IV. Requirements for Promotion and Tenure

To apply for promotion to a specific rank, faculty must have achieved the requirements listed for the rank by the time of application. The requirements are considered minimal expectations for each of the levels of promotion and for tenure and specify the achievement of mastery, excellence and/or leadership. Examples of achievements for each of these categories are listed. These lists are not exhaustive and faculty may include comparable achievements to demonstrate mastery, excellence and/or leadership.

A. Promotion to Assistant Professor

A faculty member appointed as an instructor may be promoted to assistant professor when he/she has:

1. Completed a minimum of two years (by October 1 of the academic year of application) in academic service at the rank of instructor at UAB or a comparable academic institution (or equivalent experience).
2. Earned, at minimum, a Master's degree.
3. Demonstrated mastery in three of the following areas: teaching, scholarly activity, service; or in special cases, demonstrated excellence in one of the areas and mastery in a second area.
4. Has been a member of at least one relevant professional association.

B. Promotion to Associate Professor

A faculty member appointed as an assistant professor may be promoted to associate professor when he/she has:

1. Completed a minimum of three years (by October 1 of the academic year of application) in academic service at the rank of Assistant Professor at UAB or comparable academic institution (or equivalent experience).
2. Completed terminal degree appropriate for an academic appointment in their field (at minimum, a master's degree).
3. Demonstrated mastery in all three areas of teaching, scholarly activity and service plus excellence in two of the three areas, or leadership in one area.
4. Been an active member of program, department, school or university committees (two or more).
5. Participated in at least one relevant professional association.

C. Promotion to Professor
A faculty member at the rank of associate professor may be promoted to professor when he/she has:

1. Completed a minimum of three years (by October 1 of the academic year of application) of academic service at the rank of associate professor at UAB or comparable academic institution.
2. Demonstrated leadership in two of the three areas of teaching, scholarly activity and service, and mastery in one area.
3. With few exceptions, completed a doctoral degree.
4. Demonstrated ability to assist other faculty to become competent in their areas of interest or program assignments.
5. Demonstrated leadership in at least one relevant professional association

D. Criteria for Tenure

Tenure is the recognition of sustained commitment and growth and is demonstrated by contributions to the program, department, school and university that improve the quality of the institution. Persons awarded tenure are expected to maintain a high level of personal and professional integrity.

A faculty member who is on the tenure-earning track must initiate the process by the end of the 8th year with the formal review occurring during the 9th year. Tenure must be awarded before the end of the tenth year at UAB for faculty on the tenure-earning track in SHRP. For further information see SHRP Faculty Handbook 3.1.5.1 or UAB Faculty Handbook 2.5 and 2.6.

Requirements

Tenure is awarded to individual faculty members based upon the following:

1. Achieved a faculty rank of associate professor or professor.
2. Completed a minimum of five years (by October 1 of the academic year of application) as a full time faculty member in an academic setting.
3. Completed a minimum of three years (by October 1 of the academic year of application) in academic service to UAB
4. Demonstrated sustained productivity and leadership in teaching, scholarly activities, and service.
4. Demonstrated sustained commitment to development, quality and reputation of program, department, school and university. Commitment can be demonstrated by activities that support the mission of the program, department, school and university. Examples include development of new programs and/or tracks within programs,
activities that increase the visibility of the school and university, enhancement of services for students, and participation on school committees and task forces.

E. Examples of Mastery, Excellence and Leadership

As faculty progress in careers in academic institutions, they are expected to achieve mastery, followed by excellence, and then leadership. The examples for excellence are built upon those for mastery, and the examples of leadership and built upon both mastery and excellence. A faculty member who demonstrates excellence in an area should also be able to demonstrate mastery in that area, and faculty who demonstrate leadership in an area should be able to demonstrate both mastery and excellence.

The following are examples only; the candidate is not required to demonstrate every example, and may offer alternative examples.

TEACHING

Examples of Mastery

1. Design a course, including writing objectives, organizing content, developing instructional materials, presenting information, and evaluating students.
2. Counsel and advise students as they progress through courses/programs.
3. Demonstrate teaching competence based on student and/or peer evaluations.
4. Exhibit current knowledge of course content and awareness of current developments in the subject area.
5. Demonstrate evidence of student achievement using assessment of learning outcomes.
6. Assist colleagues, both within and external to the department, with lectures and labs.
7. Participate in program/curriculum development.

