidance in Section Seven of this document that are relevant to the job description, including evidence of research productivity, quality and impact such as:
- a. An articulation of the research agenda and focus, within the narrative (limited to 3 single- spaced pages plus charts)
  - b. Three to five examples of research dissemination such as published articles and professional presentations
  - c. A table of research publications that includes the title, authorship, and candidate's role, and the impact of the work. (See *Dossier Preparation Handbook*) The table which describes funded projects should be included in this section when applicable (See *Dossier Preparation Handbook*)
7. In keeping with the expectation that all clinical faculty (except Research Associates funded entirely by external funding to conduct research) provide service/outreach/engagement in support of the mission of the College and its programs, the dossier of all clinical faculty, except Research Associates funded entirely by external funding to conduct research, should provide evidence appropriate to the job description such as:
- a. A service narrative (limited to 3 pages) including a description of the candidate's agenda for service to the institution, engagement with the profession, and outreach to practitioners and communities and how this agenda links to the candidate's areas of professional focus
  - b. Examples of the impact of one's service
8. For candidates seeking promotion to the rank of Clinical Associate Professor, Clinical Professor, Associate Research Professor, or Research Professor the dossier must include:
- a. A description of the candidate's record of leadership and contribution to the development and/or dissemination of best professional practices in the field, within the narratives
  - b. Three external letters of review commenting on the quality and impact of the candidate's work and contributions to the field. Section Seven of this document provides guidance for the selection of external reviewers. No more than one letter may be internal to the Cato College of Education
  - c. The chart listing external reviewers and their expertise will be added to the dossier by the Chair or supervisor (template provided in the *Dossier Preparation Handbook*)

**Section Five**  
**The Specific Standards for Promotion to Senior Lecturer, Senior Research Associate, Clinical Associate Professor, and Research Associate Professor**

The promotion to Senior Lecturer, Senior Research Associate, Clinical Associate Professor, and Research Associate Professor signifies the beginning of a new phase of the academic career, with increased opportunities and responsibilities to work for the common good.

At the time of review for promotion to Senior Lecturer, Senior Research Associate, Clinical Associate Professor, or Research Associate Professor, the clinical faculty member is expected to satisfy the broad expectations of a faculty member in the Cato College of Education (Section Four).

In addition to satisfying the broad expectations of a faculty member in the College, the clinical faculty member at the time of this review is expected to present a strong record of accomplishment with promise of continued contribution and productivity in all three domains of professorial activity: teaching, research, and service/outreach/engagement (contingent upon job responsibilities). While individual faculty profiles are expected to vary, a record of at least satisfactory achievement in each of one's professional responsibilities is required for a successful promotion review.

**Specific Standards Relevant to Three Domains of Scholarship: Teaching/Advising/Supervision, Research, and Service/Outreach/Engagement**

**TEACHING/ADVISING/SUPERVISION:** Representing knowledge in one's field. Standards to be addressed by everyone with teaching/advising/supervision responsibilities (contingent upon one's job responsibilities).

1. Teaching

- a. Articulates a statement of one's teaching philosophy and teaching responsibilities
- b. Has in-depth understanding about content field and pedagogy
- c. Reflects the Cato College of Education Conceptual Framework, incorporates appropriate assessments, and integrates diversity throughout coursework
- d. Clearly aligns teaching to programmatic objectives and accreditation standards
- e. Appropriately incorporates instructional technology in teaching
- f. Assesses and values student learning and adjusts instruction appropriately to enhance that learning, using multiple sources of data (e.g., course evaluations, peer evaluation) to improve practice
- g. Demonstrates growth in teaching expertise and effectiveness
- h. Participates in and reflects upon the Peer Observation of Teaching process
- i. Presents a statement of teaching goals that demonstrates reflective practice and a record of achievement in teaching recognized for its quality and its contributions to the mission of the College.

