

**CURRY SCHOOL OF EDUCATION**

**UNIVERSITY OF VIRGINIA**

**PROMOTION and TENURE**

**POLICIES and PROCEDURES**

This document reflects revisions as of March, 2015, by the Curry School Promotions Committee, Faculty Council, and the Dean to the policies, procedures, and standards used to evaluate candidates for promotion and tenure within the Curry School of Education and the University of Virginia.

Effective April 2015

## TABLE OF CONTENTS

<b>I. PURPOSE AND PRINCIPLES .....</b>	<b>1</b>
<b>II. CURRY SCHOOL OF EDUCATION PROMOTIONS COMMITTEE .....</b>	<b>1</b>
<b>III. PROMOTION PROCEDURES FOR TENURE-TRACK FACULTY .....</b>	<b>2</b>
<b>A. Review Procedures.....</b>	<b>2</b>
<b>B. Responsibilities of the Dean, Promotions Committee, Internal Review Committee, School-wide Faculty, Department Chair, and Faculty Council.....</b>	<b>3</b>
1. Dean and Associate Dean(s).....	3
2. Promotions Committee.....	3
3. Internal Review Committee (IRC) .....	4
4. School-Wide Faculty .....	4
5. Department Chair .....	5
6. Faculty Council.....	6
7. Administrative Support.....	6
<b>C. Criteria for Promotion and Tenure .....</b>	<b>6</b>
1. Scholarship .....	7
2. Teaching .....	7
3. Service .....	8
<b>D. Materials for Submission .....</b>	<b>9</b>
1. Narrative.....	9
a. Scholarship Section.....	10
b. Teaching Section.....	10
c. Service Section.....	11
2. Curriculum Vita.....	11
a. Personal Data.....	11
b. Scholarship.....	12
c. Teaching.....	12
d. Service.....	13
e. Honors .....	13
3. Supporting Documentation.....	13
a. Scholarship.....	13
b. Teaching.....	14
4. Letters of Review .....	15
a. Outside Letters from External Reviewers .....	16
b. Solicited Letters.....	17
<b>IV. PROMOTION PROCEDURES FOR NON-TENURE TRACK FACULTY .....</b>	<b>17</b>
<b>A. General Procedural Guidelines.....</b>	<b>18</b>
<b>B. Definition of Non-Tenure-Track Faculty Tracks .....</b>	<b>19</b>
<b>C. General Criteria for Appointment and Promotion for Non-Tenure Track Faculty: .....</b>	<b>19</b>
1. Criteria for Appointment and Promotion on the Teaching Faculty (TF) Track.....	19
2. Criteria for Appointment and Promotion on the Research Faculty (RF) Track.....	21
3. Criteria for Appointment and Promotion on the Clinical Faculty (CF) Track: .....	23
<b>D. Other Considerations for All Non-Tenure Track Candidates.....</b>	<b>25</b>

V. PROCEDURES FOR EVALUATING HIRES WHO WISH TO COME IN WITHOUT TENURE AT ASSOCIATE-LEVEL OR ABOVE, OR WHO WISH TO ENTER WITH TENURE .....26

- A. Procedures for TT Hires at Associate-Level or Above, Without Tenure ..... 26
- B. Procedures for Granting Tenure to Hires above the Assistant Professor Level ..... 26
- C. Procedures for Evaluating University Hires Who Want Affiliation in the Curry School, including faculty with joint or split appointments with other schools of the University..... 26

VI. PROMOTIONS CALENDAR.....28

APPENDIX .....30

**CURRY SCHOOL OF EDUCATION  
UNIVERSITY OF VIRGINIA  
PROMOTION AND TENURE POLICIES AND PROCEDURES**

**I. PURPOSE AND PRINCIPLES**

Promotion and tenure policies in the Curry School of Education are critical to achieving the central purpose of the University:

*The central purpose of the University of Virginia is to enrich the mind by stimulating and sustaining a spirit of free inquiry directed to understanding the nature of the universe and the role of humankind in it. Activities designed to quicken, discipline, and enlarge the intellectual and creative capacities, as well as the aesthetic and ethical awareness, of the members of the University and to record, preserve, and disseminate the results of intellectual discovery and creative endeavor serve this purpose.*

[www.virginia.edu/statementofpurpose/purpose.html](http://www.virginia.edu/statementofpurpose/purpose.html)

Faculty members fulfill this purpose through outstanding scholarship, teaching, and service. These three functions—scholarship, teaching, and service—are mutually reinforcing and bound together by the habit of systematic and scholarly analysis in all academic endeavors. Toward this end the promotion and tenure system in the Curry School seeks to identify and reward excellence in the performance of these academic tasks. This document is designed to elucidate the expectations for promotion; assist faculty in planning their work and communicating success in scholarship, teaching and service; and provide guidance on the preparation of the promotions dossier.

**II. CURRY SCHOOL OF EDUCATION PROMOTIONS COMMITTEE**

For the purpose of reviewing and making recommendations to the Dean on promotions and consideration of tenure for the tenure-eligible faculty, the Curry Promotions Committee consists of seven full-time tenured faculty members at the rank of Full Professor, excluding Department Chairs, the Dean, and Assistant/Associate Deans. A School-wide election is held in the spring of each year to select four members, one to represent each department, who serve staggered three-year terms. Those eligible to vote are full-time, tenured faculty members. The newly-elected member will be notified of the election results by the Chair-Elect of Faculty Council immediately following the balloted election. The Dean appoints the other three members of the Committee, each of whom serve staggered two-year terms. The Dean annually appoints the Chair-Elect of the Committee who serves for two years—year one as a committee member and year two as Chair. The Chair-Elect may be either an elected or appointed member of the committee. Appointed members are eligible for reappointment.

For the purpose of review of the non-tenure-track faculty (NTT) for promotion, an additional NTT faculty member shall be elected through a School-wide election in which only NTT faculty will vote. As with the other members of the Promotions Committee, this representative of the NTT faculty shall hold the rank of Full Professor, but may be elected from any of the tracks identified later in this document. This NTT representative may take part in the review of all candidates for promotion, but will have voting privileges for NTT candidates only. The NTT member of the Promotions Committee is elected for a three-year term.

### III. PROMOTION PROCEDURES FOR TENURE-TRACK FACULTY

#### A. Review Procedures

Before the end of the fall semester of their fifth year as full-time members of the University of Virginia faculty, all assistant professors on tenure-track **term** appointments are notified by the Dean of the need to submit materials in support of their consideration for promotion and/or reelection **without term** (this means tenure).

Although consideration for promotion and/or reelection **without term** is possible before the sixth year, such occurrences are rare and encouraged only in cases of exceptional performance. Exceptional performance means the person has achieved in a shorter period of time the standards of performance and recognition normally applied in the sixth year. In order to be considered for "early" promotion and/or tenure, candidates must be nominated by their Department Chair. Time spent at other institutions may be counted toward the six-year benchmark.

All individuals wishing to be considered for promotion nominate themselves through a letter or e-mail of intent to the Dean by **April 15<sup>th</sup>**.

#### For Candidates to be considered for promotion during the 2015/2016 review cycle:

The candidate supplies two lists to the Dean's Office by **April 15<sup>th</sup>, 2015** (as described in III.D.4.a):

- A list of potential external reviewers identified by the candidate and Department Chair (from which the "on-list" reviewers will be selected by the Promotions Committee), and
- A list of national organizations and journals considered to be the major ones in the field, to inform the identification of "off-list" external reviewers.
- (Solicited letters will continue to be requested by the candidates but submitted by the writer directly to the Dean's office, as described in III.D.4.b)

#### For Candidates considered for promotion beginning with the 2016/2017 review cycle:

The candidate supplies three lists by **April 15<sup>th</sup>, 2016** (as described in III.D.4.a and III.D.4.b):

- A list of individuals from whom Solicited Letters will be requested by the Dean's Office. Candidates must not contact solicited letter writers requesting letters.
- A list of potential external reviewers identified by the candidate and Department Chair (from which the "on-list" reviewers will be selected by the Promotions Committee), and
- A list of national organizations and journals considered to be the major ones in the field, to inform the identification of "off-list" external reviewers.

The Promotions Committee meets by **May 1<sup>st</sup>** to select external reviewers (see III.D.4.a. for details). By **May 15<sup>th</sup>**, the Dean's Office sends invitations to potential external reviewers. External review letters are due **September 1<sup>st</sup>**.

All candidates' materials to be considered in the tenure and/or promotion process are due by **July 1<sup>st</sup>** and are submitted to the Dean's office in electronic format. Once candidates submit their dossier materials, selected items (CV, candidate statement, publications) are made available to the external reviewers who previously indicated they would submit an evaluation of the candidate. The candidates' dossiers will be posted for faculty review on the Curry intranet (see III.B.4. below). External reviewers will receive access to the candidate materials no later than July 15<sup>th</sup>. If the candidate has a substantial addition to the dossier subsequent to the submission of the materials, he or she may provide an addendum to the chair of the Promotions Committee. This addendum must be received prior to October 1<sup>st</sup>. Those materials received after the July 1<sup>st</sup> deadline for distribution of the materials for review to external reviewers will not be distributed to the reviewers.

