**Recreation, Parks and Tourism Department**

**College of Education and Human Development**

**Radford University**

**Tenure and Promotion Policy**

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This document will be updated periodically as needed by the Department Personnel Committee and/or by request of the Department Chair.

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**Introduction**

The faculty of the Department of Recreation, Parks, and Tourism unanimously support the redefined mission of College of Education and Human Development with the primary responsibility of *Teaching*. This mission aligns with the RCPT Department’s mission to:

. . . offer classroom and experiential learning opportunities to future recreation managers, recreational therapists, and tourism and event managers as professionals who:

* think critically, analytically, and reflectively;
* communicate fluently;
* embrace diversity and social justice; and
* facilitate opportunity for personally enriching and socially beneficial recreation and leisure experiences.

These guidelines have been developed utilizing: requirements for RCPT Curriculum Accreditation by NRPA; revised College, and RCPT Department approved vision and mission statements; consideration of unique characteristics of the RCPT Department; and guidelines set forth by the Teaching and Research Faculty Handbook.

## RCPT Guidelines for Personnel Decisions

RCPT has the following unique characteristics that impact personnel decisions:

* is a nationally accredited program in the College of Education and Human Development;
* has strong professional obligation and affiliation with local, state, national, and international communities that integrates faculty *Scholarship* with *Service* (i.e., through peer accreditation review, refereed journal editing, scholarly presentation, publication in journals and magazines, holding organizational offices);
* has a required 12-credit hour undergraduate internship with faculty supervision;
* has an emerging graduate program with corresponding demands for project and thesis supervision; and
* meets daily needs of students for sound professional or career advisement
* requires continued assessment of majors emphasizing excellence in student writing and oral communication;
* has constantly changing learning content based upon accreditation and national certification standards in a dynamic “discovery” major that requires faculty retooling and continuous monitoring through professional membership; and
* is historically small in number of full-time faculty and large in enrollment compared to other units in the College.

It is the final unique feature, the smallness of the full-time faculty group, that most affects departmental guidelines. The small size of the department creates non-normative performance expectations for faculty, each of whom assume multiple responsibilities distributed more sparingly in larger departments. The proposed resolution to the issue of smallness is for all faculty to operate as a “committee of the whole” so that each individual’s professional development agenda is considered in light of students’ needs and department goals and values.

RCPT faculty propose to negotiate individualized workload to meet criteria for personnel decisions (and the Department and College agenda that prioritizes *Teaching*) with approval of the RCPT Chairperson and College Dean. This “negotiation” will be formalized through presentation, discussion, and consensus approval whenever RCPT faculty members apply for personnel action. While individual course loads may be less than the normal full loads under extraordinary circumstances, teaching will not constitute less than fifty percent of the faculty evaluation for tenure or for promotion.

Three considerations are important for deriving departmental guidelines:

1. RCPT faculty performance may be negotiated with intermittent prioritization of *Service,* due to the highly vocational nature of the profession in the context of *“scholarship of integration.”*
2. Faculty productivity may be mitigated by the necessity for RCPT faculty to create opportunities for each other to reach performance goals by: requests for support from administrative levels, contributing alternative solutions (e.g. coverage of classes by adjuncts when a faculty member is awarded a leave or sabbatical), or intermittently assuming additional responsibility.
3. A faculty member’s teaching, professional contributions, and university service portfolio will be viewed as a whole. The body of work will be evaluated holistically, particularly if someone lacks the main criteria in an area.

*According to the RU Teaching and Research Faculty Handbook (1.4.1 Faculty Evaluation):*

Faculty evaluations form the basis for reward, provide feedback, and aid faculty development. The evaluation process is the basis for decisions regarding reappointment, merit pay, tenure and promotion. Effective evaluations are based on clearly stated job-related criteria, encourage behavior which will lead to the achievement of institutional goals, differentiate among individuals, provide goals for improvement, and clearly relate to the reward system (merit pay, promotion, tenure, reappointment).

