

**SCHOOL OF EDUCATION
AND HUMAN DEVELOPMENT****UNIVERSITY OF VIRGINIA****PROMOTION and TENURE****POLICIES and PROCEDURES**

This document reflects revisions as of March 2022 by the School Promotions Committee, Faculty Council, and the Dean to the policies, procedures, and standards used to evaluate candidates for promotion and tenure within the School of Education and Human Development and the University of Virginia.

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**SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
UNIVERSITY OF VIRGINIA
PROMOTION AND TENURE POLICIES AND PROCEDURES**

I. PURPOSE AND PRINCIPLES

Promotion and tenure policies in the School of Education and Human Development (SEHD) are critical to achieving the central purpose of the University:

The central purpose of the University of Virginia is to enrich the mind by stimulating and sustaining a spirit of free inquiry directed to understanding the nature of the universe and the role of humankind in it. Activities designed to quicken, discipline, and enlarge the intellectual and creative capacities, as well as the aesthetic and ethical awareness, of the members of the University and to record, preserve, and disseminate the results of intellectual discovery and creative endeavor serve this purpose.

www.virginia.edu/statementofpurpose/purpose.html

Faculty members fulfill this purpose 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 SEHD seeks to identify and reward excellence in the performance of these academic tasks. This document is designed to elucidate the expectations for promotion; assist faculty in planning their work and communicating success in scholarship, teaching and service; and provide guidance on the preparation of the promotions dossier.

The SEHD policy is aligned with the following University promotion policies:

[PROV-017: Promotion and Tenure](#)

[PROV-004: Employment of Academic General Faculty Members \(Tenure-Ineligible\)](#)

The following sections of this document provide greater detail on the promotion and tenure review process and procedures, the roles and responsibilities of various persons and units in that review, and the standards for review applied at different ranks and tracks among Tenured/Tenure-Track and Academic General Faculty. The purposes of this document are to codify the policies and procedures pertinent to review for promotion and/or tenure, and provide faculty with the requisite information to prepare for and undergo review themselves, and to engage as relevant in the review of their colleagues.

II. SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT PROMOTIONS COMMITTEE

Review for promotion and tenure is a responsibility of the faculty, working closely with the Dean. The Promotions Committee is a standing committee of the Faculty Council charged with organizing and conducting these reviews and for annually suggesting opportunities for improvement.

For the purpose of reviewing and making recommendations to the Dean on promotions and consideration of tenure for the tenure-track faculty, the SEHD Promotions Committee consists of seven full-time tenured faculty members at the rank of Full Professor (four department representatives, three dean appointees), excluding Department Chairs, the Dean, and Assistant/Associate Deans, and two other academic general faculty members (described below). A Schoolwide election is held in the spring of each year to select four tenured members, one to represent each department, who serve staggered

three-year terms. Those eligible to vote are full-time, tenured faculty members. The newly elected members will be notified of the election results by the Chair-Elect of Faculty Council immediately following the balloted election. The Dean appoints the other three tenured members of the Committee, each of whom serve staggered two-year terms. The Dean annually appoints the Chair-Elect of the Committee who may be either an elected or appointed member of the committee. The Chair-Elect will serve as Chair the following year. Appointed members are eligible for reappointment. By University policy, the Committee Chair and Chair-Elect must each be a tenured Full Professor.

For the purpose of review of academic general faculty members for promotion, an academic general faculty member is elected through a Schoolwide election in which only academic general faculty will vote. A second academic general faculty member is appointed by the Dean. As with the other members of the Promotions Committee, these representatives of academic general faculty members shall hold the rank of Professor but may be a member of any of the tracks identified later in this document. These academic general faculty representatives may take part in the review of all candidates for promotion but will have voting privileges for academic general faculty candidates only. The elected academic general faculty member of the Promotions Committee serves for a three-year term, whereas the Dean-appointed academic general faculty member serves for a two-year term. Appointed members are eligible for reappointment.

Beginning with the 2021-2022 promotions cycle, the Promotions Committee and all other faculty participating in the review process (i.e., Department Chairs, IRC members, Dean's Office) will take part in an anti-bias training, which is developed/arranged by the Dean of Diversity, Equity, and Inclusion. This training will occur prior to the start of that year's review cycle. Faculty are required to attend a live training once every three years and complete a refresher module any other year.

III. PROMOTION PROCEDURES FOR ALL FACULTY

The review process consists of 10 components, each of which provides a window into the nature and quality of the candidate's work. These components, which are reviewed in detail below, include: 1) a dossier prepared by the candidate reviewing their scholarship, teaching, and service (or for AGF the domains relevant to their role and load) and including their CV and other supporting documents; 2) external letters of review by experts requested by the Dean's office; 3) letters from individuals familiar with the candidate and their work solicited on behalf of the candidate by the Dean's office; 4) review and report drafted by the Internal Review Committee (IRC); 5) department/center meeting and discussion; 6) department/center director letter; 7) schoolwide meeting and vote (for TT Faculty) or department/center vote (for AGF); 8) Promotions and Tenure Committee final report and vote; 9) Dean's recommendation; and 10) Should a candidate so choose, an appeals process internal to the School of Education and Human Development is available as described in section III (B) of this document.

A. Review Procedures: Timeline

All individuals wishing to be considered for promotion nominate themselves through a letter or email of intent to the Dean by **April 1, for 2022**. *All faculty considering submission to the promotions process should consult with their Department Chair, Center Director, faculty mentors, and/or the Associate Dean for Research & Faculty Development for guidance well ahead of the April 1 deadline.*

The candidate supplies three lists of potential letter writers and an updated curriculum vitae (CV) by **April 1** (as described in III.D.4.a and III.D.4.b). Refer to sections IV and V of these guidelines for details on materials to be submitted with nomination materials for Tenure Track and Academic General Faculty (AGF). For candidates submitting materials in 2022-2023, Dean Pianta is willing to serve as a solicited letter writer to provide context for the role the candidate has played in the school, given that the new Dean will be writing the recommendation letter for the candidates.

The Promotions and Tenure Committee meets by **May 1** to select external reviewers (see III.D.4.a. for details). By **May 8**, the Dean's Office sends invitations to potential external reviewers. External review letters are due to the Dean's Office by **August 15**.

All candidates' materials to be considered in the tenure and/or promotion process are due by **July 1** and are submitted to the Dean's office in electronic format, and are uploaded onto an electronic platform (see below for details on structure and organization of materials to be uploaded). Once candidates submit their dossier materials, selected items (e.g., CV, candidate statement, publications) are made available to the external reviewers who previously indicated they would submit an evaluation of the candidate. The candidates' dossiers will be posted for faculty review on the SEHD intranet (see III.B.4. below). External reviewers will receive access to the candidate materials no later than July 15. If the candidate has a substantial addition to the dossier subsequent to the submission of the materials, he or she may provide an updated CV to the Dean's Office to be shared with the Promotions Committee. This updated CV with a brief cover letter highlighting the updates must be received by the Dean's Office prior to **September 10**. Those materials received after the July 1 deadline for distribution of the materials for review to external reviewers will not be distributed to the reviewers.

Additional details on the timeline for review can be found in Section VII of this document.

Structure and organization of materials to be uploaded by candidate by July 1:

- a. Personal Statement
- b. CV
- c. Scholarship/Publications (if relevant to the position)
- d. Teaching (to include teaching materials, course evaluations, information on mentoring, as relevant)
- e. Service
- f. COVID-19 impact statement

See section 3.D. for additional information.