## **B. Responsibilities of the Dean, Promotions Committee, Internal Review Committee, School-wide Faculty, Department Chair, and Faculty Council**

### **1. Dean and Associate Dean(s)**

The Dean furnishes the final list of all promotion and tenure recommendations to the Provost. The Dean attends the first meeting of the Promotions Committee to discuss factors relevant to the process and candidate/s, the last meeting to discuss outcomes, and other times upon invitation from the Committee. The Dean does not attend the School-wide meeting (other Assistant and Associate Deans may attend). Once the Promotions Committee has completed its deliberations and voted on all candidates, the Dean, with the Chair of the Promotions Committee, notifies each candidate of the recommendation of the Promotions Committee in an in-person meeting, also sharing in that meeting the Dean's final recommendation that is being transmitted to the Provost. The Dean shares the overall Promotions Committee recommendation with the candidate, but not the actual vote of the Promotions Committee. No information about the actual School-wide vote is shared with the candidate. An Associate Dean, Department Chair, or faculty mentor may act in a role to guide the candidate through the process and to offer advice.

### **2. Promotions Committee**

The Promotions Committee reviews all the supporting material supplied by the candidate in his or her dossier, the summary review of the Internal Review Committee (IRC) (see below), letters of the external evaluators, the data collected from the School-wide meeting of the faculty, and the faculty vote on the candidate. For candidates being considered for promotion to Associate Professor without term, the Promotions Committee also reviews the full report of the Pre-Tenure Review committee as well as other documentation related to the Pre-Tenure Review (e.g. Department Chair's letter, Dean's letter). Using these sources of information, the Committee prepares a final comprehensive analysis of the candidate's strengths and weaknesses in teaching, scholarship, and service. The Committee votes by secret ballot on each candidate, with five (5) or more assenting votes considered an affirmative recommendation to the Dean for promotion and four (4) or fewer assenting votes considered a negative recommendation to the Dean for promotion. Any abstentions are considered to be non-assenting votes. Reasons for abstentions will be noted at the time of the vote.

### 3. Internal Review Committee (IRC)

An Internal Review Committee (IRC) is formed for each candidate seeking promotion and/or appointment without term. The IRC consists of three tenured faculty members—one must be from the candidate's department and two from outside the candidate's department. The Department Chair in consultation with the candidate selects the member from the candidate's department. The Promotions Committee Chair selects one member from the Promotions Committee who is outside the candidate's department to serve as Chair of the IRC. (TT faculty members of the P&T Committee may serve as IRC chairs for both TT and NTT candidates. The NTT Faculty member elected to the P&T Committee may serve as the IRC chair for another NTT faculty member.) The Dean selects one member from the remaining, non-represented departments. Each member of the IRC must be of equal or higher rank than the rank being sought by the candidate. The IRC gathers data about the candidate's strengths and weaknesses in scholarship, teaching, and service.

For candidates being reviewed for Associate Professor without Term, the IRC obtains the full report of the Pre-Tenure Review committee as well as other documentation related to the Pre-Tenure Review (e.g. Department Chair's letter, Dean's letter). The IRC should interview all Chairs who served during the candidate's prior years at UVA, especially the Chair involved in the Pre-Tenure Review. The Chair(s) addresses the context in which the candidate was hired, contributions that he or she has made, and the candidate's role in the University/School/department/program.

For all candidates, in addition to information supplied by the candidate, the IRC also uses as many reasonable means as necessary to conduct a thorough evaluation, for example, attending the candidate's classes, attending a research meeting, interviewing the candidate and/or other faculty members and students and requesting additional teaching evaluation data from the Dean's office, as needed.

The IRC will also review the solicited letters and the letters from external reviewers.

The IRC submits a comprehensive written analysis to the Promotions Committee about the candidate's strengths and weaknesses in teaching, scholarship, and service at least one week prior to the School-wide faculty meeting. The Promotions Committee will review and approve the report and make it available to voting members of the faculty at least 48 hours prior to the School-wide faculty meeting. The IRC also presents a report reflecting this analysis to the Curry faculty at a School-wide meeting.

### 4. School-Wide Faculty

The focus of the School-wide faculty meeting is an analysis of the tenure-track candidate's records compared to stated Curry School criteria, with thoughtful discussion of each candidate by faculty (there is not a school-wide faculty vote on non-tenure track candidates). This meeting typically occurs in October (and November, if needed) in lieu of the regularly scheduled Curry School faculty meetings.

**Before the meeting.** Prior to the meeting, all faculty should read the candidates' files (available on the Curry intranet) and refresh themselves on the criteria for promotion and tenure which will be provided with the announcement of the meeting(s). These criteria constitute the metric for

evaluating candidates' records in scholarship, teaching, and service. Voting members of the faculty will be provided access to the full IRC report via a secure intranet website at least 48 hours prior to the meeting.

**The meeting.** The IRC Committees will present a summary of their findings during a scheduled School-wide faculty meeting. With the exception of the candidates, all faculty may attend the meeting at which the IRC reports. The IRC report (written and oral) is framed as an analysis of strengths and weaknesses of the candidate, not simply a summary of data. Thus, IRC members will give their reports at the School-wide meetings in a manner that will set the stage for questions and faculty evaluation of each candidate: "You have heard our analysis of the candidate's strengths and weaknesses in X (e.g., scholarship), please provide your analysis and observations of strengths... (then weaknesses) in relation to the Curry School criteria for promotion." The presenters of the IRC reports pause at the end of each section (scholarship, teaching, and service) for discussion and ask separately for strengths and weaknesses as a way to encourage engagement. Each section of the report is given by the IRC committee member who took leadership on writing that section of the report. During this School-wide discussion, emphasis is placed on statements and observations that are supported by evidence provided by the faculty member(s) making the point(s). A synopsis of the external reviewers' letters will be part of the IRC written report and will be provided to all faculty at this meeting (without identifying information such as names and affiliations).

**After the meeting.** All Curry faculty members and colleagues will have the opportunity to provide the IRC with additional signed written assessments of the candidate's strengths and weaknesses; these signed comments may be entered onto the secure intranet website and will be held in confidence by the Promotions Committee and the Dean. However, any comments submitted without the author's name will be discarded without consideration by the Promotions Committee.

Within a week of the request for faculty input on the candidate's strengths and weaknesses at the meeting of the faculty, eligible tenured faculty members vote on the candidate by secret ballot. Those eligible to vote will be asked to confirm that they reviewed the IRC report prior to casting a ballot. Those eligible to vote include all tenured faculty members, *with the exception of the Dean and Promotions Committee members*. Candidates can vote for other candidates but not for themselves. Under the direction of the Chair of the Promotions Committee, the Dean's Office coordinates the voting and communicates the results in confidence, by department and by rank, to the Chair of the Promotions Committee, who then shares the vote with the other members of the Promotions Committee. This vote is intended as advisory to the Promotions Committee and Dean. Any written comments made on ballots will be ignored. Instead faculty members can submit their signed comments on candidates through the Curry intranet website which will be secure and available only to the Promotions Committee and the Dean. The IRC final report for each candidate contains a summary of the comments (verbal or written) made by faculty during or following the meeting.

## 5. Department Chair

The Department Chair provides guidance in the preparation of the candidate's dossier, including advising the candidate on the list of potential external reviewers. The Department Chair forwards an independent, detailed, written evaluation to the Promotions Committee of the candidate's qualifications for promotion with regard to scholarship, teaching, and service, which

serves as advisory to the Promotions Committee and Dean. This letter is due to the Dean's Office by **November 9th**.

## 6. Faculty Council

The Faculty Council may review and provide feedback on changes made to, or recommendations for future changes to, this promotions and tenure document.

## 7. Administrative Support

Administrative support will be provided by the Dean's Office.

## C. Criteria for Promotion and Tenure

Standards of performance become increasingly more demanding at each successive rank.

For appointment as or promotion to **Associate Professor without term**, there should be (a) sufficient evidence of scholarship appropriate to the candidate's discipline that has produced at least the beginning of a national reputation for significant scholarly contributions to the candidate's field; (b) grant-seeking efforts to support his or her scholarship (success in obtaining grants is considered strong, but not essential evidence of scholarship, because it is recognized that scholars may work in areas where funding opportunities are limited in scope and in size); (c) evaluations of good to excellent teaching; and (d) evidence of high-quality service. The Promotions Committee will be given access to the findings from the candidate's Pre-Tenure Review, including the Dean's feedback letter, and the Department Chair's letter to the Dean.

For appointment as or promotion to **Professor**, there should be indications of continued productivity and enhanced quality and impact, evidenced by: (a) a substantial and sustained national reputation for scholarship considered to be significant and appropriate to the candidate's discipline, (b) obtaining grant or other external support for the candidate's scholarly work (success in obtaining external funding is considered strong evidence, but it is recognized that scholars may make strong contributions in areas where funding opportunities are limited in scope and size), (c) continued excellence, impact, and innovation in instruction, and (d) a record of distinguished service to the University and the profession. These criteria are described in detail below.

Collegiality or good citizenship is an important aspect of teaching, scholarship, and service, with the potential to influence both one's own work and that of others. A professional school is most effective when faculty and staff work cooperatively toward the accomplishment of mutually agreed upon goals and purposes. A candidate's demonstrated ability to work with other faculty, staff, and students is considered in relation to its impact on the School's mission of teaching, scholarship, and service.

