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I. PURPOSE AND PRINCIPLES

Promotion and tenure policies in the Curry School of Education are critical to achieving the central purpose of the School: to provide state, regional and national leadership to the education profession 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 School seeks to identify and reward excellence in the performance of these academic tasks.

II. CURRY SCHOOL OF EDUCATION PROMOTIONS COMMITTEE

The Curry Promotions Committee consists of seven Full-time tenured faculty members, excluding department Chairs and Deans. A school-wide election is held to select three members, one from each department, who serve staggered three-year terms. The election occurs in the spring semester of each year. Those eligible to vote are full-time, tenure-track faculty members. The Dean selects the other four members of the committee and determines their lengths of term. The Dean also appoints the Chair of the committee.

III. THIRD-YEAR REVIEW PROCESS FOR TENURE-TRACK FACULTY

A. Overview

Tenure-track faculty members are normally reviewed during the latter part of their third year of employment in consideration of a second three-year contract. This review provides an opportunity for faculty members to receive constructive feedback on their performance in the areas of teaching, scholarship, and service. The intention is to recognize achievement and alert faculty members to any problems that might interfere with the eventual attainment of tenure. The candidate submits review materials no later than the last working day of February of the third year of employment. If the review is negative, the candidate is entitled to a terminal year.

B. Preparing Dossiers

Third-year review candidates prepare a dossier that includes: (a) a curriculum vita (CV), (b) a narrative addressing past accomplishments, present
activities, and future plans, (c) course materials, and (d) a representative sample of publications. See Section IV (D) for details on preparing these materials.

Candidates should assess their strengths and weaknesses in teaching, scholarship, and service in their narrative. Of particular interest is whether the candidate has developed a relatively focused and coherent research agenda. Attention should also be devoted to plans for the next three years (up to the tenure review). Collaborative research is valued, but each candidate’s publications should include articles for which they were the sole author or clearly the lead researcher. On collaborative studies or papers, candidates should specify the extent of their contribution.

C. Procedures

A Third-Year Review Committee (TYRC) that consists of four tenured faculty members — two from the candidate’s department and one from each of the other departments — initiates the third-year review. The TYRC, which is appointed by mid-February, 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 TYRC may also solicit input from members of the candidate’s program area and department. The TYRC may also solicit additional information from the candidate and/or interview key individuals (e.g., faculty members, students). The TYRC submits a written analysis of the candidate’s strengths and weaknesses in the three areas to the Chair of the candidate’s department no later than April 15.

After reviewing the TYRC written report and the candidate’s materials, the Department Chair prepares a written assessment. The assessment should reflect the Chair’s judgment concerning the candidate’s likelihood of earning tenure based on their current and projected work. The assessment should contain specific references to the quality of scholarship, teaching, advising/mentoring, and service. When the assessment letter has been completed, the Chair will schedule a meeting to discuss its contents with the candidate. This meeting should take place before May 1 of the candidate’s third year. Besides reviewing the assessment, the Chair should offer assistance regarding any areas of concern.

The assessment letter from the Chair will be shared with the Executive Council, who will advise the Dean. In turn, the Dean will inform the candidate in writing of his/her reappointment status. The TYRC report and Chair’s letter will become part of the sixth-year tenure review dossier and serve as one basis for judging the candidate’s progress. Any suggestions contained in the third-year assessment letter will be carefully considered at the time of the tenure review.
IV. PROMOTION PROCEDURES FOR TENURE TRACK FACULTY

A. Review Procedures

Prior to their sixth year as regular, full-time members of the University of Virginia faculty, all individuals on tenure-track term appointments (Assistant, Associate or Professor rank) are notified by the Dean, before the end of the spring semester, of the need to submit materials in support of their consideration for promotion and/or reelection without term (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 Chair or a tenured colleague from the Curry School of Education.

