Tenure and promotion criteria described below are in effect for faculty whose start date is during or after the Fall 2017 semester. Faculty hired prior to Fall 2017 may use these criteria for tenure and promotion purposes, should they choose, but it is not required.

Text in red is from the T&R Handbook. Everything in black reflects criteria specified by the School of Teacher Education and Leadership.

1.7.1 Criteria for Tenure

When applying for tenure, faculty members shall provide documentation of their contributions in the areas of Teaching, Professional Contributions, and University Service. (See section 1.4.1.2 of this Handbook for the descriptions of the pertinent activities for each of these three areas.) Other criteria for tenure include the projected need for the individual’s expertise within the department, professional cooperation with colleagues within the department, college, and institution; and positive contributions to the development of the objectives of the department, college, and institution.

Departments set standards for each of these areas based on the nature of their disciplines, consistent with University guidelines. Department chairs are responsible for communicating to faculty members criteria regarding the granting of tenure. This responsibility shall be carried out on the appointment of a tenure-track faculty member and whenever changes are made in those criteria.

For pre-tenure/non-tenure track faculty who hold the rank of assistant professor, the Promotion Committee is comprised of all faculty eligible to serve on the Personnel Committee (i.e., tenured, associate or full professors). Tenure-track faculty generally seek promotion and tenure simultaneously, unless other contractual agreements have been made. Faculty seeking tenure but not promotion will be reviewed by this Promotion Committee. Faculty seeking promotion to associate professor, but not tenure, will be reviewed by this Promotion Committee.

Department Personnel Committees are responsible for clearly communicating to each tenure-track faculty member in writing, on an annual basis as part of the Committee’s recommendations for reappointment, their evaluation regarding the faculty member’s progress toward tenure. The Personnel Committee will use the criteria for tenure described below to inform their annual reappointment recommendations. However, the criteria for tenure represent achievements spanning the full pre-tenure appointment, not just the achievements of a single year. The Personnel Committee will take that distinction into consideration when making reappointment decisions. Each reappointment letter must include one of the two sentences below regarding progress toward tenure:

- We believe the faculty member is making satisfactory progress toward tenure.
- We believe the faculty member is not making satisfactory progress toward tenure.
  (Concerns and recommendations for remediation must be included.)
Third Year Tenure Review: After the third pre-tenure year, tenure track faculty will submit all materials required in the promotion and tenure dossier (see material submission information below). This dossier will be submitted at the same time and in addition to the FAR documents. Both the Director and the Personnel Committee will review these documents prior to submitting reappointment letters. If any concerns about the faculty member’s performance and/or ability to successfully achieve tenure are evident, they should be noted in the reappointment letter and include actionable steps to remediate the concern.

Criteria for Tenure
Criteria for tenure are described below. Faculty members applying for tenure must provide all required evidence described in each section as part of their promotion and tenure dossier in order to be eligible for tenure review. These are minimum eligibility requirements for tenure consideration, but they do not guarantee the granting of tenure. Tenure recommendations are made by the Personnel Committee, the School Director, and the Dean based on a faculty member’s full dossier.

A. TEACHING
The School of Teacher Education and Leadership is committed to excellence in teaching, and successful candidates for tenure will have provided multiple forms of evidence relevant to the achievement of such excellence.

Required:
1. The Director’s FAR evaluations of teaching during the pre-tenure appointment show a pattern of ratings such that the mode of the evaluations falls within “above expectations” or “outstanding.” (i.e., at least 3 of the 5 annual ratings for teaching need to be within these two categories). In any instance where the Dean and School Director annual evaluation ratings differ, the Promotions Committee should use the higher rating.
2. Student evaluations show a demonstrable pattern of acceptable ratings relative to school performance. Weighted and unweighted averages will be provided in separate tables.
3. Evidence of reflective practice for improving instruction based on specific examples of gathering information, reflection on the information, and actions taken based on the information and reflection.
4. Use of multiple teaching strategies—e.g., student activities, discussions, demonstrations, invited speakers, group projects, team presentations, school observations, as evidenced by examples of assignments, syllabi, extent of D2L use, multiple discussion formats, etc.
5. Use of multiple methods for assessing student learning (i.e., projects, tests, discussions), with appropriate expectation of student mastery, as evidenced by syllabi, and alignment of defined course objectives and learning outcomes or other relevant evidence.
6. Updating of course content to reflect advances in discipline, changing accreditation requirements, and alignment to SCHEV, CAEP, and discipline standards.
Additional evidence may include:

- Field supervision evaluations that reflect substantial support to candidates in their field placement sites; successful collaboration with co-supervisors at field sites.
- Development, implementation, and oversight of student action or improvement plans.
- Service on or chairing comprehensive examination committees within the School of Teacher Education and Leadership or the Honors Program.
- External observations of classroom teaching (conducted by a program area leader, Director, or other content-area expert or recognized teaching expert), providing evidence of effective teaching.
- Development of new and/or heavily revised courses, including distance/online learning formats.
- Receipt of awards or other public recognition for teaching performance.
- Experiential education opportunities for students.
- Online instructional training (e.g., Quality Matters), course review, and or course certification for online instruction.
- Presentations/workshops for the campus community.
- Other activities related directly to teaching (e.g., evidence of quality teaching from the FAR evaluation instrument).

B. PROFESSIONAL CONTRIBUTIONS

The School of Teacher Education and Leadership grounds its expectations for professional contributions in the Boyer Model. Below, a brief description of the Boyer Model is provided as well as how professional contributions can be framed within it. Criteria used in determining contributions toward tenure are also provided.

Four-Point Paradigm:

1. The Scholarship of Discovery
   “The commitment to knowledge for its own sake, to freedom of inquiry, and to following an investigation wherever it may lead.” Discovery may be made manifest through teaching, research, and/or service.

2. The Scholarship of Integration
   “Making connections across the disciplines, placing specialties in larger context,…and creating new insights and understanding.” Integration may occur within or between teaching, research, and service scholarship.

3. The Scholarship of Application
   “Application involves bringing knowledge to bear in addressing significant societal issues.” Application involves the use of knowledge or creative activities for development and change through research, teaching, and service.

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(4) The Scholarship of Teaching

“Teaching involves developing the knowledge, skills, mind, character, and ability of others.” It is a dynamic endeavor involving all the analogies, metaphors, and images that build bridges between the teacher’s understanding and the student’s learning—again, through the traditional forms of scholarship—teaching, research, and service.

Further examples of scholarship activities using Boyer’s model are provided below (Nibert, 2001):

<table>
<thead>
<tr>
<th>Type of Scholarship</th>
<th>Purpose</th>
<th>Measures of Performance</th>
</tr>
</thead>
</table>
| Discovery           | Build new knowledge through traditional research. | • Publishing in peer-reviewed forums.  
• Producing and/or performing creative work within established field.  
• Creating infrastructure for future studies. |
| Integration         | Interpret the use of knowledge across disciplines. | • Preparing a comprehensive literature review for publication or presentation.  
• Writing a textbook for use in multiple disciplines.  
• Collaborating with colleagues to design and deliver a cross-discipline course. |
| Application         | Aid society and professions in addressing problems. | • Serving industry or government as an external consultant.  
• Assuming leadership roles in professional organizations.  
• Formally and actively advising student leaders, thereby fostering their professional growth. |
| Teaching            | Study teaching models and practices to achieve optimal learning. | • Advancing learning theory through classroom research.  
• Developing and testing instructional materials for external application.  
• Mentoring graduate students.  
• Designing and implementing a program level assessment system. |

By accepting and endorsing the Boyer Model, we recognize that scholarly productivity affects excellence in teaching. Examples of scholarly activity across Boyer’s paradigm are presented in Table 1 (Nibert, 2001). Accordingly, we consider the following evidence of scholarly achievement when evaluating applications for tenure.

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SCHOOL OF TEACHER EDUCATION & LEADERSHIP
TENURE & PROMOTION CRITERIA

Required:
1. The Director’s FAR evaluations of professional contributions during the pre-tenure appointment show a pattern of ratings such that the mode of the evaluations falls within “above expectations” or “outstanding” (i.e., at least 3 of the 5 annual professional contributions ratings need to be within these two categories). In any instance where the Dean and School director annual evaluation ratings differ, the Promotions Committee should use the higher rating.

2. Scholarly publications—e.g., articles in refereed journals, books, published conference proceedings, and contributions to edited books. At least two refereed publications since the initial appointment are required for candidacy to tenure, one of which is a single-author or first-author publication.

3. Refereed conference paper authorship and presentations at professional meetings. Candidates for tenure should have some combination of at least three conference paper authorships and presentations, one of which is at a national conference.