B. Responsibilities of the Dean, Promotions and Tenure Committee, Internal Review Committee, Schoolwide Faculty, Department Chair, and Faculty Council

1. Dean and Associate Dean(s)

The Dean attends the first meeting of the Promotions and Tenure Committee to discuss factors relevant to the process and candidate/s, the last meeting to discuss outcomes, and other times upon invitation from the Committee. During the meetings the Dean reviews the process and may ask clarifying questions about the Committee's recommendations and outcomes of the process, but does not provide input or opinions into the Committee's recommendations for any

specific candidate. The Dean does not attend the Schoolwide or Department/Center meetings. (Other Assistant and Associate Deans may attend.) 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 in an in-person (or virtual, if needed) meeting that also includes the Chair of the Promotions and Tenure Committee, and Department Chair, Center Director, and faculty mentor(s). During this meeting the candidate receives feedback and recommendations, the Department Chair's or Center Director's letter, and the Promotion Committee Report (including totals from the Schoolwide and Committee votes). Also shared in this meeting is the Dean's final recommendation that is being transmitted to the Provost. The Dean does not share other confidential details of the proceedings of the Promotions and Tenure Committee (e.g., any of the letters or names of letter writers).

For candidates not recommended for promotion by the Dean, the Dean sends a follow-up written letter notifying the candidate of the negative recommendation after meeting with the candidate. This written memo provides a summary of the rationale for that recommendation. In preparing that letter, the Dean may draw from information included in the Promotions and Tenure Committee report, external reviewers' letters, and other elements of the dossier. Given the elements of the promotion packet are considered confidential, great efforts are taken to ensure the anonymity of the reviewers. This Dean's letter outlines a process for an appeal within the School, prior to the Dean's recommendation being forwarded to the Provost. The letter also refers the candidate to the Provost's Policy, which outlines the process for submitting an appeal of the Dean's recommendation to the Provost's Office.

For additional details, see the following University policies:

[PROV-017: Promotion and Tenure](#)

[PROV-004: Employment of Academic General Faculty Members \(Tenure-Ineligible\)](#)

The Dean furnishes the final list of all promotion and tenure recommendations to the Provost, along with the dossier and related materials collected and generated by the Promotions and Tenure Committee, including all the letters obtained by the Dean's Office, and the final report of the Committee.

The Associate Deans, Department Chair, Center Director, and/or faculty mentor may act in a role to guide the candidate through the process and to offer advice, including providing feedback on draft materials submitted for promotion review. The Senior Associate Deans for Research & Faculty Development and Diversity, Equity, & Inclusion have access to the candidate's promotion materials as ex officio members of the Promotion and Tenure Committee. The Associate Deans are present during the Promotions Committee meetings to monitor and respond to clarifying questions about the policy and process but, as with the Dean, they do not provide comment or input into the Committee's recommendations for any candidate. The Senior Associate Deans are not able to share additional details or copies of confidential documents included in the review with the candidate. Mentors who provide feedback on drafts of materials should not also be members of the IRC or current members of the P&T Committee. Primary/significant mentors involved in the P&T process should make that conflict of interest known to the committee, and can recuse themselves of the vote if appropriate.

2. Promotions Committee

The Promotions Committee reviews all the supporting material supplied by the candidate in their dossier, the summary review of the Internal Review Committee (IRC) (see below), all letters of the external evaluators, data collected from the Schoolwide meeting of the faculty, and the faculty vote on the candidate. For candidates being considered for promotion to Associate Professor without term, the Promotions Committee also reviews the full report of the Pre-Tenure Review committee as well as other documentation related to the Pre-Tenure Review (e.g., Department Chair's letter, Dean's letter) and the draft Promotions and Tenure Committee Report as drafted by the IRC. Using these sources of information, the Committee prepares a final comprehensive analysis of the candidate's strengths and weaknesses in teaching, scholarship, and service, based on the draft report created by the IRC but including any additional clarifying information identified and noted during the Committee discussions and including summaries of the schoolwide meeting and votes. The Committee votes by confidential ballot on each candidate, with five (5) or more assenting votes considered an affirmative recommendation to the Dean for promotion and four (4) or fewer assenting votes considered a negative recommendation to the Dean for promotion. Any abstentions are considered to be non-assenting votes, unless indicated as an abstention due to an identified conflict of interest. Reasons for abstentions will be noted at the time of the vote. Totals from the vote of the Committee will be shared with the candidate as part of the feedback to the candidate during the Dean's meeting with each candidate.

3. Internal Review Committee (IRC)

An Internal Review Committee (IRC) is formed by April 15 for each candidate seeking promotion and/or appointment without term. For tenure-track reviews, the IRC consists of four tenured faculty members. Specifically, the Chair is a member of the Promotion and Tenure Committee (selected by the Promotions and Tenure Committee Chair), and preferably from the candidate's department/center. An additional member of the IRC should come from the candidate's department/center (selected by the Department Chair). One member of the IRC must be from outside the candidate's department (selected by the Dean), and the fourth member is any eligible faculty member who could provide additional disciplinary perspective similar to the candidate's work (selected by the Department Chair). Preference for appointment to a candidate's IRC should be given to faculty who share relevant disciplinary experience or expertise with the candidate.

For the review of academic general faculty members, the IRC consists of four faculty members. Specifically, the Chair is a member of the Promotion and Tenure Committee (selected by the Tenure and Promotions Committee Chair). An additional member of the IRC will come from the candidate's department/center (selected by the Department Chair). One member of the IRC must be from outside the candidate's department (selected by the Dean), and the fourth member is any eligible faculty member who could provide additional disciplinary perspective similar to the candidate's work (selected by the Department Chair). Preference for appointment to a candidate's IRC will be given to faculty who share relevant disciplinary experience or expertise with the candidate. The academic general faculty members on the P&T Committee may serve as the IRC chair for another academic general faculty member. At least one member

of the IRC must be a member of the academic general faculty. Tenure-track faculty members of the Promotions Committee may serve as IRC chairs for academic general faculty candidates.

Each member of the IRC must be of equal or higher rank than the rank being sought by the candidate. The IRC gathers data about the candidate's strengths and weaknesses in scholarship, teaching, and service. The names of the members of the IRC are listed on the final Promotions Committee Report submitted to the Dean and Provost and made available to the candidate during the meeting with the Dean.

For candidates being reviewed for Associate Professor without Term, the IRC obtains the full report of the Pre-Tenure Review committee as well as other documentation related to the Pre-Tenure Review (e.g., Department Chair's letter, Dean's letter).

The Promotions and Tenure Committee Chair will meet with the IRCs after they are formed to review the P&T process and ensure consistency across IRC practices.

The first task of the IRC is to consult with the candidate's Department Chair and/or Center Director to establish the disciplinary context for the review. In addition to information supplied by the candidate, the IRC also uses as many reasonable means as necessary to conduct a thorough evaluation, for example, attending the candidate's classes, attending a research meeting, interviewing the candidate and/or other faculty members and students, and requesting additional teaching evaluation data from the Dean's office, as needed. The IRC should interview all Department Chairs who served during the candidate's prior two years at UVA (from the time the candidate initiates candidacy). The Chair(s) addresses the context in which the candidate was hired, contributions that he or she has made, and the candidate's role in the University/School/department/program. For candidates seeking promotion to Associate Professor without term, the IRC should also review the candidate's pre-tenure report and attend to whether the recommendations made to the candidate in their pre-tenure review were addressed, and if not, why. This information will be summarized in the IRC report.