Tenured Associate Professors wishing to be considered for promotion nominate themselves through a letter or e-mail of intent to the Dean by the end of the spring semester. With the exception of rare cases of exceptional performance, this nomination does not occur before the person has been in the Associate rank for at least six years.

The review process for promotion and tenure begins in June of each year. The process of suggesting external reviewers by the candidate and department Chair begins at that time, with the lists submitted by the candidate by June 15. The Promotions Committee meets soon after June 15 to select external reviewers. The Dean sends requests for a commitment to write external reviews as soon after the Promotions Committee submits their selected lists, usually by early July. All candidates’ materials to be considered in the tenure and/or promotion process are due by the first working day in September and are submitted to the Dean’s office. The Dean’s Office will pay for photocopies made in the Curry School. Once candidates submit their dossier materials, selected items (CV, candidate statement, publications) are sent to the external reviewers who previously indicated they would submit an evaluation of the candidate.

NOTE: While not required, a candidate being considered for promotion may request to make a half-hour oral presentation to the Promotions Committee. This voluntary session can be devoted to a discussion of areas of work that the candidate is engaged in which may not have been covered in the materials submitted.
B. Responsibilities of the Dean, Promotions Committee, Initial Review Committee, School-wide Faculty, Department Chair, and Faculty Council

1. Dean

The Dean determines the final list of faculty recommended for promotion that is sent to the Provost. Once the Promotions Committee has completed its deliberations and voted on all candidates, the Dean notifies each candidate of the recommendation of the Promotions Committee and his/her own final recommendation that is being transmitted to the Provost. At a later time, the Dean and the Committee Chair meet with every candidate in a follow-up advisory session.

2. Promotions Committee

The Promotions Committee reviews the supporting material supplied by the candidate, the Department Chair, the Initial Review Committee (IRC), and external evaluators. Although the Committee relies heavily on information presented to it by the IRC, it may also gather further information on the candidate. Using the report of the IRC as a basis, 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 assenting votes considered an affirmative recommendation to the Dean for promotion.

3. Initial Review Committee

An Initial Review Committee (IRC) is formed for each candidate seeking promotion. The IRC consists of three tenured faculty members—one from the candidate’s department and one from each of the other departments. 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. This person serves as Chair of the IRC. The Dean selects one member from the remaining, non-represented department.

The IRC gathers data about the candidate’s strengths and weaknesses in teaching, scholarship, and service. In addition to information supplied by the candidate, the IRC uses as many reasonable means as necessary to conduct a thorough evaluation. For example, the IRC may interview current and/or former students, attend the candidate’s classes, and interview the candidate and/or other faculty members. It is recommended that the department Chair or designate of the candidate’s department meet with the IRC early in the process so that there is some understanding of the ”culture” of the candidate’s program area. There should be provision to interview all Chairs
who served during the candidate’s prior years at UVA, especially the Chair involved in the third-year review. This representative(s) addresses the context in which the candidate was hired, contributions that he or she has made, and the candidate’s role in the school/department/program.

The IRC submits a comprehensive written analysis to the Promotions Committee about the candidate’s strengths and weaknesses in teaching, scholarship, and service.

4. School-wide Faculty

The IRC shares its preliminary findings in an oral report to the school-wide faculty in a special meeting convened by the Chair of the Promotions Committee. School-wide faculty members and colleagues provide the IRC with additional analyses of the candidate’s strengths and weaknesses orally and/or in writing. Assuming that the number of candidates does not preclude doing so, one extended school-wide meeting is held at which all candidates are discussed. Depending on the number of candidates to be considered, more than one meeting may be scheduled. Faculty may vote by absentee ballot if they notify the Chair of the Promotions Committee and vote prior to their absence.

Within a reasonable time after the meeting, eligible tenured faculty members vote on the candidate by secret ballot. Those eligible to vote include all tenured faculty members, with the exception of the Dean. The Dean’s Office coordinates the voting and communicates the results to the Chair of the Promotions Committee, broken down by department, who then shares the vote with the other members of the Committee.