Faculty shall be evaluated in three areas: teaching, professional contributions, and university service. Faculty development is also considered a vital part of faculty performance and is therefore included in faculty evaluation. Achieving excellence in teaching, in professional contributions, and in university service is viewed as a life-long, dynamic process. In order to remain current in their fields, to prepare for major curriculum revisions, and to plan and implement projects, faculty also need to study, read, travel, reflect, observe, and otherwise engage in activities for which the outcomes are not immediately evident.

RCPT faculty support the Roles & Rewards Committee recommendation that *Teaching* should, under normal circumstances, count for at least fifty percent as a measure of overall productivity and effectiveness of individual faculty members. The faculty, believing in the importance of Scholarship, and in light of teaching workload will give it a weight of twenty percent, unless special circumstances dictate otherwise (e.g. assigning a faculty member to write the continuing accreditation self-study document, to coordinate a major curriculum revision, or to assume a major leadership role on a university committee). Service will, therefore, normally be weighted thirty percent in personnel actions.

Reduced Teaching Load Clause:

RCPT academic courses tend to be experiential in nature that require significant out of class field work, trips, special projects, and trainings. In addition, RCPT faculty engage in traditional classroom activities such as lectures, presentations, class assignments, and exams. RCPT faculty exceeding minimum scholarship expectations become candidates for reduced teaching loads. Faculty that excel in scholarship and who wish to produce at high levels in this area may pursue permission for a reduced teaching load. Conversely, faculty that wish to excel and focus on teaching are not pressured to exceed the minimum at unrealistic levels.

**RCPT Guidelines for Promotion**

*According to the RU Teaching and Research Faculty Handbook (1.6.1 Criteria for Promotion and 1.6.1.1 Minimum Criteria for Faculty Promotions):*

Promotions are earned by exemplary service and are based on recommendations to the President from the Department Promotion Committee, the Department Chair, the Dean, and the Provost. All promotions must be approved by the Board of Visitors. Promotions are not granted automatically upon a faculty member's meeting the minimum criteria for promotions described below; these criteria are primarily concerned with the degree held and the years of service at the University.

Assistant Professor

Must hold a terminal degree in area of specialty

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 Vice President for Academic Affairs 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.

Faculty are eligible to apply for promotion during the year when they are completing the applicable minimal criteria. Recognition will be given to the fact that for a few fields the prevailing terminal degree is not the doctorate. In such cases the terminal degree or combination of degrees or certificates will be based on the guidelines of the appropriate national accrediting organization.

In addition, faculty must meet the following standards for Teaching, Professional Contributions, and University Service as identified by the Department of Recreation, Parks and Tourism:

Minimum Expectations for Teaching:

Assistant Professor Rank – to be promoted to this level, faculty must accumulate:

Six items from Area 1: Activities to Improve Instruction

Six items from Area 2: Contributions to Institution or Profession

Six items from Area 3: Enhancements to Student Learning

Associate Professor Rank – to be promoted to this rank, faculty must accumulate the following minimum during the time frame at the assistant professor level:

Nine items from Area 1: Activities to Improve Instruction

Nine items from Area 2: Contributions to Institution or Profession

Nine items from Area 3: Enhancements to Student Learning

Full Professor Level – to be promoted to this rank, faculty must accumulate the following during the time frame at the associate professor level:

Twelve items from Area 1: Activities to Improve Instruction

Twelve items from Area 2: Contributions to Institution or Profession

Twelve items from Area 3: Enhancements to Student Learning

Minimum Expectations for Professional Contributions:

Assistant Professor Rank – to be promoted to this level, faculty must accumulate:

Three publications in Area One: Traditional Academic Publications (one of which must be a peer reviewed journal article)

Two products in Area Two: Program Initiatives

Five items in Area Three: Presentations and Other Activities (two of which must be national presentations)

Associate Professor Rank – to be promoted to this rank, faculty must accumulate the following minimum during the time frame at the assistant professor level:

Four publications in Area One: Traditional Academic Publications (two of which must be either peer reviewed journal articles or published books)

Two products in Area Two: Program Initiatives

Six items in Area Three: Presentations and Other Activities (three of which must be

Full Professor Rank – to be promoted to this rank, faculty must accumulate the following during the time frame at the associate professor level:

Ten publications in Area One: Traditional Academic Publications (five of which must be must be either peer reviewed journal articles or published books)

Two products in Area Two: Program Initiatives

Eight items in Area Three: Presentations and Other Activities (five of which must be national or international presentations)

Minimum Expectations for University Service:

Assistant Professor Rank – to be promoted to this rank, faculty must accumulate:

Three item in Area One: University

Three items in Area Two: College

Three items in Area Three: Department

Associate Professor Rank – to be promoted to this rank, faculty must accumulate the following minimum during the time frame at the assistant professor level:

Six items in Area One: University

Six items in Area Two: College

Six items in Area Three: Department

Full Professor Level – to be promoted to this rank, faculty must accumulate the following during the time frame at the associate professor level:

Nine items in Area One: University

Nine items in Area Two: College

Nine items in Area Three: Department

**RCPT Guidelines for Tenure**

*According to the RU Teaching and Research Faculty Handbook (1.7 Tenure and 1.7.1 Criteria for Tenure):*

Faculty members are only eligible for tenure at the conclusion of a probationary period. That probationary period, for all instructor and professorial ranks at Radford University, shall be six years. Should a tenure-track faculty member be approved for an Externally Funded Professional Leave, the time period of the leave shall be included in the probationary period for tenure. Should a tenure-track faculty member take a Professional Leave Without Pay, the time period of the leave shall be included in the probationary period only with the recommendation of the Department Personnel Committee, the Department Chair, and the College Dean, and approval by the Vice President for Academic Affairs. Should a faculty member take Personal Leave, the time period of the leave shall not be counted in the probationary period 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.

Tenure and promotion are congruent. The Department has set the standards for Teaching, Professional Contributions, and University Service at the level for promotion to Associate Professor based upon the expectations of the discipline. To be eligible for tenure, the following must be accomplished during the probationary period as outlined above. As part of the annual faculty evaluation, the Department Personnel Committee is responsible for communicating in writing each faculty member’s progress toward tenure.

Minimum Expectations for Teaching:

Nine items from Area 1: Activities to Improve Instruction

Nine items from Area 2: Contributions to Institution or Profession

Nine items from Area 3: Enhancements to Student Learning

Minimum Expectations for Professional Contributions:

Four publications in Area One: Traditional Academic Publications (two of which must be either peer reviewed journal articles or published books)

Two products in Area Two: Program Initiatives

Six items in Area Three: Presentations and Other Activities (three of which must be national or international presentations)

Minimum Expectations for University Service:

Six items in Area One: University

Six items in Area Two: College

Six items in Area Three: Department

**Teaching**

Faculty in the Department of Recreation, Parks and Tourism embrace Radford University’s focus on quality instruction and advising. They demonstrate this through expertise in their field of study, diverse teaching techniques, a commitment to experiential learning, developmental advising, involvement in student activities outside of class, and assistance with current and future employment. In addition, the faculty is committed to six core competencies or “building blocks” to further the education of our students: technology, collaborative leadership, writing and research, critical thinking, inclusion, and oral communication. While class sizes are relatively small (20-35 students on average), faculty must balance the demands of teaching up to ten courses a year and advising 50 students with the expectations of university service and professional contributions.

Contributions to teaching and advising will be evaluated through a teaching portfolio. All portfolios must include the following materials:

* Summary of student evaluations from Radford University including numerical scores and written comments;
* Statement of teaching philosophy;
* List of courses taught at Radford University including semester and enrollment;
* Representative examples of syllabi, assignments, exams, quizzes, readings, handouts, and student feedback;
* Number of advisees (undergraduate and graduate); and
* Number of students supervised during internships, clinics, or experiential programs.