When attending face-to-face and on-line classes, IRC members will use observation guidelines developed by the school and available on the P&T Committee Collab site to provide structure for these observations. The IRC will focus on evidence of SEHD's 5 Principles of High Quality Teaching within the candidate's teaching. Like other elements of the information collected, these documents are considered part of the confidential record and made available to the P&T Committee and included in the packet of materials made available to the Department Chair or Center Director and Dean to inform their recommendations.

The IRC will also review the solicited letters and all letters from external reviewers. In the event that any of the letters reviewed by the IRC offer an opinion on whether or not the candidate would be tenured or promoted at the institution with which a letter writer is currently affiliated, the IRC will not address or forward that opinion to the Promotion and Tenure committee. Such an opinion is not accepted as relevant evidence in the policies and procedures for promotion and tenure at the SEHD.

The IRC submits a comprehensive written analysis to the P&T Committee about the candidate's strengths and weaknesses in teaching, scholarship, and service (or for AGF, the domains relevant to their role and load) by September 25. This report should focus heavily on the quality

of the candidate's work in each area, not just summarize the information provided by the candidate. When reviewing a candidate's scholarship, the IRC should provide context as to the relevant metrics for a candidate's field or sub-field. Because not all journals are indexed in Web of Science (WOS), when reporting citation rates and metrics like the H-index, both WOS and Google statistics should be reported in the IRC report, with relevant context as to how such statistics are interpreted within the candidate's discipline and field (see section on Scholarship, below, for more details on quality criteria for scholarship). The report should also include a summary of the impact of COVID on the candidate's load and work, as reflected by the candidate's dossier and supporting materials. This document prepared by the IRC serves as the initial draft of the Promotions Committee Report finalized by the Promotions and Tenure Committee. Specifically, the P&T Committee will review, edit, and approve the draft report and make it available to voting members of the faculty at least four days prior to the Schoolwide faculty meeting (for TT faculty) or Department/Center meeting (for AGF). One member of the IRC also presents a summary of the committee's report, including a review of the quality of the work, to the faculty at a Schoolwide meeting (for TT faculty) or Department/Center meeting (for AGF). After the presentation at the faculty meeting, any further edits or additions to this draft report are made and approved by the Chair of the IRC and the P&T Committee, before being forwarded to the Dean. The final Promotions and Tenure Committee Report will be shared with the candidate as part of the feedback to the candidate following the Dean's recommendation to the Provost.

6. Department Chair/Center Director

The Department Chair and/or Center Director provides guidance in the preparation of the candidate's dossier, including advising the candidate on the list of potential external reviewers. The Department Chair/Center Director convenes a meeting of the faculty (in late September for tenure/tenure-track faculty, late October for academic general faculty) to discuss the candidate's candidacy for promotion.

After these meetings, the Department Chair/Center Director (often co-signed as relevant) forwards an independent, detailed, written evaluation to the Promotions Committee of the candidate's qualifications for promotion with regard to scholarship, teaching, and service, which serves as advisory to the Promotions Committee and Dean. This letter should include details about the candidate's workload for the period under review, which will be a joint product of the Department Chair or Center Director. Further, the letter should be divided into the following sections: 1) Disciplinary context and relevant perspectives; 2) Summary of workload for period under review, including discussion of the impact of COVID on the candidate's load and productivity; 3) Summary and exemplars of strengths/weaknesses, and quality of the work identified in department/center faculty discussion; 4) Chair/Director observations and impressions; and 5) Recommendation. For tenure/tenure-track faculty this letter also includes a summary of the discussion that occurred at the department meeting. This letter is due to the Dean's Office by **October 30**; this letter will be shared with the candidate as part of the feedback to the candidate prior to the Dean's recommendation to the Provost.

7. Faculty Council

The Faculty Council may review and provide feedback on changes made to, or recommendations for future changes to, this Promotions and Tenure document.

8. Administrative Support

Administrative support will be provided by the Dean's Office.

C. General Criteria for Promotion and Tenure

Standards of performance become increasingly more demanding at each successive rank. Specific expectations for performance across scholarship, teaching, and service for tenure-track and academic general faculty seeking promotion are described in sections IV (for TT faculty) and V (for AGF). In this section, we describe general criteria used for evaluating the quality of scholarship, teaching, and service for all faculty seeking promotion as relevant to their role and load.

Collegiality or good citizenship is an important aspect of teaching, scholarship, and service, with the potential to influence both one's own work and that of others. The University P&T Policy describes an expectation of "professional, respectful, and collegial conduct, as stated and defined in the University Mission Statement, the University Code of Ethics, and the Faculty Handbook." Importantly, collegiality is not likeability.

1. Scholarship

Scholarship is the application of systematic and rigorous approaches to the acquisition of knowledge through accepted methods of inquiry. Scholarship includes dissemination of this knowledge through various means such as publications, presentations, and deriving evidence from application of this new knowledge to professional practice and the enrichment of society. Examples of scholarship include publications (e.g., articles, chapters, and books, including textbooks), awarded grants, reports from grant projects, software applications, published proceedings, international and national presentations, and patented inventions. Peer-reviewed publications in discipline-appropriate journals and scholarly books *are the most important products of scholarship* and are considered most heavily in tenure and promotions decisions. Note that discussions of quality represented in external reviewer letters figure prominently in the promotion and tenure decision processes.

Publication expectations vary among the disciplines represented in the SEHD. Therefore, it is the candidate's responsibility to make the case for the significance and the effectiveness of their scholarship and the rigor of their methods, while allowing for variation across disciplines. To understand the nature and importance of the candidate's scholarship, both quantitative and qualitative indicators may help gauge impact.

Quantitative indicators of published scholarship tend to be used to assess the impact of a scholar's work on their field. Metrics may include number of scholarly books and publications in peer-reviewed journals, percentage of publications that are single- or primary authored, journal rankings (e.g., Journal Citation Reports), journal impact factors (e.g., Journal Citation Reports' JIF, SCImago Journal Rank [SJR]), journal acceptance rates (e.g., APA Journal Statistics and Operations Data, Cabell's Directories), and the candidate's individual citation rates (e.g., ISI Citation Analysis using the Web of Knowledge, PsycINFO database, EBSCO databases, Science direct database). Candidates should report multiple metrics, including both Web of Science and Google metrics. Context should be provided as to relevant metrics for a

candidate's field or sub-field and indicators are considered only *when relevant* to the candidate's area of study and within the context of that field or sub-field. For example, the use of impact factors tends to be discipline-specific, and therefore impact factors should not be compared across fields. For candidates going up for promotion to full professor, current 5-year IF's for journals should be included for publications since their last promotion. IF's should be indicated even for publications that are more than 5 years old and noted as an indication of the general standing of the journal in the field, not in relation to when the article was published.

Candidates are encouraged to consult with the Education & Social Science Research Librarian for assistance with collecting metrics for their dossiers.

Qualitative criteria for judging excellence in scholarship include development of a coherent line of research with identifiable areas of focus and evidence of influence, relevance, rigor (as defined by the candidate's sub-field and methodological approaches) and originality. The quality of a candidate's scholarship will also be assessed by a thorough review and synthesis of the sample publications submitted by the candidate with their dossier. This synthesis will include review of the work's rigor, quality, and impact in relation to its contributions to the candidate's field/sub-fields and overall line of scholarship. Criteria of quality of outlets, such as those noted above, figure prominently in the review of scholarship and should be taken into consideration by candidates as they compile their portfolio of work. Review of books and other indicators of peer evaluation are also appropriate.