5. Department Chair

The department Chair provides guidance in the preparation of the candidate’s dossier. He or she forwards a detailed evaluation to the Promotions Committee of the candidate’s qualifications for promotion with regard to teaching, scholarship, and service.

6. Faculty Council

The Promotions Committee may recommend changes in policy to the Faculty Council. The Faculty Council submits all, some, or none of the changes to the faculty for consideration.
C. Criteria for Promotion and Tenure

Standards of performance become increasingly more exacting at each successive level of promotion. For promotion to Associate Professor without term there should be evidence of work of sufficient quality and quantity that has produced at least the beginning of a national reputation for significant and scholarly contributions to the candidate's field, and there should be evidence of the potential for continued growth. In addition, there should be demonstrated excellence in teaching and evidence of service. For promotion to Professor, there should be indications of continued productivity, evidenced by: (1) a substantial national reputation and a sustained body of significant work in the field, (2) continued excellence in instruction, and (3) a record of distinguished service to the University and the profession.

An issue occasionally arises as to whether a different standard for promotion (not tenure) might be used to reward individuals who have significantly contributed to important University goals and missions and who have had distinguished academic careers, but whose work has not progressed or sustained itself sufficiently to warrant promotion under the standards in the first paragraph in this section. 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 significant contributions over a extended period of time that warrant special recognition outside the normal criteria for promotion. Promotion under this provision is to be reserved only for the exceptional situation in which a strong special case can be made. In no instance is length of service itself to be a sufficient criterion for promotion.

Collegiality or good citizenship is an important aspect of teaching, scholarship, and service. A professional school is not effective when faculty and staff do not work harmoniously 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 promotion and tenure deliberations.

1. Teaching

Teaching consists of (1) classroom instruction, (2) individual instruction, and/or (3) academic advising and consultation. Classroom instruction includes all courses taught on or off grounds in the usual classroom, group context. Individual instruction typically takes the form of independent studies, practica or internship supervision, small tutorial, project or research groups not considered above, and dissertation direction. Academic advising and consultation include formal and informal professional relations
with advisees, other students in the department and students in other departments.

2. Scholarship

Scholarship refers to the creation and dissemination of knowledge to a wider audience of other scholars, practitioners, and/or the public. Examples of scholarship include publications (e.g., articles, chapters, and books, including textbooks), software applications, published proceedings, international and national presentations, awarded grants, reports from grant projects, and patented inventions.

3. Service

Service is of three general types: (1) field related services, (2) service to the profession and (3) service to the University, the School, and the Department. 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, committee assignments, 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.

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.

D. Materials for Submission

This section describes the materials that are submitted by the candidate. Both the dossier is described as well as the individual elements of the dossier.

The overarching goal of the dossier is to provide evidence of how the candidate meets the criteria for promotion and/or tenure.

The dossier contains:

1. A Narrative

The narrative is an explanation of the candidate’s professional goals and accomplishments that delineate the nature of his or her involvement in
teaching, research, and service. The narrative is not merely another listing of achievements already included in the curriculum vita. Rather it addresses the candidate’s approach, philosophy, and views on his or her unique contributions to the profession and candidate’s specialty. The candidate provides an assessment of his or her strengths and weaknesses in relation to teaching, scholarship, and service. Possible topics could include, for example, the interrelationships between teaching, research, 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 his or her discretion in deciding how the narrative can best describe his or her unique contributions.

2. A Curriculum Vitae

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

I. Personal Data
   a. Name
   b. Department
   c. Current rank and title(s) and year of appointment
   d. List majors and minors from undergraduate to highest degree. Cite institution’s name and dates that degrees were awarded.
   e. Years of service as a faculty member at other institutions of higher education (names and dates)
   f. Ranks held at UVA and years (inclusive dates) in each
   g. Provide in chronological order any professional positions held.