An occasion may arise when a different standard of promotion (not tenure) might be used to reward individuals who have significantly contributed to important University goals and missions and who have distinguished academic careers, but whose work has not progressed or sustained itself sufficiently to warrant promotion under the standards described above. In rare cases, following a substantial period in rank after the award of tenure, the Curry School may advance for approval the promotion of a tenured faculty member who has made distinguished contributions to the University over a sustained period of time that warrant special recognition outside the normal

criteria for promotion. Promotion under this provision is to be reserved only for the rare situation in which a strong special case can be made. In no instance is length of service itself to be sufficient criteria for promotion. Guidelines in these cases have been delineated by the Office of the Provost of the University and modified only to reflect our promotions policy and procedures document.

## 1. Scholarship

Scholarship is the application of systematic and rigorous approaches to the acquisition of knowledge through accepted methods of inquiry. Scholarship includes dissemination of this knowledge through various means such as publications, presentations, and the application of this new knowledge to professional practice and the enrichment of society. Examples of scholarship include publications (e.g., articles, chapters, and books, including textbooks), awarded grants, reports from grant projects, software applications, published proceedings, international and national presentations, and patented inventions. Peer-reviewed publications in discipline-appropriate journals and scholarly books are the most important products of scholarship and are considered most heavily in tenure and promotions decisions. Note that discussions of quality represented in external reviewer letters figure prominently in the promotion and tenure decision processes.

Publication expectations vary among the disciplines represented in the Curry School. Therefore, it is the candidate's responsibility to make the case for the significance and the effectiveness of his/her scholarship. To understand the nature and importance of the candidate's scholarship, both quantitative and qualitative indicators may help gauge impact. **Quantitative indicators** of published scholarship may include, but are not limited to, scholarly books, number of publications in peer-reviewed journals, percentage of publications that are single-authored or written with the candidate as primary author, journal rankings (e.g., Journal Citation Reports, Eigenfactor, RedJasper), journal acceptance rates (e.g., APA Journal Statistics and Operations Data, Cabell's Directories), and the candidate's individual citation rates (e.g., ISI Citation Analysis using the Web of Knowledge, PsycINFO database, Ebsco databases, Science direct database). These indicators are considered *when appropriate* to the candidate's area of study (for example, the use of impact factors tends to be discipline-specific); refer to the Curry School of Education Library website <http://guides.lib.virginia.edu/promotionandtenure>. **Qualitative criteria** for judging excellence in scholarship include development of a coherent line of research with identifiable areas of focus, and evidence of influence, relevance, and originality.

Candidates should address the availability of extramural grants in their area of scholarship and where appropriate their efforts to secure them. The quality of grant proposals, the number of grants submitted and/or secured, the agencies to which proposals are submitted, the actual ordered authorship of those proposals, the role played by the candidate in writing each proposal, and the amount secured are considered in the context of the candidate's discipline and available opportunities (see Table 1 in the Appendix).

## 2. Teaching

Teaching considerations include (1) group instruction, (2) individual instruction, and (3) academic advising and consultation. Group instruction includes all courses taught on or off grounds in the usual classroom context or courses delivered to groups through technology (e.g., online courses). Individual instruction typically takes the form of independent studies,

practica or internship supervision, small tutorial, project or research groups not considered above, and thesis/dissertation direction. Academic advising and consultation include formal and informal professional relations with advisees, other students in the department, and students in other departments. Candidates are evaluated on several components of effective teaching, advising and mentoring outlined in Section III.D.3.

Evaluations of group instruction (student quantitative and qualitative evaluations and peer evaluations) should be good to excellent throughout the pre-tenure period or clear evidence of improvement must be apparent. Candidates must provide evidence that individual instruction and mentoring has been effective. Some examples would include: assessments of student outcomes (including knowledge and skill changes in course or practica outcomes), manuscripts or submitted abstracts from completed student research projects, documentation of student learning in practica or internships, published (or submitted) manuscripts from theses or dissertations, and awards won by students for their research project, thesis or dissertation work. Evidence of success in academic advising and consultation should be included if available.

In terms of professional development, faculty should show evidence of seeking and responding to peer evaluations. Documents useful for syllabi analysis, peer evaluation, and self-reflection are available on the Curry intranet. Candidates who engage in additional activities directed at the improvement of their teaching should document and describe these efforts as well. The importance of effective, challenging, and excellent teaching in a school of education is a priority in tenure and promotions decisions. Evidence of such teaching will come from several sources including assessments of student outcomes, peer reviews, analysis of syllabi, documented programs of improvement, and effective and noteworthy innovations. Collaborative teaching, teaching that addresses University constituencies outside of the Curry school, and clinical teaching/supervision are also valued.

### **3. Service**

Service is generally of three types: (a) field-related services, (b) service to the profession, and (c) service to the University, the Curry School, the department, and the program. Examples of field-related services include expertise (e.g., workshops, consultancies, committee or advisory board membership) that a faculty member may provide to schools, colleges, and universities, business and industry, governmental units, and/or the community at large. Examples of service to the profession include work done with professional organizations and research societies (e.g., editorial board membership, grant review panels, committee assignments, and election to office). Examples of service to the University, the Curry School, the department, and program area include administrative responsibilities, clinical assignments, and committee work.

Candidates seeking promotion to associate professor without term should particularly focus on service activities that enhance their research agenda and build the candidate's national reputation in scholarship. Involvement on editorial boards and grant review panels are examples of such activities. School, department, and program service is necessary from assistant professors, but such activities should not be so extensive that candidates are unable to appropriately engage in scholarly activities. Candidates seeking promotion to full professor should be more actively engaged in service activities and are expected to play (and should

document) a prominent leadership role when engaged in service at any level (international, national, State, local, University, School).

The quality of service in these activities may be determined through formal means such as faculty evaluations by the Department Chairs and program coordinators, and through informal means such as written comments from the Department Chair, staff, students, and faculty. The quality of field-related and professional service activities can also be documented through communications of individuals who have supervised or participated in the service activities.

#### **D. Materials for Submission**

This section describes the materials that are submitted by the tenure-track candidate (certain categories and guidelines for materials to be submitted are also relevant for non-tenure track candidates). The overarching goals of the dossier are to contextualize the candidate's work and to provide evidence of how the candidate meets the criteria for promotion and/or tenure. The dossier contains a narrative, curriculum vitae, a scholarship section, a teaching section, and a service section. The candidate should submit one hard copy (all materials one-sided to facilitate copying) and two flash drives containing the complete dossier to the Dean's Office. Candidate materials must follow the formatting instructions provided below. Materials not adhering to these specifications will be returned to the candidate for re-formatting.

All documents must be saved as separate electronic files, adhering to the outline below:

- a. Narrative
- b. Curriculum vitae
- c. Create three electronic folders for Scholarship, Teaching, and Service:
  - i. Scholarship: Save each article, book chapter or book as a separate file within this folder.
  - ii. Teaching: Each course and all components (syllabus, readings, projects, and student evaluations) must be saved as separate electronic files, grouped by course, within the Teaching folder.
  - iii. Service

Please contact the Dean's office if you have any questions or concerns regarding format. Materials are due to the Dean's Office by July 1<sup>st</sup>.

##### **1. Narrative**

The narrative is an explanation of the candidate's professional goals and accomplishments that delineate the nature of his or her involvement in scholarship, teaching, and service. The narrative is not merely another listing of achievements already included in the curriculum vitae; rather, it explains the candidate's scholarship, teaching, and service goals and the extent to which his or her work indicates progress towards those objectives and/or achievement of those goals. Further, the statement explains the candidate's approach to his or her work as well as the extent to which his or her approach makes a unique contribution to the field. This narrative provides the candidate with an opportunity to acquaint reviewers with the culture of his or her discipline and role within it. Possible topics might include, for example, the interrelationships between research, teaching, and

service, or a discussion of the contributions that the candidate's graduates are making to the field of the candidate's expertise; another area might be program development efforts. These examples are only suggestions. The candidate should use discretion in deciding how the narrative can best describe his or her unique contributions. This narrative should be well-written and concise and include perspectives that cut across scholarship, teaching, and service. The narrative should be no longer than 10 single-spaced pages (12 point font). Goals and accomplishments specific to research, teaching, or service should be delineated in those specific sections. The following topics delineate the expected content of the narrative.

#### **a. Scholarship Section**

The scholarship section of the narrative should provide a comprehensive perspective of the candidate's scholarship. It should include a statement of one's research interests, goals, accomplishments, and projected future trajectory. This statement should reflect an analysis of the candidate's contribution to the field as delineated in the supporting documentation (see section III.D.3. and the Appendix). Because there are different forms of scholarship within Curry, it is important for candidates to describe the typical expectations regarding scholarly expressions in his or her discipline. This section can identify the importance of the different types of scholarly works (e.g., peer-reviewed journal articles, books, etc.), the presence or absence of quality markers such as impact factors for journals in the discipline, external funds available, and intricacies of data collection processes. The section should be clearly assembled so readers outside the candidate's field understand what the scholarly expectations are within the candidate's discipline. In addition, because of different conventions used by different disciplines and different personal stances, the candidate should describe his/her role on each publication. Because the publication conventions may differ by discipline, the candidate should identify (a) conventions used for order of authorship, (b) the role filled on each publication, and (c) the accepted quantitative indicators. Regardless of discipline-related norms or metrics, the candidate is required to provide evidence of quality and quantity. Candidates should refer to the Curry website for clarification of the options for quantifying their scholarship: <http://guides.lib.virginia.edu/promotionandtenure> .