Candidates should address the availability of extramural grants in their area of scholarship and where relevant their efforts to secure them. The quality of grant proposals, the number of grants submitted and/or secured, the agencies to which proposals are submitted, the actual ordered authorship of those proposals, the role played by the candidate in writing each proposal, and the amount secured are considered in the context of the candidate's discipline and available opportunities (see Table 1 in the Appendix).

The SEHD values a range of types of scholarship and methods of inquiry, including community-engaged scholarship, which is critical to the school's mission. Because the SEHD is a diverse community, the success of which relies on faculty serving different roles and making different contributions to the mission and to their fields, the Promotions Committee is directed to acknowledge and value a range of methods and theories that may be relevant to a candidate's discipline as well as the relevance of community-engaged and translational scholarship. Where relevant, the committee will take into consideration the impact of such research on the communities and fields of practice relevant to the work, metrics of which may differ from traditional scholarly metrics, alongside the candidate's broader impact on the scholarly community.

2. Teaching

Teaching considerations include (1) group instruction, (2) individual instruction, and (3) academic advising and consultation. Group instruction includes all courses taught on or off grounds in the usual classroom context or courses delivered to groups through technology (e.g., online courses). Individual instruction typically takes the form of independent studies; practica or internship supervision; small tutorial, project, or research groups not considered above; and thesis/dissertation direction. Academic advising and consultation include formal

and informal professional relations with advisees, other students in the department, and students in other departments. Candidates are evaluated on several components of effective teaching, advising, and mentoring outlined in Section III.D.3. EHD defines high quality teaching through the following 5 Principles: 1) Active, Engaged, and Participatory; 2) Inclusive, Equitable, and Representative; 3) Respectful and Professional; 4) Challenging, Informed, Responsive, and; 5) Coherent and Organized.

Evaluations of group instruction (student quantitative and qualitative evaluations and peer evaluations) should be good to excellent as defined by EHD's 5 Principles of High Quality Teaching throughout the pre-promotion period or clear evidence of improvement must be apparent. Candidates must provide evidence that individual instruction and mentoring has been effective, as defined by EHD's 5 Principles of High Quality Teaching. Some examples include assessments of student outcomes (including knowledge and skill changes in course or practica outcomes); manuscripts or submitted abstracts from completed student research projects; documentation of student learning in practica or internships; published (or submitted) manuscripts from theses or dissertations; and awards won by students for their research project, thesis or dissertation work. Evidence of success in academic advising and consultation should be included if available.

In terms of professional development, faculty should show evidence of seeking and responding to peer evaluations and engaging in continuous improvement of their teaching. It is advisable for candidates to request that their senior colleagues conduct regular observations of their teaching and provide written feedback to the candidate. The candidate should summarize any such peer feedback or other forms of observation in their narrative, and highlight efforts to make improvements and/or adjustments based on that feedback and aligned with EHD's 5 Principles of High Quality Teaching. Similarly, a critical role of the authors of the Dean's solicited letters is to comment on the candidate's teaching; candidates are advised to invite senior colleagues who may be listed as solicited letter writers to do a series of observations and provide the candidate with feedback in advance of going up for promotion review. The Department Chairs can also be helpful in coordinating such observations in line with other feedback, pre-tenure reviews, and mentorship related to teaching.

Documents useful for syllabi analysis, peer evaluation, and self-reflection are available on the SEHD intranet. Candidates who engage in additional activities directed at the improvement of their teaching (e.g., engagement in the Course Design Institute) should document and describe these efforts as well. The importance of high quality teaching in a school of education is a priority in tenure and promotions decisions. EHD defines high quality teaching through the 5 principles noted above. Evidence of such teaching will come from several sources including assessments of student outcomes, peer reviews, analysis of syllabi, documented programs of improvement, and effective and noteworthy innovations. Collaborative teaching, teaching that addresses University constituencies outside of the SEHD, and clinical teaching/supervision are also valued.

3. Service

Service is generally of three types: (a) field-related services, (b) service to the profession, and (c) service to the University, the SEHD, the department, the program, and/or research centers. Examples of field-related services include expertise (e.g., workshops, consultancies,

committee or advisory board membership, community engagement related to their research, research-practice partnership work, service on a state or school board, accreditation boards) 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, grant review panels, committee assignments, and election to office). Examples of service to the University, the SEHD, 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. The quality of field-related and professional service activities can also be documented through communications of individuals who have supervised or participated in the service activities.

D. Materials for Submission

This section describes the materials that are submitted by candidates for promotion. The overarching goals of the dossier are to contextualize the candidate's work and to provide evidence of how the candidate meets the criteria for promotion and/or tenure. For tenure-track candidates, the dossier contains a narrative, CV, a scholarship section, a teaching section, a service section, and a covid impact statement. For academic general faculty, the dossier contains a narrative, a CV, sections for scholarship, teaching, and/or service as relevant to their role and load (e.g., teaching faculty may only include teaching and service sections), and a COVID impact statement. The candidate will submit electronic files containing the complete dossier to the Dean's Office via Collab. Candidate materials must follow the formatting instructions provided below. Materials not adhering to these specifications will be returned to the candidate for re-formatting.

The candidate will submit all materials electronically to the Dean's office via Collab:

- a. Narrative
- b. CV
- c. Three files for each of Scholarship, Teaching, and Service will be uploaded:
 - i. Scholarship: Save each article, book chapter, or book as a separate file within this folder.
 - ii. Teaching: Each course and all components (syllabi, readings, projects, and student evaluations) must be saved as separate electronic files, grouped by course, within the Teaching folder.
 - iii. Service
- d. COVID-19 Impact Statement

The candidate should contact the Dean's office if they have any questions or concerns regarding format. Materials are due to the Dean's Office via Collab by **July 1**.

1. Narrative

The narrative is an explanation of the candidate's professional goals and accomplishments that delineate the nature of their involvement in scholarship, teaching, and service. The narrative is not

merely another listing of achievements already included in the CV; rather, it explains the candidate's scholarship, teaching, and service goals (as relevant to their position for AGF) and the extent to which their work indicates progress towards those objectives and/or achievement of those goals. Further, the statement explains the candidate's approach to their work as well as the extent to which their approach makes a unique contribution to the field. This narrative provides the candidate with an opportunity to acquaint reviewers with the culture of their discipline and role within it. Possible topics might include, for example, the interrelationships between research, teaching, and service; a discussion of the contributions that the candidate's graduates are making to the field of the candidate's expertise; and program development efforts. These examples are only suggestions. The candidate should use discretion in deciding how the narrative can best describe their unique contributions. This narrative should be well-written, concise, and include perspectives that cut across scholarship, teaching, and service (as relevant). The narrative should be no longer than 10 single-spaced pages (12-point font). Goals and accomplishments specific to research, teaching, or service should be delineated in those specific sections. For candidates who are involved in community-engaged or partnership-based work, they are encouraged to comment on those efforts as relevant in various places within their narrative, including scholarship, teaching, and/or service, including evidence of the impact of such work on their community partners and the field. The following topics delineate the expected content of the narrative (with scholarship, teaching, and service sections included only as relevant for AGF).