II. Teaching

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

III. Scholarship

List all scholarly endeavors in chronological order for each of the following categories:
   a. Journal articles and monographs
      1. Refereed
      2. Non-refereed
   b. Books
   c. Book chapters
d. Reports (e.g., ERIC and abstracts)
e. Book reviews
f. Tests
g. Software products, etc.
h. Grants and contracts
i. International and national presentations

IV. Service
List all service activities in chronological order for each of the following categories:

a. Membership in international, national, regional, state, and local organizations. Cite leadership positions held and dates of service.

b. Professional Presentations. Papers given, panels chaired and dates and locations of presentations at regional, state and local meetings.
   1. Refereed and invited
   2. Non-refereed

c. Faculty Service, Administrative Assignments and Professional Development. Department, Curry School, and University-wide activities. 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 media programs developed or any other service activity.

V. Honors
List nominations, honors and awards received.

3. A Teaching Section
The teaching section of the dossier consists of documentation of all the activities of the candidate that are considered forms of instruction and include but is not limited to classroom instruction, independent studies, and academic advising. The candidate should submit representative materials for two courses that have been consistently taught over the course of the candidate’s teaching career in Curry, including:

4. Syllabi, including readings, required texts, and evaluation criteria
5. Sample lecture notes (e.g., PowerPoint handouts – 6 or 9 slides per page)
6. Experiential activities
7. Exams
Student evaluations from all courses for the last four years are submitted. The candidate’s evaluations include both quantitative and qualitative data as well as department and school norms. In addition, a peer review of teaching should be submitted in the form of a written report compiled by at least two colleagues. The peer review reports of teaching are considered as Letters of Support.

Advising also is included in the teaching section of the dossier. It documents the candidate’s advising load since the initial appointment or last promotion. Formal and informal interactions with students may be described. Any evaluations documenting the quality or the advising or the relationship may be included.

Directing dissertations is another dimension of teaching that is included in the candidate’s teaching materials. The student’s name, dissertation title, and the date the degree was awarded are indicated.

1. A Scholarship Section

Five (5) publications (to be considered by the Promotions Committee and sent to outside reviewers) that are representative of the candidate’s research efforts comprise the major portion of the scholarship section of the dossier. Books may be submitted with promotions materials but will not be sent to outside reviewers (only a chapter from the book will be sent to outside reviewers).

The candidate should provide the context for the fair evaluation of her or his scholarship: (a) provide acceptance rate of the journals, (b) explain the culture of the discipline in terms of individual and collaborative authorship, and (c) delineate the candidate’s contribution to all collaborative projects.

Research in progress also is included in the scholarship portion of the dossier. The candidate discusses his or her research in progress with respect to theme, focus, target audience, collaborators, and expected date of completion.

Finally, any funded research that the candidate is involved in is described. This description includes a listing of contracts, training grants, and funding sources received since initial appointment or last promotion.
2. A Service Section

The candidate includes a description of two service activities engaged in during the past several years. A final report or product, as appropriate, should be included.

3. Letters of Support

Letters of support in the consideration for promotion are a critical contribution to promotion and tenure deliberations. The following description is intended to provide clarification about letters of support. Both outside letters and solicited letters are confidential and not viewed by the candidate.

**Outside letters** from external reviewers: Under present Curry School policy, the Promotions Committee has the responsibility of nominating "...recognized experts in the candidate's field" from whom the Dean solicits evaluations. The Dean seeks external reviews from six or more reviewers. To assist the Committee and the Dean in this task, the candidate's Chair, in consultation with the candidate, prepares a list of 10 persons who could serve as external reviewers for the candidate. The Chair submits the list of external reviewers to the Dean’s office no later than June 15. Candidates should not personally contact individuals to ask if they would be willing to review. All contacts will be made by the Dean’s office.