#### **b. Teaching Section**

The teaching section of the dossier consists of a narrative and documentation of all the activities of the candidate that are considered forms of instruction and include, but are not limited to, course instruction, mentorship and advising, and other individualized student consultation and support. The teaching section of the narrative should provide a comprehensive perspective of the candidate's teaching and should point out clearly that teaching is of high quality. It should include the following sections:

- Teaching philosophy and pedagogy
- Analysis of teaching materials
- Evidence of effective teaching

##### **1) Teaching philosophy and pedagogy**

A narrative of the candidate's conceptualization of his or her teaching should articulate: the major ideas that inform his or her teaching; intent and approach to conveying those ideas through various forms of teaching; approaches to the improvement of teaching,

professional development, and innovation; ways that his or her teaching engages and challenges students; and the use of student evaluation to inform his or her teaching. The candidate should make mention of specific expertise in content areas in which he or she teaches and should include descriptions of activities engaged in to enhance his or her expertise in all areas of instruction.

2) Analysis of teaching materials

The candidate should submit a critical, evidence-based analysis of two courses taught on at least two occasions at UVA. This section should demonstrate how the candidate's teaching philosophy extends into course materials and how courses have been and will be improved. Supporting documentation should be provided.

3) Evidence of effective teaching

The importance of effective teaching in a school of education is a priority in tenure and promotions decisions. Evidence should include student evaluations (numerical ratings in comparison to the Curry mean and student comments), and peer reviews, but may also include student outcomes, documented programs of improvement, and effective and noteworthy innovations. Tables may be created to present parts of the student evaluations (see Appendix, Table 3); however, candidates also should obtain the complete, actual course evaluation reports from COLLAB to include in their dossiers. Collaborative teaching, teaching for University constituencies outside of the Curry School, and clinical teaching/supervision are also valued.

**c. Service Section**

The narrative should also include a description of the candidate's major service activities with emphasis on more recent contributions and those sustained over time. Include agency/organization, role, activity, and significance or impact for each activity. The quality of service in these activities may be determined through formal means such as faculty evaluations by the Department Chair and program coordinator, and through written comments from the Department Chair, staff, students, and faculty. The quality of clinical, field-related and professional service activities can also be documented through communications of individuals who have supervised or participated in the service activities. Such documents should be placed within supporting documentation.

**2. Curriculum Vita**

The curriculum vita provides an historical overview as well as the current professional responsibilities of the candidate. The following information should be included, as organized in the headers/areas noted below:

**a. Personal Data**

- Name
- Department
- Current rank and title(s) and year of appointment
- List of majors and minors from undergraduate to highest degree. Cite institution's name and dates that degrees were awarded.

- Years of service as a faculty member at other institutions of higher education (names and dates)
- Ranks held at UVA and years (inclusive dates) in each
- Professional positions held (provided in reverse chronological order).

## **b. Scholarship**

List all scholarly endeavors in reverse chronological order for each of the following categories:

- Publications (clearly indicate whether published, in press, or in review; use the format of the most current American Psychological Association Style Manual)
  - Journal articles and monographs
    - Refereed
    - Non-refereed
  - Scholarly books
  - Practitioner-oriented books
  - Textbooks
  - Edited volumes
  - Book chapters
  - Published abstracts
- Grants and Contracts (note role as PI, co-PI, consultant, title of grant, sponsor/agency, amount, award dates)
  - Grants funded
  - Grants in review
  - Grant-related technical reports
- Scholarly Presentations
  - International and national peer-reviewed presentations and workshops
  - Regional, state or local peer-reviewed presentations and workshops
  - Invited scholarly presentations and workshops
  - Other scholarly presentations
- Other Scholarly Activities
  - Book reviews
  - Tests
  - Media (software, videos, etc.)
  - Technical reports
  - Creative endeavors related to the candidate's expertise
- Scholarly Activities in Progress

## **c. Teaching**

List the courses taught and include the frequency of offerings in regular and summer sessions, online classes, and classes taught at other institutions.

#### **d. Service**

List all service activities in reverse chronological order for each of the following categories:

- Membership in international, national, regional, state, and local organizations. Cite leadership positions held and dates of service.
- Service-oriented presentations. List presentations given, panels chaired, and dates and locations of presentations at regional, state and local meetings.
- Faculty service, administrative assignments, and professional development at the program, department, Curry School, and University-wide levels. Cite reports written for committee, School, or University use. Briefly describe nature and involvement of all administrative assignments throughout the academic session and summer. Also, list any other service activity.
- Service to organizations and agencies, such as review panels for federal agencies. Briefly describe role.
- Consultations for organizations and agencies ranging from individual schools to professional agencies. Briefly describe role.
- Clinical services provided. Briefly describe role.

#### **e. Honors**

List nominations, honors and awards received, citing the source of the award and date.

### **3. Supporting Documentation**

#### **a. Scholarship**

##### **1) List of publications**

Candidates should list all of their publications and provide evidence of the quality of the publication (e.g., reprint requests, citations, specific inquiries about the work, media exposure of work, related honors, etc.).

##### **2) Journal and candidate citation reports**

The candidate should include relevant quality indicators for the journals publishing their work if available. Illustrative examples can be found in the Appendix.

##### **3) Sample publications (as an appendix)**

Five (5) publications that are representative of the candidate's research efforts should be included in an appendix. These publications are to be considered by the Promotions Committee and provided to outside reviewers. Books may be submitted with promotions materials but will not be provided to outside reviewers (only a chapter from the book identified by the candidate will be provided to outside reviewers). Because the publication conventions may differ by discipline, the candidate should identify for each publication (a) the role filled on each publication, and (b) the accepted quantitative (citations, etc.) or qualitative (reviews, awards, etc.) indicators of quality.

#### 4) Grant activity report

Candidates should include a listing of efforts related to grant activities and specify their role on each effort. List each grant application as a complete APA reference including all investigators on the proposal submission in the order of the original grant submission. See Table 1 in the Appendix for one example of how to present relevant grant information. Also include information on grants and contracts not funded. This may also include information about the agencies where grants are submitted, as well as feedback or scores received on projects not funded. The research plans from funded, in review, and not funded grants may be included to demonstrate the quality of the proposal. It is important to note the variation in extent of funds available to scholars in various disciplines; thus smaller grants (e.g., \$10,000 from a foundation) that support the candidate's scholarly work are to be included in this report and will be valued by the review process.

#### 5) Scholarly activities in progress

Research in progress also is included in the scholarship portion of the dossier. The candidate should delineate his or her research in progress with respect to theme, focus, target audience, collaborators, and expected date of completion. See Table 2 in the Appendix as an example of how this information might be presented.

### b. Teaching

#### 1) Class materials

Candidates should submit the following materials when appropriate for two courses taught on at least two occasions at UVA: Syllabi including readings, required texts, assignment descriptions, evaluation criteria, and their rubrics; sample lecture notes (e.g., PowerPoint handouts—6 or 9 slides per page); experiential activities; exams; blogs, wikis, discussion room conversations or other electronic materials used for pedagogical reasons; exemplary student products/outcomes.

#### 2) Student evaluations

Student evaluations from all courses for the last four years must be submitted. Candidates should obtain the actual course evaluations reports from COLLAB to include in their dossier. The candidate's evaluations must include both quantitative (ratings for candidate and Curry mean) and unedited qualitative data (student comments) as well as department and school norms. A table should be provided that summarizes for each course the candidate's performance on some key evaluation items (and comparative School averages and ranges), as well as lists by course of the number of students enrolled and the number responding to the evaluation taught in this period. Key evaluation items include: "Instructor demonstrated a genuine interest in teaching the course," "Overall, this was a worthwhile course," "Overall, the instructor was an effective teacher," and "I learned a great deal in this course." (See Table 3 in the Appendix for an example of how this information may be provided.)

#### 3) Professional development

In addition, all candidates for promotion at any level must provide evidence of continuous efforts at professional development. The candidate should describe his or her efforts in professional development as they relate to teaching. Efforts to improve teaching using available resources, personal reading or conference/workshop attendance, and outcomes of critical reflection should be described. These can include, but are not limited to, dates of peer reviews of teaching, a record of teaching workshops attended, syllabi analyses, and alternative forms of student feedback on teaching effectiveness. All candidates must include a written report of peer evaluation, compiled by at least two colleagues, addressing teaching quality and instructional impact. The peer review reports of teaching are considered as Solicited *Letters of Review*. (See III.D.4. below).

#### 4) Individual instruction, advising and mentoring

When available, candidates should also provide documentation of effective individual instruction (e.g., manuscripts or submitted abstracts from completed student research projects, documentation of student learning in practica or internships, published or submitted manuscripts and awards won by students for their theses/Ed.D. research capstone project/dissertation work). It is not necessary to provide copies of such documents; bibliographic information is sufficient.

