Department of Philosophy and Religious Studies
Tenure and Promotion Guidelines

(Adopted at 1/25/94 Department Meeting)
(Reviewed and Reaffirmed by Personnel Committee, 2/10/99)

General Statement Concerning Tenure and Promotion Guidelines

1. The overall focus of the criteria is to demonstrate that there is an expectation of increasing development in teaching, professional contributions, university contributions, and professional working relationships as one progresses toward tenure and as one advances from Instructor to Professor.

2. The Department of Philosophy and Religious Studies bases its tenure and promotion recommendations on an evaluation of the total contribution of the candidate. The Department recognizes that a candidate may fall short of the expectations with respect to certain criteria while exceeding expectations with exceptional contributions in other areas. For this reason, all criteria for promotion listed below need not be met by the candidate. It is the responsibility of the candidate to provide a description of his or her total contribution to show how strengths in some areas offset a lower level of achievement in other areas.

3. The Department of Philosophy and Religious Studies believes that informed communication and positive guidance play a central role in the development of its faculty members as effective teachers, productive scholars, and cooperative professional colleagues. To facilitate this process, the Department Personnel Committee, the appropriate department Promotion Committee, and the Department Chair provide regular guidance to department members. In addition, the department, through a mentoring system, provides human resources to ensure that each faculty member is well aware of the duties and responsibilities expected of him or her and is afforded the best possible opportunity to mature as an educator, a scholar, and a colleague throughout the probationary period for tenure and throughout his or her advancement from Instructor to Professor.

4. Examples given below are not intended to be all-inclusive lists. Additional examples of contributions under each area, such as teaching, may be found in the faculty evaluation section of the Faculty/Staff Handbook.
Promotion to Assistant Professor

A candidate must meet the degree and service requirements as stated in the Faculty/Staff Handbook.

In addition, the candidate must satisfy the criteria in the following areas:

I. Teaching Activities -- Activities directly related to the faculty member's teaching responsibilities, to his or her work in assisting students to learn the skills and knowledge of the academic discipline; or activities that develop or enhance the faculty member's effectiveness as a teacher.

A. Demonstrates consistent development in classroom teaching effectiveness as evidenced by a variety of measures such as numerical and written student evaluations, peer evaluations, and a portfolio of teaching-related documents including syllabi, exams, formal and informal writing assignments. Achieves a minimum of "average" in numerical student evaluations and a minimum of "meets basic expectations" in annual evaluations by the department chair.

Examples: writing new courses, revising existing courses, directing independent studies, tutoring students, participating in teaching-related workshops.

B. Provides effective academic advising.

II. Professional Activities -- Unassigned, discipline-related activities that contribute to the advancement of knowledge in the faculty member's discipline; or that exercise the skills or knowledge of that discipline; or that educate others about the discipline; or that enhance the faculty member's professional development.

A. Engages in professional development activities.

Examples: attends professional conferences, institutes, and workshops; engages in discipline-related research geared toward publication; presents papers at professional conferences.

B. Participates in professional organizations at the local, state, regional, and/or national level.

Examples: holds membership in professional organizations, performs committee duties, chairs sessions or serves on a panel at professional meetings.
III. University Activities -- Assigned or unassigned activities that help develop or maintain the academic community; or that support or contribute to campus organizations or administrative functions and duties; or that help build a stronger relationship between the University and the community.

A. Serves on department committees and/or as department liaison to campus programs. Serves on college and/or university committees when given the opportunity.

Examples: serves as secretary for department meetings, serves on department curriculum committee, serves as department library liaison.

B. Actively promotes and/or participates in campus programs and organizations which contribute positively to the academic environment of the institution.

Examples: advising university clubs; encouraging students to contribute to the Undergraduate Forum; promoting scholarly lectures, symposia, and colloquia; participating in activities sponsored by the Honors Program, Writing Across the Curriculum, Oral Communication Program.

C. Engages in positive working relationships with colleagues. Maintains high standards and effectiveness in all professional relationships.

Examples: respects and cooperates with others, offers thoughtful suggestions to improve the department's operations and its service to its students and to the institution, responds positively to requests for assistance.
Promotion to Associate Professor

A candidate must meet the degree and service requirements as stated in the Faculty/Staff Handbook.

In addition, the candidate must satisfy the criteria in the following areas:

I. Teaching Activities -- Activities directly related to the faculty member's teaching responsibilities, to his or her work in assisting students to learn the skills and knowledge of the academic discipline; or activities that develop or enhance the faculty member's effectiveness as a teacher.

A. Demonstrates consistent effectiveness in classroom teaching as evidenced by a variety of measures such as numerical and written student evaluations, peer evaluations, and a portfolio of teaching-related documents including syllabi, exams, formal and informal writing assignments. Regularly achieves a minimum of "above average" in numerical student evaluations and a minimum of "above expectations" in annual evaluations by the department chair.