a. Scholarship Section

The scholarship section of the narrative should provide a comprehensive perspective of the candidate's scholarship. It should include a statement of one's research interests, goals, accomplishments, and projected future trajectory. This statement should reflect an analysis of the candidate's contribution to the field as delineated in the supporting documentation (see section III.D.3. and the Appendix). Because there are different forms of scholarship within the SEHD, it is important for candidates to describe the typical expectations regarding scholarly expressions in their discipline. This section can identify the importance of the different types of scholarly works (e.g., peer-reviewed journal articles, books), the presence or absence of quality markers such as impact factors for journals in the discipline, external funds available, and intricacies of data collection processes. The section should be clearly assembled so readers outside the candidate's field understand what the scholarly expectations are within the candidate's discipline. In addition, because of different conventions used by different disciplines and different personal stances, the candidate should describe the standard within the field regarding order of authorship (e.g., alphabetical, senior author last, order of contribution). Specifically, the candidate should identify (a) conventions used for order of authorship (e.g., alphabetical, senior author last, order of contribution) (b) and the accepted quantitative indicators (e.g., impact factors). Regardless of discipline-related norms or metrics, the candidate is required to provide evidence of quality and quantity. Candidates are encouraged to report multiple metrics (see section III.C.1) and to provide rationale for their choice of metrics. The candidate should include a specific section in their narrative in which they provide explicit definitions, examples, and criteria for productivity, quality, and impact related to their discipline and methods, including as relevant for community-engaged scholarship and their specific role(s) within the school or profession. Where relevant, the candidate should address in their narrative indicators of the impact of their community-engaged and translational scholarship that may differ from traditional metrics of scholarly

impact. Candidates are encouraged to consult with the Education & Social Science Research Librarian for assistance with collecting metrics for their dossiers.

There are some items we recommend that candidates do not include. For example, do not include Amazon profiles of the author for a book or letters of invitations to conferences.

b. Teaching Section

The teaching section of the dossier consists of a narrative and documentation of all the activities of the candidate that are considered forms of instruction and include, but are not limited to, course instruction, mentorship and advising, and other individualized student consultation and support. The teaching section of the narrative should provide a comprehensive perspective of the candidate's teaching and should point out clearly that teaching is of high quality as defined by EHD's principles of high quality teaching. It should include the following sections:

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

1) Teaching philosophy and pedagogy

A narrative of the candidate's conceptualization of their teaching should articulate the major ideas that inform their teaching; intent and approach to conveying those ideas through various forms of teaching; approaches to the improvement of teaching, professional development, and innovation; ways that their teaching engages and challenges students; the manner in which diversity issues are addressed in their teaching; and the use of student evaluation to inform their teaching. The candidate should make mention of specific expertise in content areas in which they teach and should include descriptions of activities engaged in to enhance their expertise in all areas of instruction.

2) Analysis of teaching materials

The candidate should submit a critical, evidence-based analysis of two courses taught on at least two occasions at UVA. This section should demonstrate how the candidate's teaching philosophy extends into course materials, how the teaching aligns with EHD's 5 Principles of High Quality Teaching, and how courses have been and will be improved. Supporting documentation should be provided.

3) Evidence of effective teaching

The importance of effective teaching in a school of education is a priority in tenure and promotion decisions for positions where teaching is part of a candidate's load (i.e., for all tenure-track faculty and some academic general faculty). Evidence should include student evaluations (numerical ratings in comparison to the SEHD mean and student comments) and peer reviews and feedback, but may also include student outcomes, documented programs of improvement, and effective and noteworthy innovations.

Tables may be created to present parts of the student evaluations (see Appendix, Table 3); however, candidates also should obtain the complete, actual course evaluation reports from Blue/Canvas to include in their dossiers. Collaborative teaching, teaching for University constituencies outside of the SEHD, and clinical teaching/supervision are also valued.

c. Service Section

The narrative should also include a description of the candidate's major service activities with emphasis on more recent contributions and those sustained over time. Include agency/organization, role, activity, and significance or impact for each activity. The quality of service in these activities may be determined through formal means such as faculty evaluations by the Department Chair and program coordinator, and through written comments from the Department Chair, staff, students, and faculty. The quality of clinical, field-related, and professional service activities can also be documented through communications of individuals who have supervised or participated in the service activities. Such documents should be placed within supporting documentation.

d. Load Distribution

The candidate should provide their load distribution in terms of the following, as decided in conjunction with their department chair and documented on their Annual Reports:

- 1) teaching/advising/mentoring/clinical practice
- 2) scholarship
- 3) service/outreach/citizenship/governance

Candidates seeking promotion from assistant professor to associate professor should report their load distribution for each year that they were an assistant professor in the SEHD. Candidates seeking promotion from associate professor to professor should report their load distribution for the previous 3 years. Tenure-track candidates should describe variability in their load assignments such as reduced teaching responsibilities because of grant buyouts or tenure clock stoppages [see section E below]. The Center Director's or Department Chair's brief nominating letter will confirm the load, and align with the candidate's self-reported load. This will also be confirmed in the subsequent longer letter submitted by the Center Director or Department Chair.

e. COVID Impact Statement

It is recognized that the COVID-19 pandemic has impacted faculty productivity in a variety of ways, many of which will continue to be felt after the immediate public health crisis has passed. This includes, for example, delays in ability to collect data, delayed publication pipelines, limited access to community sites, pivot to online learning, additional support to students, and management of family/personal obligations impacted by COVID. Candidates are required to provide a COVID-19 Impact Statement, which includes Scholarship, Teaching, and/or Service as relevant for position (up to three pages single spaced total). In this document, the candidate will summarize and provide relevant examples of the impact of the COVID-19 pandemic on the candidate's work, performance, and productivity. Please

note, we are not requesting detailed personal or health information; rather, we suggest candidates focus this statement about the impact of COVID-19 on various aspects of their work and productivity. In developing this statement, candidates are advised to consult with their Department Chairs, Center Directors, mentors, and/or Associate Deans. [This report from AERA and the Spencer Foundation](#) might be useful to candidates and as they prepare the COVID-19 impact statement, and to the Promotions and Tenure Committee as they review and discuss this information.

Levine, F. J., Nasir, N. S., Rios-Aguilar, C., Gildersleeve, R. E., Rosich, K. J., Bang, M., Bell, N. E., & Holsapple, M. A. (2021). *Voices from the field: The impact of COVID-19 on early career scholars and doctoral students* [Focus group study report]. American Educational Research Association; Spencer Foundation.
<https://doi.org/10.3102/aera20211>

2. Curriculum Vitae

The CV provides an historical overview as well as the current professional responsibilities of the candidate. The following information should be included, as organized in the headers/areas noted below (with all areas of information included for TT faculty and areas relevant to their position included for AGF):

a. Personal Data

- Name
- Department
- Current rank and title(s) and year of appointment
- List of majors and minors from undergraduate to highest degree. Cite institution's name and dates that degrees were awarded.
- Years of service as a faculty member at other institutions of higher education (names and dates)
- Ranks held at UVA and years (inclusive dates) in each
- Professional positions held (provided in reverse chronological order)

b. Scholarship

List all scholarly endeavors in reverse chronological order for each of the following categories:

- A full listing of all publications (clearly indicate whether published, in press, or in review; use the format of the most current American Psychological Association Style Manual). *Please note the names of students and postdoctoral fellows who are coauthors on the publications with a symbol or italics.*
 - Journal articles and monographs
 - Refereed
 - Non-refereed
 - Scholarly books
 - Practitioner-oriented books
 - Textbooks
 - Edited volumes