Advising and mentoring is also documented in the teaching section of the dossier. Included information should document, by year and type of degree, the candidate's advising and mentoring load since the initial appointment or last promotion. Formal and informal interactions with students may be described. Any evaluations documenting the quality of the advising/mentoring or the advising/mentoring relationship may be included.

Directing theses and dissertations is another dimension of teaching that is included in the candidate's teaching materials. A description of these activities including the student's name, thesis/Ed.D. capstone project/dissertation title, and the date the degree was awarded and disposition of the dissertation or thesis (manuscript/s submitted or published, papers submitted or presented) should be included in the teaching section of the dossier. Advanced degree advisees' employment after completing the program should also be identified.

#### 4. Letters of Review

Letters of review in the consideration for promotion make a critical contribution to promotion and tenure deliberations for both tenure-track and non-tenure-track faculty. The following description is intended to provide clarification about letters of review. External review letters and solicited letters are confidential and are not viewed by the candidate. External reviewer letters are only available to the Dean, the Promotions Committee, the Internal Review Committee, the Provost, and Provost's Promotions & Tenure Committee. However, a qualitative summary of external reviewer recommendations (without identifying information such as names and affiliations) will be posted on the Curry intranet prior to the School-wide meeting at which the IRC presents its summary and analysis.

## a. Outside Letters from External Reviewers

Under present Curry School policy, the Promotions Committee has the responsibility for nominating "recognized experts in the candidate's field" from whom the Dean solicits evaluations. The Dean seeks external reviews from six or more reviewers. External reviewers are recruited by the Dean's office in two categories: (a) from the candidate's submitted list of external reviewers ("on the list") who are examined and selected by the Promotions Committee, and (b) from a list of individuals that the Promotions Committee identifies who are not on the candidate's list ("off the list"), who represent scholarly leaders in the candidate's field.

"On the List" Reviewers: To assist the Committee and the Dean in this task, the candidate, in consultation with the Chair, prepares a list of at least ten (10) persons who could serve as external reviewers for the candidate. In identifying individuals for this external reviewer list, candidates are advised to present individuals who are at a higher rank (i.e., for promotion to Associate Professor present individuals holding the rank of Associate or Full Professor; for promotion to Full Professor present only individuals holding the rank of Full Professor). All recommended individuals should be recognized as established scholarly leaders in the candidate's field and should come from peer institutions. For each person suggested, a brief description of his or her qualifications as a reviewer is provided, along with full contact information. This description includes an indication of the extent of personal and professional contact between the candidate and the potential reviewer. Nominees with established personal or professional relationships with the candidate (including former advisor/mentor, recent/current collaborator, or someone designated as a friend or close colleague) are likely to be disqualified from serving as an external reviewer. External reviewers will be notified that summaries or quotation from their letters may be made public, but without identifying information (such as authorship or university affiliation).

The candidate submits this list of potential external reviewers to the Dean's office no later than **April 15<sup>th</sup>**. Candidates should not contact, or initiate contact with, these individuals to ask for their review. All contacts will be made by the Dean's office.

"Off the List" Reviewers: As per the Provost's request, the Promotions Committee and the Dean will contact outside reviewers beyond those recommended by the candidate ("off the list" external reviewers). Thus, each candidate is asked to indicate which national organizations and which journals he or she considers to be the major ones in the field and to submit that information by **April 15<sup>th</sup>** to the Dean's office. This information is used by the Promotions Committee to identify potential external reviewers not on the candidate's list. Candidates also may submit the name or names of potential "off the list" reviewers who they would recommend be avoided, with a brief justification for their recommendation. This information will be regarded as confidential and will be considered by the Promotions Committee in the selection of "off the list" external reviewers.

Note: Candidates will not be informed of selected external reviewers. Candidates must not contact potential on-list external reviewers regarding their willingness to write letters..

## b. Solicited Letters

### For Candidates to be considered for promotion during the 2015/2016 review cycle:

In the case of solicited letters, the candidate makes contact with potential reviewers to see if they are willing to write a letter. The candidate directs the writers of solicited letters to direct those letters to the Office of the Dean. The names of those writing solicited letters are then given to the Dean's Office by **April 15<sup>th</sup>**. Candidates may solicit and submit up to ten (10) letters. Four of these letters are required; two come from colleagues who have observed their teaching and two from individuals who can discuss their service. Candidates may additionally wish to solicit letters from former students, but must not solicit letters from any current students. All solicited letters should be sent directly by the writer to the Dean's Office by **August 1<sup>st</sup>**.

### For Candidates considered for promotion beginning with the 2016/2017 review cycle:

In the case of solicited letters, the candidate **will not** make contact with potential reviewers. Instead, beginning with this review cycle, the candidate will supply the Dean's Office with the names of individuals from whom the letters will be requested and the Dean will contact these individuals to request a letter, which will be sent to the Dean's Office. The names of the individuals from whom letters will be solicited must be provided to the Dean's Office by **April 15<sup>th</sup>**. Candidates may submit four to six names. Four of these suggested individuals are required; two for colleagues who have observed the candidate's teaching and two from individuals who can discuss their service. Candidates may additionally wish to suggest names of from former students, but must not suggest any current students. All solicited letters should be sent directly by the writer to the Dean's Office by **August 1<sup>st</sup>**.

Note: Because external reviewers are primarily responsible for evaluating scholarship, it is recommended that solicited letters target the topics of teaching, service, administration, mentoring, and advising, among other activities.

Note: As required by UVa policy, all contacts with outside reviewers will be recorded. Once a letter has been received, it will be part of the permanent file regardless of content.

## IV. PROMOTION PROCEDURES FOR NON-TENURE TRACK FACULTY

For the purposes of clarity, load-planning, and career advancement, faculty appointed to Non-Tenure-Track faculty positions in the Curry School of Education will be appointed to one of three tracks— Teaching Faculty, Research Faculty, or Clinical Faculty. Non-tenure-track (NTT) faculty are appointed to tenure-ineligible positions with a primary focus of activity and effort in a single area (Teaching, Research, or Clinical). The primary area of effort and activity will serve as the principal basis for review for promotion. However, if contributions are made in other areas and are defined in the letter of appointment and/or annual report as agreed upon by the Department Chair and/or the Center Director, those contributions will be considered in the review process. For instance, a NTT faculty member may concentrate primarily on research responsibilities, with only secondary contributions to teaching. Prior to review for promotion, the NTT faculty member's load distribution must be specified in the candidate's

dossier and verified by the Department Chair and/or Center Director (as appropriate) in relation to the last three years of load distribution as documented on the candidate's annual review. The determination of track *at the time of review* will be based on the area which is reflected as the greatest percentage of load in the annual reports for the past three years as agreed upon by the Department Chair and/or the Center Director. The Department Chair/Center Director's letter must provide sufficient detail on load and performance (since appointment to current rank) to aid in committee review. For purposes of a successful promotion in rank, it is expected that candidates will display the qualities of recognized excellence defined in these guidelines in the primary assignment area(s).

Regardless of performance, there are no provisions for transitioning from non-tenure-track faculty to tenure-track faculty outside of the normal faculty search process.

#### **A. General Procedural Guidelines**

1. When nominating themselves for promotion, NTT candidates nominate up to eight individuals capable of serving as reviewers of their performance in the areas determined by their track (Teaching, Research, or Clinical). This information must be submitted to the Dean's office by April 15.
2. Following the promotions calendar described elsewhere in this document (see Section VI.) the candidate will submit a dossier to the Promotions Committee that presents a case for promotion meeting the criteria for promotion in this document. The dossier should reflect the "Materials for Submission" section(s) above (as "D") that are most relevant to the candidate's case and track on the NTT faculty. The dossier should include a full CV as well as relevant materials and evidence as listed above.
3. The dossier will include a nomination letter by the Department Chair and/or Center Director that specifies the load distribution across the past three years, as documented on the annual review form. This letter will also provide a critical review of the candidate's performance and qualifications for promotion from the perspective of the Chair or Center Director.
4. An Internal Review Committee (IRC) will be appointed by the Dean in collaboration with the Promotions Committee and shall be comprised of one member of the Promotions Committee and one senior member of the NTT faculty at a rank equal to or higher than the rank being sought by the candidate. The IRC will review the dossier and gather any additional information needed to prepare a summary of the candidate's accomplishments. The NTT faculty person selected to serve on the IRC should have knowledge and understanding of the responsibilities of faculty in the track being reviewed (teaching, research, or clinical).
5. The Promotions Committee in conjunction with the IRC will solicit internal and external reviews of the candidate as appropriate. For teaching faculty, the IRC should solicit teaching observations by peers, external review of course syllabi, reviews of teaching materials produced, etc. For research faculty the IRC should solicit external reviews of the quality of research. For clinical faculty, the IRC should, to the degree possible within HIPPA constraints, solicit reviews of clinical work, service, and impact.
6. For non-tenure track faculty, the IRC will solicit external reviews of the quality of research and reputation. See Section on Letters of Review under Supporting Documentation described above

(III.D.4.). One or two of the external review letters (on-list and off-list) may be obtained from non-tenure track faculty in similar positions at the rank of associate or full professor.

