Curry School of Education
PRE-TENURE REVIEW PROCESS FOR TENURE-TRACK FACULTY

A. Overview

There are three main purposes of the pre-tenure review: (1) to give candidates constructive feedback on how they are progressing in the areas of teaching, scholarship, and service, (2) to offer candidates recommendations on how to allocate their time and effort to best position themselves for promotion and tenure, and (3) to provide the department chairs and dean information to evaluate the candidates for re-appointment. Tenure-track faculty members are typically reviewed during the latter part of their *third year* of employment in consideration of a second three-year contract. However, this timeframe may vary depending upon a candidate's prior experience, start date, and circumstances. If the Dean's decision is negative, the candidate is entitled to a terminal year. This document describes the timeline, required materials, and procedures for the pre-tenure review.

B. Timeline

The table below provides a summary of the actions and the typical timeline for the steps in the Pre-tenure Review process.

Action	Date
Chair and Dean's Office initiate the review process	October 15
Pre-Tenure Review Committee (PTRC) appointed	Mid-January
Candidate submits materials	First day of February
PTRC submits report to Department Chair	No later than April 15
Chair writes an assessment/letter and forwards it along with the PTRC to the Dean	May 1
Dean reviews committee report and chairs' assessment and decides on reappointment status	May 15
Chair meets with candidate to discuss feedback provided in the Dean's letter and Chair's letter	June 1

The Chair and Dean's Office should initiate the review process by informing the candidate of the timeline and requirements for Pre-Tenure Review. The Dean's Office will notify the candidate. Typically this should be done by October 15 of the candidate's third year at Curry, but see below for exceptions. A Pre-Tenure Year Review Committee (PTRC) is appointed by the Dean by *mid-January*. The candidate submits review materials to the Dean's office no later than the *first day of February* following notification of the Pre-tenure Review process. The PTRC Review Committee submits a written analysis of the candidate's strengths and weaknesses in the three areas of *teaching*, *scholarship* and *service* to the Chair of the candidate's department *no later than April 15*. The department chair writes an assessment of the candidate, which is shared with the Dean along with the written review by the PTRC. The Dean reviews the committee report and the chair's written assessment and provides a letter to the candidate regarding his/her decision on reappointment by *May 15*. The Chair meets with the candidate to discuss the contents of this assessment before *June 1* of the candidate's third year. The candidate receives a copy of both the Dean's letter and the Chair's letter as two forms of written feedback.

C. Procedures

Initiating the review process

All tenure-track faculty members must undergo a Pre-Tenure Review. In most cases of junior faculty this will take place no later than their third year at Curry, and the process should be initiated by October 15 of that year. In some cases, the timeline and requirements may vary because of conditions specified in a candidate's initial appointment letter, family leave (i.e., clock stop), a mid-year start date, or a consensual decision by the Dean, department chair, and faculty member.

A candidate with prior experience as post-PhD faculty member or researcher may request a Pre-Tenure Review after appointment at Curry for at least one year. Any candidates wishing for an earlier review should discuss this possibility with their mentor, department chair, and the Associate Dean for Research and Faculty Development. If initial disagreements arise as to whether a candidate should in fact receive an early Pre-Tenure Review, the mentor, Chair, and Associate Dean should meet to discuss this matter, try to arrive at a consensus, and then provide the candidate with their collective recommendation. Alternatively, a candidate with sufficient experience and achievement to warrant consideration for going up for promotion and tenure prior to the end of the three year contract may request to go up for tenure early, obviating the need for a pre-tenure review. Again, candidates considering going up for tenure early should discuss this possibility with their mentor, department chair, and the Associate Dean for Research and Faculty Development.

Pre-Tenure Review Committee: appointment and responsibilities

The Pre-Tenure Review Committee (PTRC) consists of three tenured faculty members: two from the candidate's department and one from another department. One of these members will be a member of the Promotions Committee. The department chair recommends members of the PTRC to the Dean, who then appoints by *mid-January*. The chair of the PTRC will be the member of the Promotions Committee. The PTRC reviews the candidate's submitted materials and conducts a comprehensive analysis of the candidate's strengths and weaknesses in teaching, scholarship, and service. In addition to information supplied by the candidate, the PTRC may also solicit input from members of the candidate's program area and department. The PTRC may also solicit additional information from the candidate. The PTRC prepares a written report which should include an analysis of the candidate's strengths and targets for improvement in the three areas, along with constructive comments and specific recommendations pertinent to the candidate obtaining a successful tenure review. This report (typically no more than 6 pages in length) should be submitted to the Chair of the candidate's department *no later than April 15*.   The PTRC report is advisory to the Department Chair and Dean, but is not provided to the candidate.

Department Chair's Responsibilities

After reviewing the PTRC written report and the candidate's materials, the Department Chair prepares a formal written assessment. The assessment should reflect the Chair's independent judgment concerning the candidate's likelihood of earning tenure based on his or her current and projected work and should contain specific references to the quality and amount of scholarship, teaching, and service. This written assessment should also reflect the analysis and recommendations of the PTRC in their report.

The Department Chair will submit this assessment report and the PTRC report to the Dean. After reviewing these materials, the Dean will inform the candidate in writing of his/her reappointment status. When the Dean's assessment letter has been completed, the Chair will schedule a meeting to discuss its contents with the candidate. This discussion should highlight recommendations and strategies to best position each candidate for promotion and tenure and will offer guidance regarding any areas of concern. This feedback meeting should take place before *June 1* of the candidate's third year.