Faculty may also elect to include materials related to teaching effectiveness in their portfolio such as:

* Teaching or advising awards
* Invitations based on teaching reputation to consult, give workshops, write articles, etc.
* Requests for advice on teaching by committees or other organized groups
* Scores on standardized or other tests, before and after instruction
* Students' papers, essays or creative works
* Graded work from the best and poorest students with teacher's feedback to students
* Instructors' written feedback on student work
* Results of students' exit interviews
* Comments from students, parents, supervisors, or participants, preferably unsolicited
* Peer review of teaching effectiveness
* Letters of support

**Area 1: Activities to Improve Instruction. (Faculty members are expected to incorporate new technologies and teaching methods, stay current with research and best management practices in their disciplines, and participate in interdisciplinary projects. This area focuses on activities to enhance teaching effectiveness.)**

1. Participate in a seminar, workshop, or session on teaching or advising
2. Develop a new course
3. Design an interdisciplinary course or teaching project
4. Teach an honors course or section
5. Design a collaborative course or teaching project
6. Prepare textbook, courseware, instructional software, etc.
7. Adopt and master an instructional technology
8. Attend a professional conference in your field of study
9. Other (as agreed upon with Department Chair)

**Area 2: Contributions to Institution or Profession. (Teaching includes more than what occurs inside the classroom. It also involves those activities that assist the University and Department attract and retain quality students and develop a reputation for quality instruction. This area includes items that typically benefit the University, Department, or the profession at large.)**

1. Serve on teaching, advising, or curricular committee
2. Provide teaching or advising assistance to colleagues
3. Review of texts, etc.
4. Publish in teaching journals
5. Present at a teaching symposium
6. Work on curriculum revision or development
7. Obtain funds or equipment for teaching labs or experiential programs
8. Advise students during Quest or UNIV 100
9. Supervise internships, clinical experiences, or experiential learning activities
10. Provide a guest lecture for a Radford University class or program
11. Other (as agreed upon with Department Chair)

Area 3: Enhancements to Student Learning. (This area recognizes non-traditional and extracurricular activities that promote student engagement and lifelong learning. Many of these items promote student involvement in research and experiential education.)

1. Sponsor visiting lecturer or professional panel
2. Supervise off-campus experiential learning activities
3. Develop a course with an international component
4. Teach a course that requires extensive travel
5. Sponsor or advise a student group
6. Develop and implement a distance learning course
7. Being nominated for an award for excellence in teaching or advising
8. Supervise undergraduate research and presentations outside the classroom
9. Take students to professional conferences
10. Sponsor out-of-class activities
11. Serve on a graduate thesis committee
12. Participate in graduate oral or written exams
13. Supervise a graduate project or thesis
14. Other (as agreed upon with Department Chair)

**Professional Contributions**

Professional contributions within Recreation, Parks and Tourism (RCPT) consist of varied pursuits that serve to advance the discipline. Theoretical research, applied research, program development, evaluation initiatives, professional presentations and professional development resources are examples of scholarly endeavors needed to advance the theory and practice of RCPT professionals. RCPT faculty members are expected to engage in diverse, scholarly pursuits that contribute to the advancement of the leisure service discipline. Due to the eclectic nature of scholarship within the discipline, the following guidelines provide a basic framework designed to promote and assess scholarship. Note that scholarship is divided into three primary areas. Faculty members are expected to produce in all areas; however, quantity and quality can only be determined based on the nature of individual products. Actual weight and worth should be negotiated with the Department Chair as faculty develop their scholarship agendas.

Area 1: Traditional Academic Publications. (Traditional publications to present research, original ideas, state-of-the-art practices and knowledge related to the discipline. Also, publications included in this section serve to present ideas, practices, view points and technical information related to the profession.)