- Book chapters
- Published abstracts
- Grants and Contracts (note role as PI, co-PI, consultant, title of grant, sponsor/agency, amount, award dates)
 - Grants funded
 - Grants in review
 - Grant-related technical reports
- Scholarly Presentations
 - International and national peer-reviewed presentations and workshops
 - Regional, state or local peer-reviewed presentations and workshops
 - Invited scholarly presentations and workshops
 - Other scholarly presentations
- Other Scholarly Activities
 - Book reviews
 - Development of tests/assessments
 - Media (software, videos, etc.)
 - Technical reports
 - Creative endeavors related to the candidate's expertise
 - Archived data sets
 - Public dissemination of scholarship (e.g., blog posts, podcasts)
- Scholarly Activities in Progress (e.g., papers currently under review for publication, grant applications currently in preparation for submission or under review)

c. Teaching

List each course taught with the semester and year taught. Include courses taught in regular semesters, summer sessions, on-line, and at other institutions for the time period under review. Include courses taught in regular semesters, summer sessions, online, and at other institutions for the time period under review. Also list all graduate students and postdoctoral scholars mentored, dissertation committee membership (noting those committees chaired by the candidate), and other significant student mentorship responsibilities.

d. Service

List all service activities in reverse chronological order for each of the following categories:

- Membership in international, national, regional, state, and local organizations. Cite leadership positions held and dates of service.
- Service-oriented presentations. List presentations given, panels chaired, and dates and locations of presentations at regional, state and local meetings.
- Faculty service, administrative assignments, and professional development at the program, department, School, and University-wide levels. Cite reports written for committee, School, or University use. Briefly describe nature and involvement of all administrative assignments throughout the academic session and summer. Also, list any other service activity.
- Service to organizations and agencies, such as review panels for federal agencies. Briefly describe role.

- Consultations for organizations and agencies ranging from individual schools to professional agencies. Briefly describe role.
- Clinical services provided. Briefly describe role.

e. Honors

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

3. Supporting Documentation (for AGF, supporting documentation should be included in areas as relevant to a candidate's position and load)

a. Scholarship

1) Full listing of all publications on the CV

As noted above, candidates should list all of their publications on their CV and provide evidence of the quality of the publication (e.g., downloads, citations, specific inquiries about the work, media exposure of work, related honors).

2) Journal and candidate citation reports

The candidate should include relevant quality indicators for the journals publishing their work if available (e.g., journal impact factors, % acceptance rate, number of citations). Illustrative examples can be found in the Appendix. When possible, it is best to include this information on the CV alongside the publication, rather than as a separate document.

3) Sample publications (as an appendix)

Five publications that are representative of the candidate's research efforts should be included in an appendix. These publications are to be considered by the Promotions Committee and provided to outside reviewers. Books may be submitted with promotions materials but will not be provided to outside reviewers (a chapter from the book identified by the candidate can be provided to outside reviewers). Because publication conventions may differ by discipline, the candidate should identify for each publication (a) the role filled on each publication, and (b) accepted quantitative (e.g., citations) or qualitative (e.g., reviews, awards) indicators of quality.

4) Grant activity report

Candidates should include a listing of efforts related to grant activities and specify their role on each effort. List each grant application as a complete APA reference including all investigators on the proposal submission in the order of the original grant submission. Include the years of each award, total award amount (including direct and indirect costs), role on the award, and a brief summary of the primary aims/goals of the project. See Table 1 in the Appendix for one example of how to present relevant grant information. Also include information on grants and contracts not funded. This may also include information about the agencies where grants are submitted, as well as feedback or scores received on projects not funded. The research plans from funded, in review, and not

funded grants may be included to demonstrate the quality of the proposal. It is important to note the variation in extent of funds available to scholars in various disciplines; thus smaller grants (e.g., \$10,000 from a foundation) that support the candidate's scholarly work are to be included in this report and will be valued in the review process. When possible, it is best to include this information on the CV, rather than as a separate document. Divide these into two categories of 1) internal/UVA/university based awards, and 2) external awards.

5) Scholarly activities in progress

Research in progress also is included in the scholarship portion of the dossier. The candidate should delineate their research in progress with respect to theme, focus, target audience, collaborators, and expected date of completion. When possible, it is best to include this information on the CV under the relevant heading, rather than as a separate document. This may include grant proposals currently in development and being prepared for submission, and those currently under review. Also relevant are scholarly products currently in preparation or under review (e.g., publications, book contracts, book chapters).

b. Teaching

1) Class materials

Candidates should submit the following materials when relevant for two courses taught on at least two occasions at UVA: syllabi including readings, required texts, assignment descriptions, evaluation criteria, and their rubrics; sample lecture notes (e.g., PowerPoint handouts—6 or 9 slides per page); experiential activities; exams; blogs, wikis, discussion room conversations, or other electronic materials used for pedagogical reasons; and exemplary student products/outcomes.

2) Student evaluations

Student evaluations from all courses for the last four years (8 semesters of data) must be submitted. Candidates should obtain the actual course evaluations reports from Blue/Canvas to include in their dossier. The candidate's evaluations must include both quantitative (ratings for candidate and SEHD mean) and unedited qualitative data (student comments). The candidate should generate a table that summarizes for each course the candidate's performance on some key evaluation items (and comparative SEHD means for those items). This table should list (by course) the number of students enrolled and the number responding to the evaluation taught in this period. Candidates should provide data for the following three items: "Through this course I gained a deeper understanding of the subject matter," "Overall, the instructor was an effective teacher," "The instructor created an environment that respected difference and welcomed diverse perspectives." Evaluations for courses in Spring 2020 are optional. For courses taught prior to the change in the student evaluation system, data for the following three items should be included: "Overall, this was a worthwhile course," "Overall, the instructor was an effective teacher," and "I learned a great deal in this course." (See Table 3 in the Appendix for an example of how this information may be provided.).

3) Professional development

All candidates for promotion at any level must provide evidence of continuous efforts at professional development. The candidate should describe their efforts in professional development as they relate to teaching. Efforts to improve teaching using available resources, personal reading or conference/workshop attendance, and outcomes of critical reflection should be described. These can include, but are not limited to, dates of peer reviews/observations of teaching by senior colleagues, any feedback received, and changes/modifications made as a result of the feedback. Additional examples include a record of teaching workshops attended, syllabi analyses, and alternative forms of student feedback on teaching effectiveness. Another source of information on teaching is the solicited letter writers, at least two of whom should be from senior colleagues who are directed to speak to the candidate's teaching quality and instructional impact. (See III.D.4.b., below).

4) Individual instruction, advising, and mentoring

When available, candidates should also provide documentation of effective individual instruction (e.g., manuscripts or submitted abstracts from completed student research projects, documentation of student learning in practica or internships, published or submitted manuscripts and awards won by students for their theses, Ed.D. research capstone project, and dissertation work). It is not necessary to provide copies of such documents; bibliographic information is sufficient.

Advising and mentoring is also documented in the teaching section of the dossier. Included information should document, by year and type of degree, the candidate's advising and mentoring load since the initial appointment or last promotion. Formal and informal interactions with students may be described. Any evaluations documenting the quality of the advising/mentoring or the advising/mentoring relationship may be included.

Directing theses and dissertations is another dimension of teaching that is included in the candidate's teaching materials. A description of these activities including the student's name, thesis/Ed.D. capstone project/dissertation title, and the date the degree was awarded and disposition of the dissertation or thesis (manuscript/s submitted or published, papers submitted or presented) should be included in the teaching section of the dossier. Advanced degree advisees' employment after completing the program should also be identified.