The Chair's assessment and the Dean's letter will become part of the tenure review dossier and serve as one basis for judging the candidate's progress. Any suggestions or recommendations contained in the Chair's assessment letter or Dean's letter will be carefully considered at the time of the tenure review.

D. Materials for Submission

This section describes the materials that are submitted by the candidate. The goals of the pre-tenure review dossier are to contextualize the candidate's work and to provide evidence of the candidate's progress toward meeting the criteria for promotion and/or tenure. The dossier should contain a narrative, a curriculum vitae, and supporting documentation for scholarship, teaching, and service. In addition, candidates must include the name of one internal faculty memeber who can write a letter evaluating their teaching, and the names of 2-3 scholars in their area so that the Dean can obtain one external letter evaluating their scholarship. Both letters will be requested and collected by the Dean's office, not the candidate.

Narrative

The narrative is an explanation of the candidate's professional goals and accomplishments that delineate the nature of his or her work 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 or is likely to make 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 could 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 education; another area could 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 no more than 10 pages total, with a 1-2 page introductory overview and 2-3 pages, on average, for each subsection.

Goals and accomplishments specific to research, teaching or service should be delineated in the specific sub-sections of the narrative and link to the supporting documentation. The following topics delineate the expected content of the narrative subsections.

Scholarship Sub-Section

The scholarship sub-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 or potential contribution to the field as documented in the supporting materials. 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, granting agencies 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.

Teaching Sub-Section

The teaching sub-section of the narrative and documentation of all the activities of the candidate that are considered forms of instruction include, but are not limited to, course instruction, mentorship and advising, and other individualized student consultation and support. The teaching section should provide a comprehensive perspective of the candidate's teaching and should document clearly that teaching is of high quality. The Teaching sub-section should emphasize classroom teaching and course instruction, but can also provide information on advising and mentoring as the candidate has been engaged in those activities. This subsection on teaching should include the following:

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

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. In addition, candidates should provide evidence of continuous efforts at professional development, such as use of available resources to improve teaching, personal reading or conference/workshop attendance, and descriptions of outcomes of critical reflection.

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 can be provided.

Evidence of Effective Teaching. The importance of effective teaching in a school of education is a priority in tenure and promotions decisions. At a minimum, candidates should include peer observation of teaching and teaching evaluations. Other evidence can come from several sources, such as 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.

Service Sub-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 Chairs and program coordinators, and through written comments from the department Chair, staff, students, and faculty.

Curriculum Vitae

The curriculum vitae provides an historical overview as well as the current professional responsibilities of the candidate. The following information should be included:

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).

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 investigator, e.g., PI, co-PI, consultant, title of grant, sponsor/agency, amount, award dates)
  - Grants funded and total award amount
  - 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

Teaching

List the courses taught and include the frequency of offerings in regular and summer sessions, School of Continuing and Professional Studies (SCPS) education classes, and offerings taught at other institutions.

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.

Honors

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

E. Supporting Documentation

Scholarship and Grant Activity

Two to four publications that are representative of the candidate's scholarly efforts should be included in an Appendix. In addition to what is provided in the CV regarding grant submissions and awards, candidates should include written feedback and scores received for projects not funded.

Teaching

Class Materials: Candidates should submit the following materials when appropriate for two courses (if possible taught on at least two occasions at UVA):

- *2 Syllabi:* A syllabus for each course that details the following: readings, required texts, assignment descriptions, evaluation criteria, and their rubrics; or additional materials that may be relevant.
- *Student Evaluations:* Student evaluations from all courses for the most recent two years must be submitted. The candidate's evaluations should include both quantitative and qualitative data as well as department and school norms. A table should be provided that summarizes for each course the candidate's performance on the key evaluation items noted (and comparative School averages and ranges), as well as lists by course 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".
- *Peer Evaluation:* Candidates should request that a tenured Curry faculty member review teaching materials (e.g. syllabus and reading) and observe at least one period of classroom teaching. All candidates must include a written report from the peer evaluator.
- *Individual Instruction and Advising:* 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 from theses/EdD capstone projects/dissertations, and awards won by students for their research thesis/EdD capstone project/dissertation work). It is not necessary to provide copies of such documents; bibliographic information is sufficient.
- Advising must be documented in the teaching section of the dossier. Any evaluations documenting the quality of the advising or the advising relationship may be included.
- Directing theses and dissertations is another dimension of teaching that can be included in the candidate's teaching materials, to the extent that the candidate has been engaged in these. It is expected that candidates will vary in the extent of directing of dissertations, for example, depending on their degree of experience with is when they begin their term at Curry. When appropriate, candidates should include information on dissertation and thesis advising. The student's name, thesis/EdD 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, awards received) are indicated.

Service

The quality of field-related and professional service activities can be documented through communications from individuals who have supervised or participated in the service activities.

Letters

Letters make an important contribution to Pre-Tenure Review deliberations. Therefore, each candidate's packet would include the following 2 letters, which are requested and collected by the Dean's office. Specifically, the candidate submits with the packet the following:

1. Name of 1 Curry faculty member who can write an *internal* letter regarding teaching.
2. Names of 2-3 scholars in their area so that the Dean can obtain one *external* letter evaluating their scholarship.

Please note that both letters will be requested and collected by the Dean's office, not the candidate.