For each person suggested, a brief description of his or her qualifications as a reviewer is provided. This description includes an indication of the extent of personal and professional contact between the candidate and the potential reviewer. In addition, each candidate is asked to indicate which national organizations and which journals he or she considers to be the major ones in the field. The Promotions Committee and the Dean may contact outside reviewers beyond those recommended by the candidate. While it is the purview of the candidate and the candidate’s Chair to suggest external reviewers, the Promotions Committee recommends that candidates/Chairs submit names of external reviewers who are at or above the rank the candidate is seeking, who are established leaders in the candidate's field, and who are from peer institutions with peer programs (or from peer programs).

Note: Candidates will not be informed of selected external reviewers. Do not solicit your other letters from people on your external reviewer list (see below).
Solicited letters. To be equitable to all candidates, the following guidelines are followed in accordance with the Promotion and Tenure Policies and Procedures:

Candidates may solicit and submit up to a maximum of ten (10) letters: minimally two from colleagues who have reviewed their teaching and two from persons in regard to their record of service. These letters should be sent directly to the Dean’s Office.

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

V. PROMOTION PROCEDURES FOR GENERAL FACULTY

A. Nomination Procedures

Candidates wishing to be considered for promotion nominate themselves through a letter or e-mail of intent to the Dean by the end of the spring semester. With the exception of rare cases of exceptional performance, nomination for promotion to Associate Professor or Full Professor does not occur before the person has been in rank for at least six years. All candidates’ materials to be considered in the promotion process are due by the first Monday in November and are submitted to the Dean’s office.

B. Responsibilities of the Dean, Promotions Committee, and Department Chair

1. Dean

The Dean determines the final list of faculty recommended for promotion that is sent to the Provost. The Dean has access to the same information as the Promotions Committee and meets with and participates in discussions with the Promotions Committee as an ex-officio member. Once the Promotions Committee has completed its deliberations and voted on all candidates, the Dean notifies each candidate of the recommendation of the Promotions Committee and his/her own final recommendation that is being transmitted to the Provost. At a later time, the Dean and the Committee Chair meet with every candidate in a follow-up advisory session.
2. Promotions Committee

The Promotions Committee reviews the supporting material supplied by the candidate and the department Chair. 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 assenting votes considered an affirmative recommendation to the Dean for promotion.

3. Department Chair

The department Chair provides guidance in the preparation of the candidate’s dossier. The Chair forwards a detailed evaluation letter to the Promotions Committee of the candidate’s qualifications for promotion relative to the specific job expectations and responsibilities designated in a job description or other narrative. It is desirable that the Chair specifies the percentage appointments in teaching, administration, clinical service, scholarship, service, etc., for which the candidate is being evaluated. Because the criteria for General Faculty are not as clear-cut as they are for tenure-track faculty, and IRC reports, a school-wide faculty vote, and external reviewers’ appraisals are not required, it is critical for the Chair to provide as detailed an account of the faculty member’s responsibilities and expectations as possible so that the Promotions Committee may provide as informed as recommendation as possible.

C. Criteria for Promotion

For promotion to Associate Professor there should be demonstrated excellence in areas of major responsibility detailed in the person’s job description and job history, which may include teaching, scholarship, and service. For promotion to Professor, there should be indications of continued productivity in all relevant areas.

Collegiality or good citizenship is an important aspect of teaching, scholarship, and service. A professional school is not effective when faculty and staff do not work harmoniously 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 promotion deliberations.

1. Teaching

In relationship with the person’s job description, teaching may consist of (1) classroom instruction, (2) individual instruction, and/or (3) academic advisement and consultation. Classroom instruction includes all courses taught on or off grounds in the usual classroom, group context. Individual
instruction typically takes the form of independent studies, practica or internship supervision, small tutorial, project or research groups not considered above, and dissertation direction. Academic advisement and consultation include formal and informal professional relations with advisees, other students in the department and students in other departments.