4. Letters of Review

Letters of review make a critical contribution to promotion and tenure deliberations for both tenure-track faculty and academic general faculty. Three such categories of letters are part of the review: (a) those solicited by the Dean on behalf of the candidate (the "solicited letters"), (b) a group of letters from outside experts that are suggested by the candidate ("on the list"), and (c) a group of letters from outside experts identified by the Promotions and Tenure Committee in consultation with the IRC (off the list). Details regarding the letters of review for tenure-track and academic general faculty can be found in sections IV (for TT) and V (AGF) below.

IV. PROMOTION PROCEDURES FOR TENURE TRACK FACULTY

A. General Procedural Guidelines and Timeline

Before the end of the fall semester of their fifth year as full-time members of the University of Virginia faculty, all assistant professors on tenure-track **term** appointments are notified by the Dean of the need to submit materials in support of their consideration for promotion and/or reelection **without term** (this means 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 Department Chair. Time spent at other institutions may be counted toward the six-year benchmark. See section E below for additional information on clock stoppages.

As described earlier, individuals wishing to be considered for promotion and/or tenure submit a letter or email of intent by **April 1**. Along with the letter the candidate submits an updated CV and three lists of potential letter writers:

- One of these lists names up to 6 individuals from whom *solicited letters* will be requested by the Dean's Office. Solicited letters refer to letters written by persons that the candidate identifies as having informed perspectives on aspects of their work, and typically focus on service or teaching/mentoring. These letters are solicited by the Dean on behalf of the candidate; candidates must not contact solicited letter writers requesting letters. Candidates should indicate the aspects of performance (e.g., teaching, scholarship, service) each writer will be asked to evaluate. Candidates should not solicit letters from members of the Promotion and Tenure Committee when possible. Candidates can nominate letter writers from both within and outside of SEHD and UVA. Candidates who have teaching and/or mentorship responsibilities will need to identify at least two individuals on their list of Dean's solicited letter writers who will be directed to speak to their teaching quality and instructional expertise. These letter writers typically serve in faculty or academic positions within a university setting, and have terminal degrees in their fields (except former students who may be working in other applied settings). For candidates submitting materials in 2022-2023, Dean Pianta is willing to serve as a solicited letter writer to provide context for the role the candidate has played in the school.
- A second list should name 10 potential external reviewers identified by the candidate and Department Chair (from which the "on-the-list" reviewers will be selected by the Promotions Committee). We encourage candidates to meet with the Department Chair, Center Director, faculty mentors, and/or the Associate Dean to create this list. All letter writers are required to have terminal degrees in their field. The term "on-the-list" is used to refer to the fact that this is a candidate-generated list.
- A third list consists of national organizations and journals considered to be the major ones in the field to inform the identification of "*off-the-list*" external reviewers. The term "off-the-list" is used to refer to the fact that the candidate does not generate this list.

- A current, date-stamped CV that will be used for the committee's identification and selection of external reviewers.

B. Department/Center Meeting

For candidates undergoing Tenure/Tenure Track reviews, each Department Chair will convene a formal meeting at the end of September to discuss the qualifications of candidates from their Department in relation to the relevant Promotions and Tenure criteria. The purpose of this meeting is to review and solicit faculty input on the candidate's qualifications for promotion/tenure, and the quality of the candidate's work. The goal of the meeting is for the department/center faculty to discuss and identify the strengths and weaknesses relative to the relevant promotion and tenure criteria. The candidate submitted dossier (but no letters) will be made available to all faculty in the Department, regardless of rank or voting eligibility status. Faculty present at this meeting will be asked to review the dossier and familiarize themselves with the Promotions and Tenure guidelines prior to the department/center meeting. The Department Chair is charged with leading the meeting and framing of the conversation, asking faculty member to share their observations and evaluations of the quality of the candidate's performance in relation to the criteria. The Chair will then summarize this discussion in their letter to the Dean, providing a report of the strengths and weaknesses identified in the departmental level discussion.

C. Schoolwide Meeting

The focus of the Schoolwide faculty meeting is an analysis of the tenure-track candidate's records compared to stated SEHD criteria, with thoughtful discussion of each candidate and the quality and disciplinary context of the work by faculty. This meeting typically occurs in November in lieu of the regularly scheduled SEHD faculty meetings.

Before the meeting. Prior to the meeting, all voting-eligible members of the faculty should read the candidates' files (available on the SEHD intranet) and refresh themselves on the criteria for promotion and tenure, which will be provided with the announcement of the meeting(s). These criteria constitute the metric for evaluating candidates' records in scholarship, teaching, and service. All voting-eligible members of the faculty will be provided access to the draft Promotions and Tenure Committee Report prepared by the IRC and all letters via a secure intranet website at least four days prior to the meeting.

The meeting. A member of each IRC Committee (typically the IRC Chair) will present a summary of their findings during a scheduled Schoolwide faculty meeting. With the exception of the candidates, all faculty may attend the meeting at which the IRC reports. The IRC's draft report (written and oral) is framed as an analysis of strengths and weaknesses of the candidate and the quality and disciplinary context of the work, not simply a summary of data. Thus, IRC members will give their reports at the Schoolwide meetings in a manner that will set the stage for questions and faculty evaluation of each candidate: "You have heard our analysis of the candidate's strengths and weaknesses in X (e.g., scholarship), please provide your analysis and observations of strengths... (then weaknesses) in relation to the SEHD criteria for promotion." The presenters of the IRC reports pause at the end of each section (scholarship, teaching, and service) for discussion and ask separately for strengths and weaknesses as a way to encourage engagement. A synopsis of the external reviewers' letters will be part of the IRC's written report

and will be provided to all faculty at this meeting (without identifying information such as names and affiliations).

After the meeting. All the School's faculty members and colleagues will have the opportunity to provide the IRC with additional signed written assessments of the candidate's strengths and weaknesses; these signed comments may be entered onto the secure intranet website and will be held in confidence by the Promotions Committee and the Dean. However, any comments submitted without the author's name will be discarded without consideration by the Promotions Committee. These notes are confidential. However, the final Promotions and Tenure Committee Report does contain a summary of the comments (verbal or written) made by faculty during or following the meeting.

Within a week of the request for faculty input on the candidate's strengths and weaknesses at the meeting of the faculty, eligible tenured faculty members vote on the candidate by a confidential ballot. Those eligible to vote will be asked to confirm that they reviewed the IRC's version of the Promotions and Tenure Committee Report and dossier, and that they agree to maintain confidentiality of candidate's materials, including the external review letters, prior to casting a ballot. Those eligible to vote include all tenured faculty members, *with the exception of the Dean and Promotions Committee members. The Department Chair will not vote by ballot for candidates in his/her department, as their recommendation is reflected in a separate Department Chair's letter*; however, Center Directors are eligible to vote by ballot for candidates affiliated with their Center. Candidates can vote for other candidates but not for themselves.

Only eligible full professors can vote on candidates going up for promotion to the rank of full professor. As a result, faculty appointed at the level of associate would not vote on the promotion of candidates to full.

Under the direction of the Chair of the Promotions Committee, the Dean's Office coordinates the voting and communicates the results in confidence, by department and by rank, to the Chair of the Promotions Committee, who then shares the vote with the other members of the Promotions Committee. This vote is intended as advisory to the Promotions Committee and Dean. Votes will be confidential and secure and available to the P&T Committee and the Dean. The totals from the schoolwide vote will be shared with the candidate as part of the feedback to the candidate following the Dean's recommendation to the Provost.