Additional evidence may include:
- Invited addresses and presentations at professional meetings, including presentations in the role of discussant.
- Serving as an officer in a scholarly/professional association.
- Chairing sessions at professional meetings.
- Serving as an editor or an editorial board member of a scholarly journal or other publication relevant to the faculty member’s discipline.
- Serving as an invited reviewer of a scholarly work.
- Serving as an invited reviewer of manuscripts for presentation at a professional conference.
- Consultation for schools, VDOE, or other professional organizations.
- Internal or external recognition of scholarly accomplishments.
- Record of grant funding from internal University funds (PI or co-PI).
- Record of writing for and/or receiving grant funds external to the University that flow through the University (PI or co-PI).
- Grant project personnel (serving as a consultant, evaluator, etc.).
- Other activities related directly to professional contributions (e.g., evidence of professional contributions from the FAR evaluation instrument).

C. UNIVERSITY SERVICE
The School of Teacher Education and Leadership expects its members to contribute service to the School, the College, and the University. Examples of appropriate service are listed below.

Required:
1. The Director’s FAR evaluations of university service during the pre-tenure appointment show a pattern of ratings such that the mode of the evaluations falls within “above expectations” or “outstanding” (i.e., at least 3 of the 5 annual university service ratings need to be within these two categories). In any instance where the Dean and School Director annual evaluation ratings differ, the Promotions Committee should use the higher rating.
SCHOOL OF TEACHER EDUCATION & LEADERSHIP
TENURE & PROMOTION CRITERIA

2. Serving on School, College and University committees, with a record of consistent service over time. Service within the School is required, and service to the College and University are encouraged.

3. Participating in School/Program recruitment activities.

Additional evidence may include:
- Advising for students – faculty member has a record of consistent and informed student advising and utilization of advising tools.
- Program development/substantial program revision. Leading training for cooperating teachers or mentoring adjuncts or other faculty.
- Contributions toward CAEP, SPA, or SACS accreditation efforts.
- Engaging in collaborative efforts with other departments at Radford University, other universities, or pk-12 schools.
- Presentations/workshops for the campus community.
- Service as a program coordinator, program area leader, or assistant director.
- Sponsoring or engaging with student clubs or organizations.
- Participation in University recruitment events (e.g., Quest, Highlander Days, Open Houses, etc.).
- Other activities related directly to university service (e.g., evidence of university service from the FAR evaluation instrument).

1.6 PROMOTION

Promotion in rank is restricted to tenured, tenure-track, and special purpose faculty, including tenured faculty serving in administrative or professional positions.

For tenured faculty who hold the rank of associate professor, and for non-tenured faculty who hold the rank of associate professor (and who are not seeking tenure) the Promotions Committee is comprised of faculty who are tenured and hold the rank of full professor.

Basic criteria for promotion can be found in the Teaching & Research Faculty Handbook sections 1.6.1, 1.6.1.1, and 1.6.1.2. In part, the handbook reads:

1.6.1.1 Minimum Criteria for Faculty Promotions

Associate Professor

a. Must hold a terminal degree in area of specialty and have six years of service at Radford University or other accredited collegiate institution, of which three years must be with the terminal degree, or

b. Must hold a terminal degree in area of specialty; and must have four years of full-time service at Radford University or other accredited collegiate institution; and must have a total of ten years specialized experience which fits the position held as determined by the Provost in consultation with the department chair, including academic service and other specialized experiences.
Professor

a. Must hold a terminal degree in area of specialty; and must have six years as Associate Professor, of which three years must be at Radford University; and must have made at Radford University significant contributions in his or her field, including exemplary teaching.

Criteria for Promotion to Associate Professor

For tenure-track faculty, criteria for promotion is the same as criteria for receiving tenure. Special purpose faculty (i.e., annual contract faculty who hold a terminal degree) applying for promotion to Associate Professor must demonstrate meeting the criteria for teaching and university service; meeting professional contributions criteria is encouraged.

Criteria for Promotion to Professor

Special purpose faculty (i.e. annual contract faculty who hold a terminal degree) applying for promotion to Professor must demonstrate the same criteria as tenured faculty applying to promotion to Professor.

The Director’s FAR evaluations during the post-promotion years show a demonstrable pattern of ratings such that the mode of the evaluations falls within “outstanding” (i.e., at least 3 of the 5 ratings need to be within this category) in at least two of the areas being evaluated—teaching, professional contributions, or university service. The other area shows a pattern of ratings such that the mode of the evaluations falls within “above expectations” or “outstanding.” (i.e., at least 3 of the 5 ratings need to be within these two categories). In any instance where the Dean and School Director annual evaluation ratings differ, the Promotion Committee will use the higher rating.