2. Developing course and program curriculum which can be demonstrated through any of the following activities.

- a. Participates effectively and successfully in course and program development and/or revision that is based on established research, best practices, and/or sustained experience with practitioners in one's field
- b. Is knowledgeable of emerging needs in one's field and community
- c. Is knowledgeable of changes in licensure, certification, and accreditation standards in one's field
- d. Refines, updates, and improves courses
- e. Engages in efforts to obtain funding to support course and program development

In addition to the standards addressed above, clinical faculty members with teaching/advising/supervision responsibilities at the time of promotion can address any of the following for further consideration of their ability to demonstrate expectations appropriate for promotion:

3. Advising/Mentoring students appropriate to role and program assignment

- a. Contributes to student learning and professional development through an active role in advising
- b. Is consistently accessible to students when appropriate and possible
- c. Provides consistent and accurate advice to students and is knowledgeable about programs, policies, and procedures
- d. Is considered by students and colleagues to be a helpful and conscientious advisor

- e. Supervises student-directed scholarship (e.g., research, comprehensive examinations, required evidences, independent study projects, theses, Master's degree projects, dissertations, honors requirements)
4. Clinical supervision appropriate to one's role and program assignment
- a. Presents a record of positive impact on University students' clinical growth
  - b. Presents a record of development of new or revised resources for students, agencies and/or schools; for example, handbooks and/or evaluation instruments related to supervision
  - c. Provides productive mentoring experiences for new clinical supervisors
  - d. Participates in department/college events related to clinical supervision
  - e. Demonstrates ongoing professional development and reflective practice
  - f. Disseminates best practices in clinical supervision, based on research/evaluation data

**RESEARCH:** Expanding the knowledge base in one's discipline through generating new knowledge and synthesizing and integrating knowledge:

Standards to be addressed by everyone with research responsibilities:

1. Articulates a clearly defined research agenda and focus that has grown in its quality and impact over time. Measures of quality and impact could include the following: journal acceptance rates, number of citations, circulation, publication notes (e.g., special mention, best paper award), journal impact factor, recognition at the national and/or international level, and quality of book publisher. It is incumbent upon the candidate to provide a strong and clear rationale for how the research described is situated in relation to a larger body and how the work has contributed to the advancement of his/her area of expertise.
2. Possesses a record of peer-reviewed publications that include systematic methods of inquiry
3. Presents a statement of research goals and record of works-in-progress that demonstrates continued productivity
4. Makes research contributions that reflect collaboration and leadership over time

In addition to the standards addressed above, clinical faculty members with research responsibilities at the time of promotion can address any of the following for further consideration of their ability to demonstrate expectations appropriate for promotion:

1. Presents a record of published work that translates research into practice to improve professional practices and outcomes and/or synthesizes knowledge through literature reviews which identify critical themes and needs
2. Demonstrates a record of community engaged scholarship (e.g., technical or program evaluation reports)
3. Engages in efforts to obtain funding to support one's research agenda
4. Demonstrates recognition of the quality of one's research
5. Presents a sustained record of disseminating research and knowledge at multiple levels (e.g., state, regional, national, and international conferences)
6. Engages in research that can be used to mentor and create opportunities for students and provides an emerging record of research collaborations with students

**SERVICE/OUTREACH/ ENGAGEMENT:** Applying knowledge in one's field through engaged scholarship and outreach to communities and practitioners, engagement with the profession, and service to the institution:

At the time of review for promotion to Senior Lecturer, Clinical Associate Professor, and Research Associate Professor, the clinical faculty member is expected to demonstrate sustained and impactful service/outreach/engagement. Note that Research Associates seeking promotion to Senior Research and that are funded entirely by external funds to conduct research are not required to engage in service/outreach/engagement.

Standards to be addressed by everyone except Research Associates funded entirely by external funds to conduct research:

1. Has a record of sustained involvement within the community of practitioners/professionals in one's field
2. Is actively involved in professional organizations and associations in one's field (e.g., some combination of state, regional, national/international levels including elected or appointed roles which may include editorial service)
3. Contributes to the mission of the program, department, college, and/or university through active engagement in committees or task forces that are addressing issues of importance
4. Presents a statement of service/outreach/engagement goals that shows continuing contributions and a record of service/outreach/engagement that is recognized for its quality and impact

**Section Six**  
**The Specific Standards for Promotion to Clinical Professor and Research Professor**

A **Clinical Professor or Research Professor** in the Cato College of Education is expected to be a leader in the University and in the profession, contributing in a major way to the mission of the College and to the advancement of knowledge and practice in the professional field.