2. Scholarship

Scholarship refers to the creation and dissemination of knowledge to a wider audience of other scholars, practitioners, and/or the public. Examples of scholarship include publications (e.g., articles, chapters, and books, including textbooks), software applications, published proceedings, international and national presentations, awarded grants, reports from grant projects, and patented inventions.

3. Service

Service is of three general types: (1) field related services, (2) service to the profession and (3) service to the University, the School and the department. 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 (e.g., editorial board membership, committee assignments, election to office) done with professional organizations and research societies. Examples of service to the University, the Curry School and the department include administrative responsibilities, clinical assignments, and committee work.

D. Materials for Submission

This section describes the materials that are submitted by the candidate. The materials submitted should reflect the candidate’s current assignment and distribution of efforts, as reflected by their job description, responsibilities, and expectations. If, for example, a person has 0% allocation for scholarship, it is not necessary, unless desired by the candidate, to submit examples of research articles or presentations.

1. A Narrative

The narrative is an explanation of the candidate’s accomplishments that delineate the nature of his or her involvement in teaching, research, and service. It should be built on the candidate’s job description and demonstrate how each area of responsibility outlined within this job
description is achieved. The candidate’s current assignments with a
distribution of effort by percentage should be described as well as any prior
percentages of distribution of effort that significantly differed since initial
appointment or last promotion.

The narrative is not another listing of achievements already included in the
vita; rather it addresses the candidate’s approach, philosophy, and views
on his or her unique contributions to the profession and candidate’s
specialty. Possible topics could include, for example, the interrelationships
between teaching, research and service, or a discussion of the unique
clinical contributions that the candidate makes to the field of education.
Another area could be program development efforts. These examples are
merely suggestions. The main purpose of narrative is an articulation of the
candidate’s assessment of his or her strengths and weaknesses in relation
to position held within the Curry School. The candidate should use his or
her discretion in deciding how the narrative can best describe his or her
unique contributions.

2. A Curriculum Vitae

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

I. Personal Data

   a. Name
   b. Department
   c. Current rank and title(s)
   d. List majors and minors from undergraduate to highest degree.
      Cite institution’s name and dates that degrees were awarded.
   e. Years of service as a faculty member at other institutions of
      higher education (names and dates)
   f. Year of appointment to present rank
   g. Ranks held at UVA and years (inclusive dates) in each
   h. Provide in chronological order any positions held

II. Teaching

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

III. Scholarship
List publications in chronological order for each of the following categories:

a. Journal articles and monographs
   1. refereed
   2. non-refereed
b. Books
c. Book chapters
d. Reports (e.g., ERIC and abstracts)
e. Book reviews
f. Tests
g. Software products, etc
h. Grants and contracts
i. International and national presentations

IV. Service

a. List membership in international, national, regional, state, and local organizations. Cite leadership positions held and dates of service.

b. Professional Presentations

List papers given, panels chaired and dates and locations of presentations at regional, state, and local meetings.

c. Faculty Service, Administrative Assignments and Professional Development

List department, Curry School, and University-wide activities. 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 media programs developed or any other service activity.

V. Honors

List nominations, honors and awards received

3. A Teaching Section

The teaching section of the dossier consists of documentation of all the activities of the candidate that are considered forms of instruction and include but is not limited to classroom instruction, independent studies, and academic advising. The candidate should submit representative materials for two courses that have been consistently taught over the course of the candidate’s teaching career in Curry, including:
4. Syllabi, including readings, required texts, and evaluation criteria
5. Sample lecture notes (e.g., PowerPoint handouts – 6 or 9 slides per page)
6. Experiential activities
7. Exams

Student evaluations from all courses for the last four years are submitted. The candidate’s evaluations include both quantitative and qualitative data as well as department and school norms. In addition, a peer review of teaching should be submitted in the form of a written report compiled by at least two colleagues. The peer review reports of teaching are considered as Letters of Support.