1. Peer-reviewed journal articles
2. Peer-reviewed proceedings
3. Books
4. Book chapters
5. Book sections
6. Non-peer reviewed journal articles
7. Popular articles

f. Conference proceedings

g. Peer reviewed abstracts

h. Abstracts

i. Monographs

j. Book reviews

k. Manuscript reviews

l.  Other (as agreed upon with Department Chair)

Area 2: Program Initiatives. (This area includes documents, reports, plans, electronic products that promote the development, implementation and assessment of leisure service programs. Also documents, plans, proposals, etc. related to fundraising and resource enhancement fall into this category. Initiatives may include project collaborations.)

1. Program proposals, business plans and budget proposals
2. Marketing and promotional materials
3. Program assessment documents and reviews
4. Assessment plans
5. Master plans
6. Authorship of grants: National, regional, local and internal
7. Grant reports
8. Administration of grants: National, regional, local and internal
9. Fundraising initiatives
10. Technology initiatives
11. Providing community service in one’s field of specialty
12. Participation in a professional capacity in projects sponsored by a community or governmental organization, or in a project which has the goal of benefiting the community. These could include, for example, program evaluations, needs assessments, or community and school improvement projects.
13. Incorporating “service learning” into one’s classes, this also being an activity to be considered under evaluation of “teaching.”
14. Consulting to governmental agencies or community groups, schools, and other organizations.
15. Other (as agreed upon with Department Chair)

Area 3: Presentations and Other Activities. (Faculty are expected to participate in professional conferences and meetings on a regular basis. This area also reflects the expectation that faculty will present and take on key leadership positions in this area.)

1. Peer reviewed presentations: Conference sessions, poster sessions, research symposiums
2. International presentations: Conference sessions, poster sessions, invited lectures
3. National presentations: Conference sessions, meetings, consortiums
4. Regional presentations
5. State presentations
6. Local presentations
7. Professional development workshops
8. Seminars
9. Conference Sponsor
10. Participation in state, national or international scholarly and professional organizations such as service as an officer, editorial board member, or major committee member
11. Refereeing or reviewing of research papers, chapters, books, or grant proposals
12. Service as consultant to national, state or local agencies or to other public bodies where the consultant contributes to the goals and purposes of the School and University
13. Service on local, state, national or international commissions, advisory boards or agencies, councils (public or private) related to the profession
14. Direct practice with client systems; and efforts that seek to enhance social justice.
15. Other (as agreed upon with Department Chair)

**University Service**

Faculty are expected to provide service to the University community. Though the level of involvement in university governance and support may vary from year to year, each faculty member is expected to show, over time, a consistent pattern of contributions through participating in committees at all levels, meeting special departmental or college responsibilities in recruiting and advising students, and otherwise showing evidence of committing time and effort toward furthering the department, college and university.

Service to the University, College and degree programs should be weighted heavily in evaluation procedures, particularly in light of the substantial demands placed upon the small number of faculty responsible for the continued development and growth of this young department. Sustained activity must be evident in the first category below.

It is recognized that untenured, tenure track faculty can easily become overly involved in service activities to the detriment, in particular, of research productivity. Therefore, expectations for service are lower for these faculty than for tenured faculty. Given equal weights, the same service activity by an untenured faculty and by a tenured faculty should result in a higher rating for the untenured faculty. In addition to professional service and School/University service, those with significant administrative responsibility (usually the Director and program coordinators) should be evaluated in the area of administrative service. Evaluation of administrative service should consider factors such as effectiveness of leadership, communication with faculty and students on key issues, organization, advances or innovations made, and accessibility and availability. The Director’s evaluation should also focus on relationships with external constituencies such as alumni groups, agency personnel, those in the recreation, parks, and tourism community, and potential funders. Given equal weights, the same service activity on the part of an administrative and a non-administrative faculty member would ordinarily result in a higher service evaluation for the non-administrative faculty. Release time from teaching and/ or research will be extended to those with administrative service responsibilities. Evaluation weights should reflect the actual balance of work.