7. The Promotions Committee (constituted of eight (8) members including one voting NTT faculty member) will receive the report from the IRC and vote on whether to recommend the candidate for promotion to the Dean. A vote of at least five (5) affirmative votes is necessary to recommend for the promotion of a NTT faculty member.

## **B. Definition of Non-Tenure-Track Faculty Tracks**

1. **Teaching Faculty:** Teaching Faculty (TF) are those non-tenure track faculty who devote the largest percentage of their time to teaching. The balance of the time may be in clinical service or scholarship as defined by the job description, appointment letter, and/or annual review report. Protected time for research/scholarship is not required or guaranteed. Formal faculty title will be *Rank*, Teaching Faculty.
2. **Research Faculty:** Research Faculty (RF) are those non-tenure track faculty who devote the largest percentage of their time to scholarship. The balance of the time may be in teaching or clinical service as defined by the job description, appointment letter, and/or annual review report. Formal faculty title will be *Rank*, Research Faculty.
3. **Clinical Faculty:** Clinical faculty (CF) are those non-tenure track faculty who devote the largest percentage of their time to clinical service and teaching students in a clinical or practice environment. The balance of the time may be in clinic administration, teaching, or scholarship as defined by the job description, appointment letter, and/or annual review report. Protected time for research/scholarship is not required or guaranteed. Formal faculty title will be *Rank*, Clinical Faculty.

## **C. General Criteria for Appointment and Promotion for Non-Tenure Track Faculty:**

It is expected that candidates will display the qualities of recognized excellence defined in these guidelines in the primary assignment area. If a secondary area of assignment is specified in the appointment documents and/or the load of the candidate as agreed upon by the Department Chair and/or the Center Director, there will be an expectation of high-quality performance in that area. Evaluation of the candidate's performance in a secondary area will consider the percentage of workload assigned to that area.

### **1. Criteria for Appointment and Promotion on the Teaching Faculty (TF) Track.**

**For Appointment or Promotion as Assistant Professor:** A terminal degree in appropriate field is preferred.

**For Appointment or Promotion as Associate Professor:** To be appointed or promoted to the rank of Associate Professor, Teaching Faculty, the individual will typically have completed six years in an Assistant Professor role at the University of Virginia or an equivalent institution with exceptions being granted if there is clear evidence for success at the higher rank. There should be evidence of genuine and sustained commitment to excellence in teaching. Excellent educators bring recognition to the School and the University and enhance its ability to attract good students and outstanding faculty, which in turn support the overall educational mission of

the School. A non-tenure-track faculty member specializing in teaching is obligated to maintain a high level of professional competence as an educator and to remain informed of developments in teaching methods and curricula. In addition, such a faculty member is expected to engage in academic activities outside the classroom that result in a recognizable positive impact in the classroom, School, University or the broader academic community. The candidate is therefore expected not only to demonstrate merit in classroom instruction but also to be a leader and or be recognized for expertise in the pedagogy of education or in the field of his or her expertise, and to demonstrate this leadership and/or recognized expertise in teaching-related relevant activities. The candidate and the Department Chairperson or Center Director will define and document expectations and goals throughout the candidate's career in the Curry School of Education. Examples of activities and achievements that may demonstrate the successful fulfillment of this requirement, and that must be evident in the candidate's dossier and record, may include (but are not limited to):

- publication of articles in reputable journals or conference proceedings, in pedagogy or in the faculty member's area of expertise
- publication of textbooks or other books in the faculty member's area of pedagogy
- development of teaching materials that are adopted by other faculty members in the candidate's department, or in other departments in the School, the University, or other academic institutions
- teaching awards and honors
- invited lectures or other presentations
- individual and multi-investigator grants to support instruction or student education or training
- leadership in professional societies
- involvement in activities of accreditation associations
- participation in peer evaluation external to the University
- effective incorporation of scholarly work in pedagogy and in the field of expertise of the candidate into the classroom—for example, in the form of readings or case studies

In the above list, examples involving publication should not be construed as imposing a research requirement. An instructional faculty member who does not engage in research can demonstrate relevant academic activity in ways that do not involve research, including some of those listed above.

Excellence in pedagogy must be supported by internal and/or external referees as appropriate.

**Scholarship:** If scholarship is part of the job description and appointment letter and reflected in annual report workload agreements, the candidate must provide sufficient evidence of scholarship appropriate to the candidate's discipline as evidenced by quality publications (e.g., in peer reviewed journals) and on-going participation in scholarly committees and programs. Research productivity will be judged with consideration of the candidate's appointment letter and as reflected in annual report workload agreements. Further details on documenting research and scholarly activity can be found in the section labeled Scholarship (III.C.1.).

**Clinical Practice:** If clinical practice or supervision is part of the job description and appointment letter and reflected in annual report workload agreements, the candidate must provide sufficient evidence of quality clinical practice appropriate to the candidate's discipline as indicated by client evaluations, ratings by those supervised, supervisory evaluations, or other

relevant sources of information. Contributions in the area of clinical practice will be judged with consideration of the candidate's appointment letter and as reflected in the last three years of annual report workload agreements.

**For Appointment or Promotion as Professor:** Although consideration for promotion is possible before the sixth year in rank as Associate Professor, such occurrences are rare and encouraged only in cases of exceptional performance. Exceptional performance means the person has achieved in a shorter period of time the standards of performance and recognition normally applied in the sixth year. In order to be considered for early promotion, candidates must be nominated by their Department Chair. Time spent at other institutions may be counted toward the six-year benchmark. Promotion to Full Professor will depend on achievement of a distinctive national reputation as an educator as evidenced by society memberships, participation in society committees and programs, formal awards, invited major lectures, etc.

If scholarship is part of the position description, substantial original work that has resulted national recognition should be documented through evidence of on-going publication and participation in professional association committees, programs and/or governing boards. Excellence and distinction in education and scholarship (if applicable) must be supported by appropriate internal and external referees.

If clinical practice or supervision is part of the job description letter and reflected in annual report workload agreements, the candidate must provide evidence of distinction in clinical practice through specific indicators, such as board certifications, clinical innovations, clinical research and/or programs that are nationally recognized; programs that measurably improve patient outcomes; evidence of continued excellence in training, teaching, and advising of undergraduate and graduate students, postdocs, and/or colleagues; recognition through formal awards, national-level invited lectures, participation in symposia, professional society programs and/or national teaching awards or other areas described below for promotion to Full Professor in the Clinical Track. Contributions in the area of clinical practice will be judged with consideration of the candidate's appointment letter and as reflected in annual report workload agreements.

## 2. Criteria for Appointment and Promotion on the Research Faculty (RF) Track.

**For Appointment or Promotion as Assistant Professor:** A terminal degree in appropriate field is preferred.

**For Appointment or Promotion as Associate Professor:** To be appointed or promoted to the rank of Associate Professor, Research Faculty, the individual will typically have completed six years in an Assistant Professor, Research Faculty role at the University of Virginia or an equivalent institution. A necessary condition for promotion is evidence of genuine and sustained commitment to the establishment of a recognized line of research and scholarship. Scholarship and research productivity is typically measured by the publication of articles in peer-reviewed journals, but also may include successfully obtaining competitive peer-reviewed grants (individual or multi-investigator), publication of conference proceedings and books, invited lectures, patents, original software and hardware systems, research awards and honors, and peer evaluation external to the University. Other sources of funding (e.g., contracts from the state) can also be important indicators of success to be considered as part of the evidence of a research program of significance.

**Promotion to Associate Professor shall be based on earning distinction in the candidate's field of research across these dimensions:**

**Excellence in Research:** The candidate's work is recognized by peers for original and independent investigation. External funding in the form of federal grants, foundation grants/awards, and contracts is an important indicator of excellence, as appropriate to the candidate's field of study. The candidate will be recognized as showing promise for continued development as a researcher. The candidate's larger contributions to building research capacity and a research portfolio in the School and or Center will be acknowledged as evidence of excellence in research. As such, publications are not the only products considered in judging excellence in research. The candidate's broader research portfolio should be considered, which may also include mentorship of students and postdoctoral fellows in research and grant-related work. The importance of contributing to the larger body of work in a Center or funded research program will be recognized; however there will still be an expectation for individual distinction. This may be demonstrated by the development of, or independent contribution to, a program of research in which the candidate plays a distinctive role, and/or independent work that distinguishes the candidate and the candidate's contribution to the development of scholarly knowledge in an area can be recognized and evaluated by external reviewers. It is important to note however, that a NTT research faculty member's scholarship may be broader than the individual portfolio of a tenure-track faculty member. As a result a research faculty member's expertise and program of research may be less narrow and focused although the work should still be recognized in the field.

The candidate will have a substantial and sustained body of publications, preferably as first or corresponding author, in peer-reviewed journals. Further details on documenting research and scholarly activity can be found in the section labeled Scholarship (III.C.1.).

**Reputation:** The candidate will present evidence of an active and ongoing publication record that establishes a recognized line of research and contribution to the field through publication; participation in symposia and professional society programs; successful procurement of grant funding; and/or service on research-related committees of governmental and professional societies. It is recognized that the initial research programs of research faculty are often conducted in close collaboration with senior faculty and may aim to advance the broader research program within the research center or research team. Over time the candidate should establish an independent, emerging national reputation for research in an identified area.