Examples: writing new courses, revising existing courses, directing independent studies, tutoring students, team teaching, participating in peer reviews, serving as guest lecturer, experimenting with new technologies and innovative teaching methods.

B. Participates in teaching-oriented faculty development activities.

Examples: attending professional conferences and workshops on pedagogy; participating in teaching-oriented campus programs such as Writing Across the Curriculum, Oral Communication Program, Honors Program, Freshman Connections, Undergraduate Forum.

C. Provides consistently effective academic advising.

II. Professional Activities -- Unassigned, discipline-related activities that contribute to the advancement of knowledge in the faculty member's discipline; or that exercise the skills or knowledge of that discipline; or that educate others about the discipline; or that enhance the faculty member's professional development.

A. Engages in ongoing professional development activities.
Examples: attends professional conferences, institutes, and workshops; engages in discipline-related research geared toward publication; presents papers at professional conferences; obtains grants; engages in professional consulting; serves as referee for a professional journal; publishes book reviews; publishes journal articles; contributes chapters to books; publishes books.

B. Participates actively in professional organizations at the local, state, regional, and/or national level.

Examples: holds membership in professional organizations, performs committee duties, chairs sessions or serves on a panel at professional meetings; holds office in professional organization; organizes sessions at professional meetings; presents papers at professional conferences.

III. University Activities -- Assigned or unassigned activities that help develop or maintain the academic community; or that support or contribute to campus organizations or administrative functions and duties; or that help build a stronger relationship between the University and the community.

A. Serves on department committees and/or as department liaison to campus programs. Contributes actively to department development.

Examples: department liaison to Honors Program, chair of department curriculum committee, active participant in department planning and assessment activities, active participant in recruitment of majors.

B. Serves on college and/or university committees when given the opportunity.

Examples: department representative to College Curriculum Committee, member of a university council, member of a university task force or planning committee.

C. Actively promotes and/or participates in campus programs and organizations which contribute positively to the academic environment of the institution.

Examples: advising university clubs; sponsoring student publications; promoting and/or organizing scholarly lectures, symposia, and colloquia; participating in and/or initiating activities sponsored by the Honors Program, Writing Across the Curriculum, Oral Communication Program.
D. Maintains positive working relationships with colleagues and high standards and effectiveness in all professional relationships. Works in a critical and thoughtful way toward the best interests of the department, college, and university.

Examples: respects and cooperatives with others, helps colleagues identify academic goals and assists in their accomplishment, identifies problems and contributes to problem-resolution within the department and the institution at large.
Promotion to Professor

A candidate must meet the degree and service requirements as stated in the Faculty/Staff Handbook.

In addition, the candidate must satisfy the criteria in the following areas:

I. Teaching Activities -- Activities directly related to the faculty member's teaching responsibilities, to his or her work in assisting students to learn the skills and knowledge of the academic discipline; or activities that develop or enhance the faculty member's effectiveness as a teacher.

   A. Demonstrates excellence in classroom teaching effectiveness as evidenced by a variety of measures such as numerical and written student evaluations, peer evaluations, and a portfolio of teaching-related documents including syllabi, exams, formal and informal writing assignments. Regularly achieves a minimum of "above average" in numerical student evaluations and a minimum of "above expectations" in annual evaluations by the department chair.

    Examples: writing new courses, revising existing courses, directing independent studies, tutoring students, team teaching, participating in peer reviews, serving as guest lecturer, experimenting with new technologies and innovative teaching methods, developing programs/workshops to explore and share teaching methods.

   B. Takes a leadership role in teaching-oriented faculty development activities.

    Examples: participating in professional conferences and workshops on pedagogy; participating in and/or initiating activities in connection with teaching-oriented campus programs such as the Honors Program, Writing Across the Curriculum, Oral Communication Program.

   C. Provides consistently effective academic advising.

II. Professional Activities -- Unassigned, discipline-related activities that contribute to the advancement of knowledge in the faculty member's discipline; or that exercise the skills or knowledge of that discipline; or that educate others about the discipline; or that enhance the faculty member's professional development.

   A. Engages in ongoing professional development activities. Has colleague recognition as a contributing member of the discipline.
Examples: attends professional conferences, institutes, and workshops; engages in discipline-related research geared toward publication; presents papers at professional conferences; obtains grants; engages in professional consulting; serves as referee for professional journal; publishes book reviews; publishes articles in refereed professional journals; publishes books.

B. Participates actively in professional organizations at the local, state, regional, and/or national level.

Examples: holds leadership position in professional organizations; organizes sessions at professional meetings; presents papers at professional conferences.

III. University Activities -- Assigned or unassigned activities that help develop or maintain the academic community; or that support or contribute to campus organizations or administrative functions and duties; or that help build a stronger relationship between the University and the community.