Examples of Excellence

1. Demonstrate ability to teach effectively at varied levels of instruction (undergraduate, graduate, continuing education, etc).
2. Serve as a guest lecturer for other programs both internal and external to UAB.
3. Serve as advisor to student groups outside of course projects.
4. Develop, implement, and evaluate innovative teaching methods.
5. Mentor junior faculty in course development and in implementing new instructional methods.
6. Participate in workshops/training sessions on teaching methods, evaluation methods, and/or curricular design.
7. Demonstrate teaching excellence based on student and peer evaluations.
8. Publish chapters, reviews, web-based publications or books that are used outside of UAB for teaching purposes.

**Examples of Leadership**

1. Demonstrate outstanding teaching based on student and/or peer evaluations.
2. Achieve recognition for innovative teaching methods (with methods adopted by others).
3. Serve as a mentor for faculty regarding professional and programmatic development.
4. Receive commendations and awards for teaching excellence.
5. Be a visiting professor at other institutions.
6. Design and implement faculty development workshops to improve teaching effectiveness.
7. Provide leadership in developing new courses, designing, and implementing new teaching methods.
8. Initiate and evaluate innovative changes in curricula
9. Develop training grant proposals.
10. Develop, implement, and evaluate methods to assess educational outcomes.
11. Be recognized as an authority by invitation to serve on grant review sections/boards for training grants.

**SCHOLARSHIP**

**Examples of Mastery**

Mastery in scholarship is defined as involvement in the planning, execution and presentation of research. Research is defined broadly as investigative studies that include laboratory and clinical research, qualitative and quantitative methods, and educational research.

1. Present and/or publish abstracts of scholarly works.
2. Co-author of peer-reviewed publications.
3. Participate in funded projects (e.g., contracts, grants).
4. Publish book chapters or review articles.

**Examples of Excellence**
Excellence in scholarship is defined as independence in the planning, execution and presentation of research.

1. Senior author of manuscripts in peer-reviewed journals.
2. Principal Investigator or Co-Investigator of a funded project.
3. Present as an invited speaker at a national or international professional symposium.
4. Receive commendations and awards for research excellence.
5. Senior author of book chapters or review articles.
6. Present at professional meetings at the national/international level.

**Examples of Leadership**

1. Serve as a principal investigator for sustained/continuous funded grant activities.
2. Have a sustained record of publications in peer reviewed journals.
3. Be recognized as an authority as demonstrated by invitations to serve on grant review section/boards, and/or external advisory boards.
4. Assume leadership in the planning and execution of national/international symposia or forums.
5. Serve as an invited speaker at national/international meetings.
6. Be an invited member in an honorary scholarly society.

**SERVICE**

**Examples of Mastery**

1. Be a member of University, School, and/or Department committees and/or task forces.
2. Participate in professional organizations.
3. Demonstrate competent performance of an administrative role and/or special assignment.
4. Perform professional activities that are approved by the department or school. (Examples include clinical care, providing laboratory support services, and consultation.)
5. Participate in community service programs

**Examples of Excellence**

1. Receive recognition of excellence in service.
2. Demonstrate leadership of School, Department, or program committees and/or task forces.
3. Demonstrate leadership in a state or national professional organization.
4. Serve on an invited site visit team, advisory board, or consultation at another institution.
5. Provide exceptional service in an appointed administrative role within the Department or School.
6. Be a reviewer of journal manuscripts and/or grants.

**Examples of Leadership**

1. Chair committees in department, school, and university.
2. Serve as a leader in state or national professional association or community programs as demonstrated by chairing committees or serving as an officer or board member.
3. Provide consultations to health care organizations or educational programs.
4. Lead a team for external review or accreditation of other educational programs.
5. Provide leadership as a program or departmental administrator or as a community leader.
6. Serve as an editor or on editorial board for professional/refereed journals
7. Receive awards of recognition for exceptional contributions to the advancement of the profession.