Advising also is included in the teaching section of the dossier. It documents the candidate’s advising load since the initial appointment or last promotion. Formal and informal interactions with students may be described. Any evaluations documenting the quality or the advising or the relationship may be included.

4. A Scholarship Section

Publications that are representative of the candidate’s scholarship efforts comprise the major portion of the scholarship section of the dossier.

The candidate should provide the context for the fair evaluation of her or his scholarship: (a) provide acceptance rate of the journals, (b) explain the culture of the discipline in terms of individual and collaborative authorship, and (c) delineate the candidate’s contribution to all collaborative projects.

Research in progress also is included in the scholarship portion of the dossier. The candidate discusses his or her research in progress with respect to theme, focus, target audience, collaborators, and expected date of completion.

Finally, any funded research that the candidate is involved in is described. This description includes a listing of contracts, training grants, and funding sources received since initial appointment or last promotion.
5. A Service Section

The candidate includes a description of two service activities engaged in during the past several years. A final report or product, as appropriate, should be included.

6. Letters of Support

Letters of support in the consideration for promotion are a critical contribution to the deliberations. The following description is intended to provide clarification about letters of support. To be equitable to all candidates, the following guidelines are followed:

No more than ten (10) letters may be included in the dossier. The candidate solicits letters from individuals that can address his or her contributions in teaching, scholarship, or service. Former students or colleagues may write letters of support. However, if more than six such letters come in, they will not be shared with the Promotions Committee. Two additional letters are from colleagues who have reviewed the candidate’s teaching and two are from individuals who can attest to the candidate’s record of service. The total number of letters candidates may solicit is ten (10): six from persons of their choice, two from colleagues who have reviewed their teaching, and two from persons in regard to their record of service.
VI. PROCEDURES FOR EVALUATING HIRES WANTING TO COME IN WITH TENURE

A. Procedures for Granting Tenure to Hires above the Assistant Professor Level

On occasion, the Curry School hires individuals at the associate or full professor level with tenure. To evaluate these candidates for tenure, the Promotions Committee requires a curriculum vitae, a recent set of course evaluations, and five publications representative of the candidate’s scholarship. 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.

B. Procedures for Evaluating University Hires Who Want Affiliation in the Curry School

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 a position in another division within the university.

Option 1: The Candidate Should Be 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 VI-A, Procedures for Granting Tenure to Hires above the Assistant Professor Level. After reviewing the 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 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 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.”

While this does not specifically cover all types of appointments it appears to be flexible enough to cover nearly any hire the president might make.
VII. PROMOTIONS CALENDAR

April
Promotions Committee elected and appointed.

End of Spring Semester
The Dean 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. *Tenured Associate Professors and general faculty must nominate themselves for promotion by this date.*

June 15
Process of suggesting external reviewers (by the Department Chair and candidate) begins for tenure-track faculty. Electronic version of list of suggested reviewers sent to Becky Burbach.

End of June
Promotions Committee meets to select external reviewers for each candidate. Becky Burbach e-mails designated reviewers to confirm their participation once dossiers are received.

First working day in September
All promotions materials are due for tenure-track faculty. IRC review begins.

Middle of October
IRC Review completed. School-wide faculty meets for discussion. Vote of school-wide tenured faculty (ballots to include space for voters to indicate their Department).

End of October
Letters from the department Chairs completed for tenure-track faculty and sent to the Promotions Committee.

First working day in November
*All promotions materials are due for general faculty.*

December 15
Review and recommendations by Promotions Committee on tenure-track faculty completed and sent to the Dean. *Review of general faculty dossiers by promotions committee begins.*

January
Dean makes final decisions on tenure-track faculty. *Review and recommendations by Promotions Committee on general faculty completed and sent to the Dean.*

February 1
*Dean submits recommendations for both tenure-track and general faculty to the Provost.* Dean and Promotions Committee Chair hold individual debriefing meetings with all candidates.

June
Promotions announced after action by the Board of Visitors.