Review for promotion to Clinical Professor or Research Professor is not mandatory but clinical faculty in the Cato College of Education are encouraged to build a record of distinguished professional accomplishments and service that leads to this recognition. Reviews for promotion are encouraged and invited five years after promotion to Clinical Associate Professor or Research Associate Professor and each five-year anniversary thereafter. Faculty members may request a review for promotion to Clinical Associate Professor or Research Associate Professor at times other than the five-year anniversaries of the promotion to Clinical Associate Professor or Research Associate Professor decision. All reviews will be consistent with University Policy 102.13, Tenure Policies, Regulations and Procedures of the University of North Carolina at Charlotte and UNC Charlotte Academic Personnel Procedures Handbook-Section C. Review for Reappointment, Promotion, and Conferral of Permanent Tenure.

To achieve the rank of Clinical Professor or Research Professor, candidates in the Cato College of Education are expected to function successfully as clinical faculty members, meeting expected standards and making continuing contributions across each of their professorial responsibilities. They are expected to act as good citizens of the professional learning community in the College and function as contributing colleagues to their peers, meeting the broad expectations of all faculty members (Section Two).

At the time of review of promotion to Clinical Professor or Research Professor, clinical faculty members are expected to present a record that not only continues the record of achievement at the time of the last review but is qualitatively different in scope, level of contribution, leadership, and evidence of impact.

**Specific Standards Relevant to Three Domains of Scholarship: Teaching/Advising/Supervision, Research, and Service/  
Outreach/Engagement**

**TEACHING/SUPERVISION/ADVISING:** Representing knowledge in one's field by:

Standards to be addressed by everyone with teaching/advising/supervision responsibilities (contingent upon one's job responsibilities).

1. Teaching
  - a. Articulates a statement of teaching that shows exemplary instruction informed by ongoing analysis of instructional practice and student learning outcomes
  - b. Exhibits an in-depth understanding of the field and is a teacher-scholar who integrates current and relevant knowledge about content fields, teaching, learning, and assessment into instructional practice
  - c. Demonstrates leadership in mentoring colleagues, particularly junior faculty, in their teaching
  - d. Makes substantive contributions in teaching and the professional development of education professionals by conducting professional development seminars and/or developing curriculum materials at the local, state, national, and/or international levels
2. Advising/Mentoring students
  - a. Provides excellent advising and/or mentoring for students
  - b. Mentors colleagues in advising students
  - c. Creates opportunities and involves students in professional activities beyond the classroom
  - d. Supervises student-directed scholarship (e.g., research, comprehensive examinations, required evidences, independent study projects, theses, Master's degree projects, dissertations, honors requirements)
  - e. Fosters publication and presentation opportunities for students
3. Developing course and program curriculum
  - a. Participates effectively and successfully in course and program development that is based on established research, professional standards, best practices, and/or sustained experience with practitioners in one's field
  - b. Engages in efforts to obtain funding to support course and/or program development

- c. Demonstrates leadership in course and program development
  - d. Demonstrates leadership in accreditation and program approval efforts and activities
  - e. Contributes to regional, state, national, and/or international curriculum development in one's field
4. Clinical supervision appropriate to role and program assignment
- a. Demonstrates a continuous record of positive impact on University students' professional growth
  - b. Demonstrates a continuous record of involvement in development of materials and resources related to clinical supervision
  - c. Provides evidence of frequent and sustained mentoring of new clinical supervisors
  - d. Provides evidence of sustained leadership positions in department and/or college events related to clinical supervision
  - e. Provides strategic leadership in designing and implementing clinical education at UNC Charlotte
  - f. Presents a sustained record of dissemination of best practices in clinical supervision, based on research/evaluation data and evidence of impact and importance of this work

In addition to the above standards, clinical faculty candidates can demonstrate leadership and impact in any of the following ways:

- Engage in the scholarship of teaching, including investigating and implementing innovations in course and curriculum design and assessing impact on student learning and the success of graduates in the field; this work should lead to peer-reviewed publications and presentations
- Attain recognition in the College and University for the quality of one's teaching/advising/supervision
- Provide leadership in improving the educational experience of students and their learning at UNC Charlotte and/or through state, national, and/or international initiatives in the candidate's discipline
- Generate funding to support teaching and learning
- Participate in junior faculty mentorship
- Contribute to the improvement of the quality of teaching/advising/supervision within the department, college and university

**RESEARCH:** Expanding the knowledge base in one's discipline through generating new knowledge and synthesizing and integrating knowledge by:

Standards to be addressed by everyone with research expectations:

1. Articulates a clearly defined research agenda and focus that has grown in its quality and impact over time. Measures of quality and impact could include the following: journal acceptance rates, number of citations, circulation, publication notes (e.g., special mention, best paper award), journal impact factor, recognition at the national and/or international level, and quality of book publisher. It is incumbent upon the candidate to provide a strong and clear rationale for how the research described is situated in relation to a larger body and how the work has contributed to the advancement of their area of expertise.
2. Possesses a record of peer-reviewed publications that include systematic methods of inquiry
3. Providing leadership in research which can be demonstrated by any of the following:
  - a. Demonstrates leadership in mentoring colleagues, particularly junior faculty, in their efforts to generate new knowledge in their field and in synthesizing and integrating knowledge
  - b. Demonstrates leadership in mentoring students in their efforts to generate new knowledge in their field and in synthesizing and integrating knowledge
  - c. Demonstrates leadership in building successful collaborative teams locally and/or nationally/internationally

In addition to the standards addressed above, clinical faculty members at the time of promotion can address any of the following for further consideration of their ability to demonstrate expectations appropriate for Clinical Professor or Research Professor:

4. Presents a record of published work that translates research into practice to improve professional practice and outcomes and/or synthesizes knowledge through literature reviews which identify critical themes and needs

5. Presents a record of community engaged scholarship (e.g., technical or program evaluation reports)
6. Engages in efforts to obtain funding to support one's research agenda
7. Receives recognition by others of the quality of one's research
8. Presents a sustained record of disseminating research and knowledge at multiple levels (e.g., state, regional, national, and international conferences)
9. Engages in research that can be used to mentor and create opportunities for students and provides an emerging record of research collaborations with students

In addition to the above standards, faculty candidates can present evidence of how their research demonstrates leadership and impact in any of the following ways:

- Presents a record of single- or lead-author research
- Reviews or referees research
- Serves on research panels
- Gives invited or keynote presentations on candidate's research
- Presents a record of securing funding through internal and external grants, contracts, and/or direct awards to support candidate's research agenda

**SERVICE/OUTREACH/ENGAGEMENT:** Applying knowledge in one's field through engaged scholarship and outreach to communities and practitioners, engagement with the profession, and service to the institution.

Standards to be addressed by all clinical faculty seeking promotion to Clinical Professor or Research Professor, including evidence of leadership in any of the following:

1. Presents a record of sustained involvement within the community of practitioners/professionals in one's field
2. Is actively involved in professional organizations and associations in one's field (e.g., some combination of state, regional, national/international levels), including elected or appointed roles which may include editorial service
3. Contributes to the mission of the program, department, college, and/or university through active engagement in committees or task forces that are addressing issues of importance
4. Presents a statement of service/outreach/engagement goals that shows sustained contributions and a record of service/outreach/engagement that is recognized for its quality and impact

Faculty candidates can also document the quality and impact of service/outreach/engagement leadership in the following ways:

- Provides evidence of quality and impact of sustained and focused leadership in service to communities and practitioners
- Presents a record of substantial leadership in professional service and engagement through documentation of the quality and impact of professional service
- Documents the impact of leadership in service to the institution through evidence such as external accreditation reviews, curriculum approvals, strategic plans, program creation/revision, and descriptions of changes/improvement in the professional learning community as a result of the candidate's leadership

## Section Seven The Candidate's Dossier for Promotion & Timeline

The candidate's dossier for reappointment, promotion, and tenure decisions is prepared by the candidate, with some elements added by the department chair/supervisor and later by the dean. The annual reports provide a foundation for the preparation of the dossier. Annual feedback letters from chairs and/or supervisors to clinical faculty members' annual reports should clearly address the extent to which the clinical faculty member is progressing toward success at the next phase of the promotion process.

Materials included in the dossier are designed to provide evidence about the clinical faculty member's achievements in teaching/advising/supervision, research, and service/outreach/engagement (contingent upon job description), the promise of future contributions, and through the candidate's narrative statement, the contexts for understanding the nature and purpose of the work. The narrative statement provides the candidate with an opportunity to present an overview of how the clinical faculty member is meeting the professorial role expectations for a clinical faculty member in the Cato College of Education, including both the broad expectations and the specific standards for teaching/advising/supervision, research, and service/outreach/engagement (contingent upon job description). The candidate and the reviewers should be guided in the preparation and the review of the dossier by the broad standards that are listed in Section Two and by the specific standards, appropriate to the level of review, listed in Sections Five or Six.

All documents posted in the candidate's dossier must be in PDF format. When seeking promotion, the dossier needs to be submitted by or before 11:55pm, on January 31.