A. Chairs department committees and/or serves as department liaison to major campus programs. Promotes and facilitates the continued development of the department.

Examples: department liaison to Honors Program, chair of department curriculum committee, chair of department personnel committee, leader in department planning and assessment activities, leader in recruitment of majors.

B. Serves on college and/or university committees.

Examples: member/chair of a university council or committee, member/chair of a university task force or planning committee.

C. Takes a leadership role in campus programs and organizations which contribute positively to the academic environment of the institution.

Examples: advising university clubs; sponsoring student publications; promoting and/or organizing scholarly lectures, symposia, and colloquia; having a leadership role in teaching-oriented campus programs such as Writing Across the Curriculum, Oral Communication Program, Honors Program, Freshman Connections, Undergraduate Forum.

D. Demonstrates effective leadership skills that contribute to positive working relationships within the department, the college, and the university. Maintains high standards
and effectiveness in all professional relationships.

Examples: respects and cooperates with others, motivates other faculty to achieve high levels of performance, serves as a critical and thoughtful role model for colleagues, readily offers and provides assistance, serves as mentor for new and junior faculty.
In order to be recommended for tenure a candidate must complete the probationary period as indicated in the Faculty/Staff Handbook. In addition, a candidate must satisfy the following criteria:

I. Need for the individual's expertise in the department.
   A. Candidate must demonstrate that his or her areas of expertise are vital to the fulfillment of the department's goals in terms of course offerings for majors and in terms of general education offerings for the broader student community.

II. Teaching effectiveness
   A. Candidate must demonstrate effectiveness in teaching specific courses that are required for the major and must demonstrate effectiveness in teaching general education courses offered by the department. This teaching effectiveness shall be evidenced by a variety of measures such as numerical and written student evaluations, peer evaluations, and a portfolio of teaching-related documents including syllabi, exams, formal and informal writing assignments. The candidate must regularly achieve a minimum of "above average" in numerical student evaluations and a minimum of "above expectations" in annual evaluations by the department chair.
   B. Candidate must demonstrate an ongoing commitment to the development of his or her teaching ability through participation in teaching-oriented faculty development activities (for example: attending professional conferences and workshops on pedagogy; participating in teaching-oriented campus programs such as Writing Across the Curriculum, Oral Communication Program, and the Honors Program).

III. Effectiveness in student advisement

IV. Professional development
   A. Candidate must demonstrate engagement in professional development activities (for example: attends professional conferences, institutes, and workshops; engages in discipline-related research geared toward publication; presents papers at professional conferences;
obtains grants; engages in professional consulting; serves as referee for professional journal; publishes book reviews, journal articles, books).

B. Candidate must demonstrate active participation in professional organizations at the local, state, regional, and/or national level (for example: holds membership in professional organizations, performs committee duties, chairs sessions or serves on a panel at professional meetings; holds office in professional organization; organizes sessions at professional meetings; presents papers at professional conferences).

V. Active participation in university-sponsored, co-curricular committees, when given the opportunity.

VI. Active participation in department, college, and university-wide committees, when given the opportunity.

VII. Professional cooperation with colleagues within the department, college, and university.

VIII. Positive contributions to the development of the objectives of the department, college, and university.
Department of Philosophy and Religious Studies

Mentoring Process

The Department of Philosophy and Religious Studies believes that informed communication and positive guidance play a central role in the development of its faculty members as effective teachers, productive scholars, and cooperative professional colleagues. To facilitate this process, the Department Personnel Committee, the appropriate department Promotion Committee, and the Department Chair provide regular guidance to department members.

The Department Personnel Committee provides each tenure-track member of the department with a regular, written appraisal and evaluation of his or her performance as this is related to progress toward tenure. The written evaluation will include a candid discussion of the faculty member's strengths and weaknesses with respect to the criteria outlined in the Department Tenure and Promotion Guidelines. Where appropriate, the Personnel Committee's evaluation will include suggestions and advice concerning how the faculty member might address problem areas or overcome perceived shortcomings. At the request of either the Personnel Committee or the faculty member an opportunity is provided to discuss the written evaluation in person.

In addition to the regular appraisals and evaluations provided by the Personnel Committee and the annual evaluation provided by the Department Chair, new and junior faculty members are offered guidance by a faculty mentor. The chair of the Personnel Committee will assign a mentor (or mentors), from a designated list of volunteers, to all members of the department during their probationary period and to any member below the rank of Professor who expresses the desire for guidance through the tenure and/or promotion process. The mentor is expected to exhibit maturity and experience so that he or she will impart information while demonstrating the qualities valued in professors at Radford University. The mentor is not expected to be an advocate for or a counselor to the individual; he or she plays the role of a guide so that the individual ultimately reveals his or her character and abilities rather than merely conforms to the expectations of the department, the college, and the university.