A. TEACHING

In addition to fulfilling the criteria for tenure and promotion to Associate Professor, a candidate for the rank of Full Professor must also demonstrate sustained and growing excellence in the scholarship and practice of teaching. Methods by which this can be assessed may include:

- Presentations to university faculty and/or student groups.
- Supervising student research, field projects, comprehensive exams, and thesis/doctoral committees.
- Mentoring younger faculty members and adjunct faculty members in the process of teaching in higher education.
- Other measures that demonstrate excellence in the scholarship and practice of teaching.
B. PROFESSIONAL CONTRIBUTIONS
Evidence of a sustained record of scholarship in the candidate’s chosen area of specialization, based on the criteria listed under TENURE. Scholarly publications since being promoted to Associate Professor are required, though the number of required publications will not be identical for each candidate. The number of publications should reflect persistent scholarly endeavors, but this will be mediated by the impact and importance of the works involved as well as other professional contributions. Of particular relevance is external recognition of the faculty member’s performance in his or her area of specialization. Measures may include:

- Number of citations of scholarly works (e.g., h-index, i10-index scores).
- Invited scholarly presentations, book chapters, and reviews.
- Editorial positions held in one’s discipline.
- Hosting/chairing professional conferences.
- Serving as a board member or officer for a professional organization.
- Presentations to practicing teachers, or with members of professional organizations, regarding pedagogical effectiveness.
- Record of grant funding from funds external to the University that flow through the University (PI or co-PI).
- Other measures that reflect one’s scholarly contributions to an area of specialization.

C. UNIVERSITY SERVICE
Continued demonstration of service as indicated by performance on the criteria listed under TENURE. Other measures of service that may be considered include:

- Serving in a leadership capacity at the School, College, or University level—e.g., coordinating/leading a program, chairing a major College or University committee.
- Leadership in one’s discipline-specific organizations.
- Nominated or invited representation on state and national organizations.
- Positions of office in discipline-specific national/regional/state organizations.
- Representing Radford University on state/national boards or committees.
- Sustained administrative responsibilities.
- Active mentorship of adjunct faculty and/or junior faculty.
- Significant contributions to CAEP, SPA, or SACS accreditation efforts.
- Alumni relations efforts.
- Other measures that reflect impactful service to the School, College, or University.

Material Submissions
Materials submitted for tenure are the same as those submitted for promotion. They should be professionally presented and carefully organized to permit committee members to locate information central to the decision-making process. Electronic vs. paper submissions
SCHOOL OF TEACHER EDUCATION & LEADERSHIP
TENURE & PROMOTION CRITERIA

will depend on the requests from the various committees and are subject to change. Check with the Personnel and Promotions Committee Chairs annually.

Required dossier materials:

BACKGROUND MATERIALS
1. Brief application letter highlighting the contents of the materials in the three areas and appropriate T&R Handbook sections.
2. Copy of School elaborations for promotion and tenure under which the faculty member was hired.
3. Copy of original appointment letter.
4. Curriculum vitae that includes a description of educational preparation.
5. Reappointment letters from Director and Personnel Committee for each pre-tenure year (for tenure and promotion to associate professor only).

TEACHING
6. Teaching statement that addresses teaching philosophy and the required criteria for teaching.
7. Evidence of teaching competence that includes:
   a. a list of all courses taught during the evaluation period and their most current course descriptions.
   b. course evaluations summary tables for years under review.
   c. at least two elements that can serve as evidence of teaching competence related to the required criteria (e.g., Director/peer observations, curriculum work, samples of assignments/projects, sample grading rubrics, etc.).

PROFESSIONAL CONTRIBUTIONS
8. Professional contributions statement that addresses the scope and impact of professional contributions and the required criteria.
9. A list of publications, conference papers, and other professional writings or creative projects completed during the period of consideration.
10. A list of professional service contributions, dates of service, and highlighted accomplishments during the period of consideration.

UNIVERSITY SERVICE
11. University service statement that addresses the scope and impact of service to the University and the required criteria.
12. List of service contributions to the University, College, School and Program; dates of service, and highlighted accomplishments during the period of consideration.

SUPPORTING DOCUMENTS
13. **Appendix A:** Student course evaluations for years under review.
SCHOOL OF TEACHER EDUCATION & LEADERSHIP
TENURE & PROMOTION CRITERIA

14. **Appendix B**: Copies of publications, conference papers, and other writings or creative projects and supporting materials the faculty member has authored during the period of consideration, and/or documentation such as excerpts from professional conference programs.

15. **Appendix C**: Copies of FARs for the years under consideration.

All materials should be labeled according to the categories listed above for easy reference. Note that testimonials and acknowledgements from students, colleagues or other professionals, except those that document a professional activity or award, should not be included. Similarly, copies of student work should not be included. All hard copies of materials submitted by the faculty member will be returned to the faculty member at the end of the review process.