### Required Sections of the Candidate's Dossier

1. The candidate's current vita (See *Dossier Preparation Handbook* for recommended outline)

The vita should document all of the candidate's professional activities, including those prior to joining the UNC Charlotte faculty. It should include information about the candidate's educational background (baccalaureate through doctoral degrees, dates, institutions, majors and minors); professional experience in education or related fields (dates, employers, job responsibilities, etc.); professional licenses or certifications, publications and presentations (complete citations in APA-style); and service to the institution, engagement with the profession, and outreach to communities and practitioners. Please refer to the *Dossier Preparation Handbook* for guidance in the classification and ordering of professional activities.

Throughout the vita, specific entries should be ordered consistently from most recent to least recent, and the most current APA style should be used to list publication, presentations, research projects, etc. Related entries should be cross-referenced or presented together (e.g., reprints of articles in other journals, presentations subsequently published in conference proceedings or in refereed journals, or closely related articles or research reports based on the same data source).

The vita should include an asterisk (\*) at the end of the citation of the publications and presentations that use systematic methods of inquiry appropriate to the research goals and a pound sign (#) for those that are peer-reviewed.

2. The candidate's narrative statement/self-assessment

The narrative statement should be written in the first person. The candidate's narrative statement/self-assessment is presented in four possible components, depending upon the candidate's job description. Each of these components is described below. While a candidate's job description may not include all three professorial responsibilities

(teaching/supervision/advising, research, and service), in addition to the narrative overview, each candidate's narrative should, at a minimum, include service plus one other area (e.g., teaching/supervision/advising, or research), with the exception of Research Associates entirely funded by external funds to conduct research. Research Associates funded entirely by external funding to conduct research are expected to submit the narrative overview statement and the research narrative. They are not required to meet service/engagement-related expectations.

Each of the elements that a candidate addresses (i.e., overview statement, teaching/supervision/advising, research, service) should be posted as a separate document so that reviewers may consider the appropriate element in conjunction with the supportive evidence provided later in the dossier.

Narrative statement overview (To be completed by all candidates and limited to 4 single-spaced pages) The narrative overview should include the following information:

- The candidate's roles, responsibilities, and commitments in the department and college, including a description of the candidate's workload
- The evolution of the candidate's professional interests and priorities in teaching/supervision/advising, research, and service/outreach/engagement (depending on one's job description), including relevant background information that relates to the candidate's current roles, responsibilities, and professional commitments, such as the commitment to diversity
- The unifying themes (areas of focus) in the candidate's teaching/supervision/advising, research, and service/outreach/engagement (typically 2-4 themes are delineated)
- Self-reflection on personal accomplishments to date, including strengths, challenges, areas for growth
- Major professional goals in teaching/supervision/advising, research, and service (contingent upon one's job description) for the next 3-5 years

Teaching/Supervision/Advising narrative (To be completed by candidates with teaching/supervision/advising responsibilities and limited to 3 single-spaced pages plus charts) The teaching/supervision/advising narrative should include the information that aligns with the candidates' job description:

- A statement of the candidate's philosophy or belief system about teaching/supervision/advising and learning
- The nature/role of the courses taught by the candidate in the academic program, course(s) where the candidate supervises teacher candidates, or program(s) for which the candidate advises and how they connect to the *Conceptual Framework*
- Brief contextual statement to introduce course syllabi, including information about how courses have been revised and improved
- An analysis of how the candidate has interpreted and used student and peer evaluations to improve instruction/supervision, including trend analysis and how instruction/supervision has been revised and improved, based on feedback
- A description of how the candidate assesses and values student learning and has adjusted instruction/supervision/advising to enhance learning based on measures of student learning outcomes
- Description of advising responsibilities, including the supervision of student scholarship (e.g., number/type of advisees and/or roles and responsibilities in directing student scholarship). See advising chart in *Dossier Preparation Handbook*.
- Description of contributions to curriculum development including how the candidate aligns the curriculum to accreditation standards
- Description of efforts related to diversity in the professional domain of teaching/supervision/advising

- Description of efforts related to inclusion of technology in the professional domain of teaching/supervision/advising
- (For Promotion to Clinical Professor) Description of leadership contributions in teaching/supervision/advising (e.g., mentoring, peer observation, curriculum leadership, involvement in advising summits) and the impact of that work