If teaching is part of the job description as a secondary area of assignment as indicated in the appointment letter or the last three years of load (as indicated in annual reports and confirmed by the Chair/Center Director), the candidate must provide evidence of high quality teaching, as indicated by course materials/syllabi appropriate to the candidate's discipline, course evaluations, classroom observations, and other documentation provided by the candidate. Teaching productivity and expectations for high quality will be judged with consideration of the candidate's appointment letter and as reflected in annual report workload agreements.

**For Appointment or Promotion as Professor:**

Although consideration for promotion is possible before the sixth year in rank as Associate Professor, such occurrences are rare and encouraged only in cases of exceptional

performance. Exceptional performance means the person has achieved in a shorter period of time the standards of performance and recognition normally applied in the sixth year. In order to be considered for early promotion, candidates must be nominated by their Department Chair. Time spent at other institutions may be counted toward the six-year benchmark. Promotion to Full Professor will be dependent on achievement of a national reputation as a researcher.

**Promotion to Full Professor shall be based on earning distinction in the candidate's field of research across these dimensions:**

**Excellence in Research:** The candidate will be recognized by peers as having made a clear and significant contribution in his/her area of research through a record of continued, productive, independent, and original investigation published in peer-reviewed journals (preferably as first or corresponding author) and sustained external funding of competitive, peer-reviewed research projects. External funding in the form of federal grants, foundation grants/awards, and contracts may also serve as evidence of scholarship. The candidate has established a clear national or international reputation for influence as a scholar. Further details on documenting research and scholarly activity can be found in the section labeled Scholarship (III.C.1.).

**Reputation:** External reviewers of the candidate's portfolio shall recognize the individual's national and international reputation for scholarly leadership and research contributions including publications, service on study sections, editorial boards, named lectureships, and leadership in professional societies and governing bodies.

### 3. **Criteria for Appointment and Promotion on the Clinical Faculty (CF) Track:**

**For Appointment or Promotion as Assistant Professor:** A terminal degree in appropriate field and appropriate credentials and license for clinical profession is preferred.

**For Appointment or Promotion as Associate Professor:** To be appointed or promoted to the rank of Associate Professor, Clinical Faculty, the candidate will typically have completed six years in the Assistant Professor role at the University of Virginia or an equivalent institution with exceptions being granted if there is clear evidence for success at the higher rank. There should be evidence of sustained excellence in clinical practice and in performance of duties outlined in the position description and appointment letter and reflected in annual report workload agreements.

The candidate's reputation as an expert clinician in the region must be supported by letters from internal and external referees.

**Excellence in clinical practice:** The candidate should document excellence in one or both of the following domains:

- *Patient/client care:* Clinical skills, board certifications, clinical innovations, clinical research and/or programs that are locally and/or regionally distinctive; programs that measurably improve patient outcomes. Documentation can include patient evaluation data, accreditation reviews, etc.
- *Education:* Clinical supervision, training, teaching, and advising of undergraduate and graduate students, postdocs, and/or colleagues. Documentation of excellence can include:

- recognition through formal awards, local and regional invited lectures
- participation in symposia and professional society programs
- evaluations by supervisees
- clinical teaching awards
- publication of articles on clinical practice in reputable journals or conference proceedings
- publication of textbooks or other books in the faculty member's area of clinical practice
- development of clinical practice materials that are adopted by other clinicians
- individual and multi-investigator grants to support clinical programs or training
- leadership in professional societies
- service to accreditation associations
- participation in peer evaluations external to the University
- effective incorporation of scholarly work on clinical practice and in the field of expertise to the candidate's clinical instruction (e.g., readings and case studies).

**Scholarship:** If scholarship is part of the job description, appointment letter, and workload, the candidate must provide sufficient evidence of rigorous scholarship appropriate to the candidate's discipline as evidenced by quality publications (e.g., in peer-reviewed journals) and ongoing participation in scholarly committees and programs. Research and scholarly productivity will be judged with consideration of the candidate's appointment letter and as reflected in annual report workload agreements. Research quality and impact will be judged relative to standards of excellence noted in sections of this document pertinent to scholarship. Further details on documenting research and scholarly activity can be found in the section labeled Scholarship (III.C.1.).

**Teaching:** If teaching is part of the job description as indicated in the appointment letter or the last three years of load (as indicated in annual reports), the candidate must provide evidence of high quality teaching as indicated by course materials/syllabi appropriate to the candidate's discipline, course evaluations, classroom observations, and other documentation provided by the candidate. Teaching productivity and expectations for high quality will be judged with consideration of the candidate's appointment letter and as reflected in annual report and workload agreements.

**Reputation:** Letters from internal and external referees should be used to document reputation or contributions as an expert clinician, consultant, and/or clinician educator. Letter writers may include leaders in local or national professional organizations, clinicians or administrators in a similar rank at a peer institution, collaborating institutions (e.g., school districts, community clinics) who can speak to the candidate's national reputation or impact on the field, leadership in training and supervision, service, etc.

**For Appointment or Promotion as Professor:** Although consideration for promotion is possible before the sixth year in rank as Associate Professor, such occurrences are rare and encouraged only in cases of exceptional performance. Exceptional performance means the person has achieved in a shorter period of time the standards of performance and recognition normally applied in the sixth year. In order to be considered for early promotion, candidates must be nominated by their Department Chair. Time spent at other institutions may be counted toward the six-year benchmark. Promotion to Full Professor will depend on achievement of a national reputation as a clinician.

### **Sustained excellence and leadership in one or both of the following domains:**

- *Patient care:* Clinical skills, board certifications, clinical innovations, clinical research and/or programs that are recognized nationally; programs that measurably improve patient outcomes.
- *Education:* Evidence of continued excellence in training, teaching, and advising of undergraduate and graduate students, post docs, and/or colleagues; as evidenced by recognition through formal awards, national-level invited lectures, participation in symposia, professional society programs and/or national awards or other areas listed under this category for promotion to Associate Professor.

**Scholarship:** If scholarship is part of the job description, appointment letter, and workload, the candidate must provide sufficient evidence of rigorous scholarship appropriate to the candidate's discipline as evidenced by quality publications (e.g., in peer reviewed journals), leadership as a scholar, and ongoing participation in scholarly committees and programs. Research productivity will be judged with consideration of the candidate's appointment letter and as reflected in annual report workload agreements. Further details on documenting research and scholarly activity can be found in the section labeled Scholarship (III.D.3.).

**Teaching:** If teaching is part of the job description, in the appointment letter, and/or the last three years of load (as indicated in annual reports), the candidate must provide evidence of high-quality teaching as indicated by course materials/syllabi appropriate to the candidate's discipline, course evaluations, classroom observations, and other documentation provided by the candidate. Teaching productivity and expectations for high quality will be judged with consideration of the candidate's appointment letter and as reflected in annual report workload agreements.

**Reputation:** Reputation as an expert clinician nationally must be supported by letters from internal and external referees. Letter writers may include leaders in local or national professional organizations, clinicians or administrators in a similar rank at a peer institution, collaborating institutions (e.g., school districts, community clinics) who can speak to the candidate's national reputation or impact on the field, leadership in training and supervision, service etc.

### **D. Other Considerations for All Non-Tenure Track Candidates**

There will be no administrative NTT appointments. However, candidates for promotion in a Non-tenure Track category (Teaching, Research, or Clinical) may also participate in the operational aspects of the department, School, or center, such as course and lab development, student advising and recruitment, budget and finance coordination, undergraduate and graduate program operation, distance learning development, etc. A non-tenure-track faculty member with such administrative responsibilities is expected to make high-quality contributions and demonstrate effective leadership relative to the operation of the program, department, center, and/or School. Administrative duties associated with one of the three tracks will be evaluated for quality of contribution and commensurate with workload.

Consistent with the last three years of load assignments as agreed upon by the appropriate supervisors (e.g., department chair and center director), NTT faculty who engage in department, School, center, or University service or service to the profession should perform these service functions with the same high quality we would expect of tenure-track faculty.

Collegiality or good citizenship is an important aspect of teaching, scholarship, and service, with the potential to influence both one's own work and that of others. A professional school is most effective when faculty and staff work cooperatively toward the accomplishment of mutually agreed upon goals and purposes. An NTT candidate's demonstrated ability to work with other faculty, staff, and students is considered in relation to its impact on the School's mission of teaching, scholarship, and service.

Please see section III.B. for details on nomination procedures; responsibilities of the Dean, Promotions Committee, and Department Chair; criteria for promotion, materials for submission, and letters of evaluation.

## **V. PROCEDURES FOR EVALUATING HIRES WHO WISH TO COME IN WITHOUT TENURE AT ASSOCIATE-LEVEL OR ABOVE, OR WHO WISH TO ENTER WITH TENURE**

### **A. Procedures for TT Hires at Associate-Level or Above, Without Tenure**

New TT faculty hired at the rank of Associate or Full Professor may be hired without tenure. These faculty will typically be expected to be reviewed for tenure within three years and should meet the same standards for tenure as other TT faculty.