Contributions to university service will be evaluated through a portfolio. The following are suggestions for materials to include in this portfolio:

* Reflective self-assessment of university and community service activities. This should include a description and explanation of personal and professional development.
* Chair’s evaluation of University and community service derived from the FAR.
* Quantitative evidence of University service activities. Activities may include: institution-wide committee (elected, appointed or volunteer; chairperson or member); Faculty Senate (chairperson or member); school/program or division committee (chairperson or member); special assignments; adviser for student organization or other group; participation in registration; participation in recruitment; public relations activity.
* Qualitative evidence of University service. This may include: accepting serviceassignments when appropriate, contributing to assigned committees, actively supporting division and institutional goals and activities, actively working toward positive growth within the institution, being prompt and accurate with assignments. Evidence should be documented by evaluative summaries using appropriate evaluation instruments or letters of support from colleagues or other administrators.
* Annotated listing of service activities, in each category.
* External documentation of quality of contribution to community may include appropriate evaluation instruments or letters of support.
* Other materials deemed appropriate by the candidate.

Area 1: University

1. Serving on University committees/councils
2. Participating in Quest
3. Organization of and/or serving as a presenter at faculty workshops
4. Participating in campus-wide programs
5. Teaching overloads
6. Serving in the Faculty Senate
7. Serving on the Foundation Board
8. Serving in the student judicial system
9. Sponsoring student organizations
10. Recruiting students
11. Actively engaging in the development and support of the interdisciplinary efforts within the college and university
12. Other (as agreed upon with Department Chair)

Area 2: College

1. Participating in college-wide programs
2. Participating in college committee work
3. Participating in college-wide assessment and/or strategic planning processes
4. Recruiting students
5. Involvement in other internal activities of the College and its degree programs
6. Actively engaging in the development and support of the interdisciplinary efforts within the college and university
7. Participation in the development of policies for the College
8. Involvement in community outreach activities for the primary purpose of recruiting students and/or furthering public awareness of the College of Education and Human Development
9. Other (as agreed upon with Department Chair)

Area 3: Department

1. Sponsoring student organizations
2. Participating in department programs
3. Representing the department or college in college and university committees
4. Administrative responsibilities over programs providing community service in one’s field of specialty
5. Participation in the administration of program curriculum, including activities such as establishing and maintaining liaisons with other institutions, and organizing degree programs’ Advisory Committees
6. Review of curricular development of degree programs other than in one’s primary teaching areas. (Note that substantive review and revision of degree program curriculum in one’s primary teaching areas may be presented and evaluated with emphasis on Teaching and/or Scholarship)
7. Recruiting students
8. Sharing in departmental duties
9. Developing and participating in programs that enhance alumni relations
10. Faculty development efforts toward enhancing one’s ability to advise students
11. Academic advising
12. Other (as agreed upon with Department Chair)

**Addendum to the Faculty Annual Report**

**Faculty Tenure and Promotion Review**

This form is to be completed by the faculty member under review, the Department Chair, and the Personnel Committee. Each year, a form will be attached to the Faculty Annual Report to track completion of requirements for tenure and promotion. The purpose of the form is for an agreement between the faculty member and Chair to be reached on all items related to tenure and promotion. Both parties will sign to show their agreement. The document will then be sent to the Personnel Committee for final approval or to settle any disputes.

**Teaching**

Area 1: Activities to Improve Instruction

Area 2: Contributions to Institution or Profession

Area 3: Enhancements to Student Learning

**Professional Contributions**

Area 1: Traditional Academic Publications

Area 2: Program Initiatives

Area 3: Presentations and Other Activities

**University Service**

Area 1: University

Area 2: College

Area 3: Department

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Signature | Approved | Not Approved | Date |
| Faculty Member |  |  |  |  |
| Department Chair |  |  |  |  |
| Personnel Committee Representative |  |  |  |  |