Research narrative (To be completed by candidates with research responsibilities and limited to 3 single-spaced pages plus charts) The research narrative should include the following information:

- A description of the candidate's research agenda, including major areas of focus and the relevance/importance of the research questions to the field
- A rationale for the selection of the five exemplar publications in the dossier (e.g., why these articles are good representations of the candidate's achievements in research)
- A description of the research methodologies employed by the candidate
- The evolution of the candidate's research and scholarship in terms of focus, audience, quality of publication outlet, etc.
- A chart of in-progress work to show continued contributions and productivity.
- The nature of the candidate's contributions to the work of research teams, engaged scholarship with communities, and/or work with students
- Future directions in research
- (For promotion to Research Associate Professor and promotion to Research Professor) Evidence of quality and impact of scholarship
- (For promotion to Research Professor) Description of leadership in research (e.g., mentoring, editorial leadership, leadership of research teams) and the impact of that work

Service/outreach/engagement narrative (To be completed by all candidates except Research Associates funded entirely by external funds to conduct research and limited to 3 single-spaced pages) The service narrative should include the following information:

- A description of the candidate's agenda for service to the institution, engagement with the profession, and outreach to practitioners and communities and how this agenda links to the candidate's areas of professional focus
  - Provide examples of the impact of one's service
  - (For promotion to Clinical Professor or Research Professor) Description of leadership in service, outreach, and community engagement and the impact of that work
3. Copies of all prior annual evaluation letters to the candidate since the last review (or the most recent 3 years, whichever is shorter) and copies of the dean's recommendations for all prior promotion recommendations (posted by chair/supervisor).
  4. Materials relevant to teaching/supervision/advising (for candidates with teaching/supervision/advising responsibilities and contingent upon their specific duties)
    - Copies of one course syllabus for each of the different courses (a maximum of five) taught by the candidate, or courses in which the candidate conducts supervision, during the prior three years
    - All student evaluations collected since the candidate's last review for reappointment (contract renewal) or promotion, including both quantitative and qualitative information (or the last three years, whichever is shorter) (posted by chair/supervisor)
    - Peer observation reports and observation signature form (posted by chair/supervisor)
    - When appropriate: Student comments on the effectiveness of advisement (including the supervision of student scholarship), (e.g., accessibility, responsiveness, knowledge and effectiveness of guidance). Such comments will be solicited by the chair/supervisor, in consultation with the faculty candidate, and will reflect the specific advising roles and responsibilities of the faculty candidate. (posted by chair/supervisor)
    - Teaching/Supervision/Advising charts (see *Dossier Preparation Handbook*)

5. Materials relevant to research (for candidates with research responsibilities)

- Copies of five research publications, selected by the candidate, to provide reviewers with an understanding of the candidate's research areas of focus, quality of research, and impact. The research examples may be journal articles, book chapters, or books (not the entire book but representative chapters plus table of contents.) Specific guidance about the selection of the research examples is provided below:
- While most selected materials should be in print, items *in press* or under review may be included if in the candidate's view, the manuscripts contribute important information about the research record. In these cases, any correspondence with journals about the publication status of the manuscripts should be included with the manuscript.
- While most selected materials should be published since the last review, if one or two earlier articles (or books or book chapters) provide important information about the research record, such earlier work may be included.
- At least two of the submissions should be research that reflects use of systematic methods of inquiry and peer-reviewed appropriate to one's research goals.
- For promotion reviews for clinical faculty with research expectations, three to five letters from external reviewers who have been asked to review the selected publications or products of the candidate's research and then, based on that review, assess both the quality of the research and its contributions to the candidate's field of specialization (placed in dossier folder by chair/supervisor)
- All of the reviewers must be outside UNC Charlotte, none should be a close colleague or collaborator with the candidate, and the majority should be selected independently by the department chair or supervisor in consultation with the dean. When the chair/supervisor solicits the external reviews, he or she will inform the candidate regarding the names of the reviewers, the materials sent to each, and the questions(s) they have been asked to address.
- Chart listing external reviewers, their expertise, and who recommended them will be added to the dossier by the chair/supervisor (Template provided, *Dossier Preparation Handbook*).
- Research charts (Template provided, *Dossier Preparation Handbook*).