### **B. Procedures for Granting Tenure to Hires above the Assistant Professor Level**

On occasion, the Curry School may wish to hire individuals at the rank of associate or full professor with tenure. To evaluate these candidates for tenure, the Promotions Committee requires a curriculum vitae, a recent and complete set of course evaluations, and five recent publications representative of the candidate's scholarship. When hiring includes promotion in rank, then the review process should also include external reviewer letters similar to those solicited for promotion of existing Curry faculty and not include letters of recommendation employed in the hiring process. In addition, one or more members of the Promotions Committee should attend the candidate's job talk and the chair of the search committee should meet with the Promotions Committee and share available information from the candidate's application file (e.g., letters of recommendation) that is relevant to tenure standards. Upon receipt of all required information and after meeting with the search chair, the Committee will require a period of at least five business days to make a recommendation, using the criteria for tenure described in this document.

### **C. Procedures for Evaluating University Hires Who Want Affiliation in the Curry School, including faculty with joint or split appointments with other schools of the University**

Following are two basic options pertaining to cases in which a prospective faculty or administrative hire wishes to be granted tenure in the Curry School upon accepting or holding a position in another division within the University.

Option 1: The candidate is reviewed by the Curry School Promotions Committee

This option is based on the assumption that the candidate will be evaluated according to procedures outlined in V.A., Procedures for Granting Tenure to Hires above the Assistant Professor Level. After reviewing the available materials, the Promotions Committee will meet as

soon as possible to discuss the case and forward its recommendation to the Dean of the Curry School. The committee should apply the criteria for review described elsewhere in this document and provide to the Dean a summary of their impressions of the individual relative to those criteria and a vote. The Dean then has the responsibility to communicate the outcome to the appropriate University official. As the Promotions Committee is an advisory committee to the Dean of the Curry School, the presiding Dean is free to accommodate whatever external contingencies are at work in the larger University community.

Option 2. The candidate can be given the title of University Professor

A second option is for the University president to grant the candidate the title of University Professor. This is spelled out under the "Appointment Types and Titles" section in the Faculty Policies of the University of Virginia's Policy Directory. Specifically, it says,

*Upon nomination by the vice president and provost or vice president and provost for health sciences, the president may designate a limited number of faculty who teach or conduct research that crosses school boundaries as University professors. They report directly to the president. With approval of the president, a University professor may teach or supervise research in one or more of the schools or departments. In that case, a University professor is responsible academically to the relevant dean or deans, but continues to make an annual report to the President.*

Although this designation does not specifically cover all types of appointments, it appears to be flexible enough to cover nearly any hire the President might make.

## VI. PROMOTIONS CALENDAR

**Note:** If dates do not fall on a business day, use the subsequent business day.

**Feb. 23-March 6** Promotions Committee elected and appointed.

**April 1** The Dean specifically notifies non-tenured faculty who will be entering their sixth year of service of the need to submit materials in support of their consideration for promotion and/or reelection without term. The Dean sends a general notice to all other faculty—tenure-track and non-tenure-track faculty—that those intending to go up for promotion that they need to identify themselves for promotion by April 15.

**First week of April** Promotions Committee holds open forums on the promotions policies and procedures **for Assistant Tenure-Track (TT), Associate TT, and Non-Tenure-Track (NTT) faculty**

**April 15** Faculty declare intent to be candidates for promotion and submit lists of potential external reviewers and solicited reviewers to Promotions Committee and Dean.

Specifically, in conjunction with his/her Department chair, each candidate submits (a) a list of ten (10) potential external reviewers (“on the list”), (b) names of the major national organizations and journals in his/her field, and (c) a list of solicited letter writers.

**April 16** Internal Review Committee (IRC) Chairs and Committee members identified by collaboration among Promotions Committee, Department Chairs, and Dean.

**By April 23** Promotions Committee selects external reviewers for each candidate and provides lists to the Dean’s Office.

**By May 1** The Dean’s Office emails designated reviewers to confirm their participation, with their review letters due by September 1.

**By July 1** All candidates’ (tenure-track and non-tenure-track) promotions materials are due. IRC reviews begin.

**By July 15** All required dossier materials are made available to external reviewers.

**By August 1** **All solicited letters due.**

**By August 15** The Dean’s Office posts candidates’ materials on intranet and prepares candidate notebooks for Promotions and IRC Committee members.

**September 1** External letters due,

**September 4** Letters are posted on intranet for IRC’s, Promotions Committee and Dean.

**September 10** Candidate submits updated CV to Dean’s office and a brief note highlighting any changes which have occurred since July 1

**Mid-September to Mid-October** IRC Reviews for TT candidates completed.

**Mid-October to end November** IRC Reviews completed for NTT candidates.

- November 9** Letters from Department Chairs sent to the Promotions Committee for TT candidates.
- November 11** IRC Presentations for TT candidates posted for faculty review.
- November 13** School-wide faculty meets for IRC presentations and faculty discussion; comments submitted on intranet. Vote of School-wide tenured faculty follows.
- Late November** Promotions Committee meets on each TT candidate.  
**To early-December**
- December 14** Letters from Department Chairs sent to the Promotions Committee for NTT candidates.
- Mid-December** Promotions Committee sends review and recommendations for TT candidates to the Dean.
- Early January** Promotions Committee meets on each NTT candidate.
- January 11** Promotions Committee sends review and recommendations for NTT candidates to the Dean.
- By February 1** The Dean and Promotions Committee Chair meet with individual candidates. Dean sends his/her recommendations to the Provost.
- June** Promotions announced after action by the Board of Visitors.

## APPENDIX

Table 1. EXAMPLE Grant Activity Report (This illustrative table suggests one way in which grant activity can be represented.)

Source:	National Science Foundation
Title:	Teaching science to children who hate science
PI:	Smith-Jones, AB
Citation:	PROVIDE FULL CITATION
Effort:	25%
Role:	ADD MEANINGFUL BUT BRIEF DESCRIPTION
Period:	2008-2011
Total Award Amount:	\$175,000
Description:	The purpose of this project was to evaluate a novel, experientially-based curriculum at the Kennedy Space Center to improve third-grade students' interest in science.
Status:	Funded
Source:	Foundation for Healthy Kids
Title:	A lifetime fitness-based curriculum for elementary school students
PI:	Fernandez, JZ
Citation:	PROVIDE FULL CITATION
Role:	Co-Investigator; served as study coordinator which included responsibilities to recruit and test subjects, analyze data, prepare technical reports for the granting agency, and prepare manuscripts for publication.
Effort:	15%
Period:	2009-2010
Total Award Amount:	\$500,000
Description:	The purpose of this project was to incorporate a lifetime fitness-based curriculum in urban elementary schools as a method to combat childhood obesity.
Status:	In review
Source:	National Academy of Education/Spencer Postdoctoral Fellowship Program
Title:	Examining attention to dialect in elementary classrooms
PI:	Smith-Jones, AB
Citation:	PROVIDE FULL CITATION
Role:	ADD MEANINGFUL BUT BRIEF DESCRIPTION
Effort:	50%
Period:	2008-2010
Amount:	\$55,000
Description:	The purpose of this project was to examine the ways in which elementary school teachers did or did not address dialect in literature in their teaching.
Status:	Not funded

---

Source:	US Department of Education
Title:	Virginia consortium for teacher preparation in severe disabilities statewide collaboration
PI:	Smith-Jones, AB
Citation:	PROVIDE FULL CITATION
Role:	ADD MEANINGFUL BUT BRIEF DESCRIPTION
Effort:	10%
Period:	2007-2010
Total Award Amount:	\$800,000
Description:	The purpose of this training project was to prepare Commonwealth of Virginia teachers in severe disabilities at the M.Ed. level
Status	Funded

---

Table 2. EXAMPLE Research-in-Progress Report

Title:	Integrating field-based experiences into math education
Role:	PI
Theme:	Math Education
Focus:	Discovering experiences to engage children who dislike mathematics
Target audience:	Researchers
Collaborators:	Aaron, H, & Ruth, GH
Expected outcome:	Manuscript
Expected completion:	7/2009

---

Title:	Using pedometers to track children's activity levels during the school day
Role:	PI
Theme:	Health and Wellness
Focus:	Tracking activity in of children at risk for obesity during the school day
Target audience:	Researchers
Collaborators:	Fernandez, JZ
Expected outcome:	Grant proposal, manuscript
Expected completion:	6/2010

---

Table 3. EXAMPLE Student Teaching Evaluation Report\*

Course	Term	Enrollment	# Responders	Question	Score	Curry Average
EDHS 888	Fall 2010	14	12	"Genuine interest"	4.50	4.54
				"Worthwhile course"	4.75	4.16
				"Effective teacher"	4.25	4.22
				"Learned a great deal"	3.75	4.11
EDHS 888	Fall 2011	12	11	"Genuine interest"	4.55	4.50
				"Worthwhile course"	4.15	4.11

"Effective teacher"	4.30	4.17
"Learned a great deal"	3.95	4.05

---

**(Information continued until all courses taught are included in the table.)**

\*The Curry average values presented in this table are for illustrative purposes only and do not necessarily represent actual Curry averages for the terms identified. Candidates should use their actual teaching evaluation reports to obtain accurate Curry averages.