6. Materials relevant to service/outreach/engagement (for all candidates except Research Associates funded entirely by external funds to conduct research)

- Descriptions or products of the candidate's most significant service activities (a maximum of five items), along with evaluation of the quality of that work and its impact (if available)
- For promotion reviews, three to five letters from appropriate individuals who have in-depth knowledge of one or more of the candidate's service activities and who have been asked to assess the quality and impact of that service. It is the responsibility of the candidate's department chair or supervisor to obtain these assessments of the candidate's service to the profession and to practitioners in his or her field. Working with the candidate, the chair and/or supervisor will identify and select three to five appropriate individuals who have in-depth knowledge of one or more of the candidate's service/outreach/engagement activities and who are in a position to assess objectively the quality of service and contribution made by the candidate to his or her profession or to a specific group of practitioners in the field. Ideally, these reviewers should be knowledgeable of the candidate's work, but not collaborators or close colleagues. When the chair/supervisor solicits the external reviews, he or she will inform the candidate regarding the names of the reviewers, any materials sent to them, and the questions(s) they have been asked to address.
- The chart listing external reviewers of service and their expertise will be added to the dossier by the chair/supervisor (Template provided, *Dossier Preparation Handbook*)

### **Timeline and Checklist for Clinical Dossier Preparation for First Reappointment and Promotion Reviews**

In the Cato College of Education, the clinical candidate’s dossier is submitted electronically for review by the Departmental Review Committee, the Department Chair or supervisor, the Expanded College Review Committee (except in the case of faculty seeking promotion to Senior Lecturer or Senior Research Associate) and the Dean. Faculty seeking promotion to Senior Lecturer or Senior Research Associate are evaluated by the Department Chair or supervisor, the DRC of the affiliated department, and the Dean. In the chart below, the elements of the dossier, the person responsible for completing and including those elements, and deadlines for submission are noted. Each of the required elements has been described in the previous pages. Section Seven of this document provides guidance for selecting artifacts that address standards appropriate to the job description. If significant new information is received by the candidate after the January 31 submission date, the candidate may request that the Chair or supervisor add the new material to the dossier. The Chair or supervisor will notify the appropriate committee if new material is added.

<b>Elements</b>	<b>Person Responsible</b>	<b>Deadline</b>	<b>Electronic Submission</b>
Job description memo	Candidate	Jan. 31	X
Vita	Candidate	Jan. 31	X
Narrative statement, including charts appropriate to narrative (as appendices)	Candidate	Jan. 31	X
Evidences appropriate to job description, e.g., teaching, research, supervision, advising, administration/leadership, and service/outreach/engagement. Up to 20 artifacts** may be submitted. A cover memo should describe the rationale for selection of each artifact.	Candidate	Jan. 31	X
Copies of prior annual evaluations (3 years)	Chair/Supervisor	Jan. 31	X
Copies of prior reappointment and promotion recommendations by the Dean (if applicable)	Chair/ Supervisor	Jan. 31	X
Student evaluations of instruction and/or student teacher evaluation of supervision (3 years) (if applicable)	Chair/Supervisor	Jan. 31	X
Peer observation reports (if applicable)	Chair/Supervisor	Jan. 31	X
Survey of students for whom candidate has provided guidance (if applicable)	Chair/ Supervisor	Jan. 31	X
Chart of external reviewers* (if applicable)	Chair/ Supervisor	Jan. 31	X
External letters of review (if applicable)	Chair/ Supervisor	Jan. 31	X
Recommendation letter DRC	DRC Chair	Feb. 21	X
Chair/supervisor letter	Chair/supervisor	March 1	X
CRC (if applicable)	CRC Chair	March 15	X
Dean letter	Dean	April 1	X

\*Candidates for promotion must work with their Chairs/supervisors well in advance of the deadline to develop a list of external reviewers to be solicited by the Chair or supervisor for external reviews (if applicable). All of the reviewers must be outside UNC Charlotte, none should be a close colleague or collaborator with the candidate, and the majority should be selected independently by the department chair or supervisor in consultation with the dean. When the chair or supervisor solicits the external reviews, he or she will inform the candidate regarding the names of the reviewers, the materials sent to each, and the questions(s) they have been asked to address.

\*\*The 20 artifacts do not include all other items that are specifically mentioned that are to be included in the dossier (e.g., vita, narratives). The exact number of artifacts is at the faculty member's discretion, but may not exceed 20. Some may have a lot of artifacts that speak to their leadership in teaching/supervision/advising, research, and service (depending upon their job responsibilities), and others may choose to just include select artifacts that show significant impact.