D. Criteria for Promotion and Tenure

For appointment as or promotion to **Associate Professor without term**, there should be (a) sufficient evidence of scholarship appropriate to the candidate's discipline that clearly indicates an established or emerging national reputation for significant scholarly contributions to the candidate's field; (b) grant-seeking efforts to support his or her scholarship (success in obtaining grants is considered strong, but not essential evidence of scholarship, because it is recognized that scholars may work in areas where funding opportunities are limited in scope and in size); (c) peer and student evaluations of good to excellent teaching according to EHD's definition of high quality teaching or clear evidence of improvement; and (d) evidence of high-quality service. The Promotions Committee will be given access to the findings from the candidate's Pre-Tenure Review, including the Dean's feedback letter, and the Department Chair's letter to the Dean.

For appointment as or promotion to **Professor**, there should be indications of continued productivity, leadership in a scholarly field, and enhanced quality and impact, evidenced by: (a) a substantial and sustained national reputation for scholarship considered to be significant and appropriate to the candidate's discipline, (b) consistent and successful efforts to secure grant or other external support for the candidate's scholarly work (success in obtaining external funding is considered strong evidence, but it is recognized that scholars may make strong contributions in areas where funding opportunities are limited in scope and size), (c) continued excellence, impact, and innovation in instruction as defined by EHD's definition of high quality teaching, and (d) a record of distinguished service to the University and the profession. These criteria are described in detail below.

An occasion may arise when a different standard of promotion might be used to reward individuals who have significantly contributed to important University goals and missions and who have distinguished academic careers, but whose work has not progressed or sustained itself sufficiently to warrant promotion under the standards described above. In rare cases, following a substantial period in rank after the prior promotion, the SEHD may advance for approval the promotion of a faculty member who has made distinguished contributions to the University over a sustained period of time that warrant special recognition outside the normal criteria for promotion. Promotion under this provision is to be reserved only for the rare situation in which a strong special case can be made. In no instance is length of service itself to be sufficient criteria for promotion. Guidelines in these cases have been delineated by the Office of the Provost of the University and modified only to reflect our promotions policy and procedures document.

For tenure-track candidates to earn promotion to Associate Professor with tenure, there should be sufficient evidence of scholarship, including first-authored publications or, in some disciplines, alphabetically-ordered publications in selective peer-reviewed journals. These publications should be appropriate to the candidate's discipline and the candidate's scholarship should have produced credible evidence of a national reputation for significant scholarly contributions to their field. In addition, there should also be sufficient evidence of grant-seeking efforts to support the candidate's scholarship. See section III.C.1 for details of scholarship criteria.

With regards to service, candidates seeking promotion to associate professor without term should particularly focus on service activities that enhance their research agenda and build the candidate's national reputation in scholarship. Involvement on editorial boards and grant review panels are examples of such activities. School, department, and program service is necessary from assistant professors, but such activities should not be so extensive that candidates are unable to appropriately engage in scholarly activities. Candidates seeking promotion to full professor should be more actively engaged in service activities and are expected to play (and should document) a prominent leadership role when engaged in service at any level (international, national, state, local, University, School).

E. Letters of Review

Letters of review make a critical contribution to promotion and tenure deliberations. Three such categories of letters are part of the review: (a) those solicited by the Dean on behalf of the candidate (the "solicited letters"), (b) a group of letters from outside experts that are suggested by the candidate ("on the list"), and (c) a group of letters from outside experts identified by the Promotions and Tenure Committee in consultation with the IRC (off the list). The following description is intended

to provide clarification about these three types of letters included in the review. All letters collected as a part of the review are confidential and are not viewed by the candidate. All letters collected are available to the Dean, the Promotions and Tenure Committee, the Internal Review Committee, SEHD faculty eligible to vote on the candidate's qualifications at the schoolwide review meeting, the Provost, and Provost's Promotions & Tenure Committee. A qualitative summary of external reviewer recommendations (without identifying information such as names and affiliations) will also be posted on the SEHD intranet prior to the School-wide meeting at which the IRC presents its summary and analysis. Consistent with the University Policy (PROV-017), all letters included in the packet are considered confidential and are not released to the candidate.

a. Outside Letters from External Reviewers

Under present SEHD policy, the Promotions Committee has the responsibility for nominating "recognized experts in the candidate's field" from whom the Dean solicits evaluations. The Dean seeks external reviews from six or more reviewers. As noted above, the external reviewers are obtained by the Dean's office in two categories: (a) from the candidate's submitted list of external reviewers ("on the list") who are examined and selected by the Promotions Committee, and (b) from a list of individuals that the Promotions Committee identifies who are not on the candidate's list ("off the list"), who represent scholarly leaders in the candidate's field.

"On the List" Reviewers: To assist the Committee and the Dean in this task, tenure-track candidates, in consultation with the Department Chair, prepare a list of at least ten persons who could serve as external reviewers for the candidate. In identifying individuals for this external reviewer list, candidates are advised to present individuals who are at or above the rank sought (i.e., for promotion to Associate Professor present individuals holding the rank of Associate or Full Professor; for promotion to Full Professor present only individuals holding the rank of Full Professor). All recommended individuals should be recognized as established scholarly leaders in the candidate's field and should come from peer institutions. For each person suggested, a brief description of his or her qualifications as a reviewer is provided, along with title, affiliation, full contact information (e.g., email), and a link to their website/CV. This description includes an indication of the extent of personal and professional contact between the candidate and the potential reviewer. Nominees with established personal or professional relationships with the candidate (including former advisor/mentor, former institutional affiliation, recent/current collaborator, or someone designated as a friend or close colleague) are likely to be disqualified from serving as an external reviewer and therefore should not be included. In addition, because the Dean will seek letters from people both on and off the candidate's provided list, it is recommended that the candidate minimize inclusion of scholars who would otherwise be able to be identified by the Committee based on the candidate's list of key journals and professional organizations. External reviewers will be notified that summaries or quotation from their letters may be made public, but without identifying information; however, their letters will be made available to voting eligible members of the School faculty. In the Dean's communications requesting letters from external reviewers "on the list," it will be stated that it is the policy of the School of Education and Human Development that external reviewers should not provide a direct statement of opinion in their letters as to whether or not the candidate under review would likely be tenured and/or promoted at the institution with which the external reviewer is currently affiliated.

Tenure-track candidates submit this list of 10 potential external reviewers to the Dean's office no later than **April 1**. Candidates should not contact, or initiate contact with, these individuals regarding their willingness to review. All contacts will be made by the Dean's office.

"Off the List" Reviewers: As per the Provost's request, the Promotions Committee and the Dean will contact outside reviewers beyond those recommended by the candidate ("off the list" external reviewers). Thus, each candidate is asked to indicate which national organizations and which journals they consider to be the major ones in the field and to submit that information by **April 1** to the Dean's office. This information is used by the Promotions Committee to identify potential external reviewers not on the candidate's list. Candidates also may submit the name or names of potential "off the list" reviewers who they would recommend be avoided, with a brief justification for their recommendation. This information will be regarded as confidential and will be considered by the Promotions Committee in the selection of "off the list" external reviewers. Candidates will not be informed of selected external reviewers. External reviewers will be notified that summaries or quotation from their letters may be made public, but without identifying information; however, their letters will be made available to voting eligible members of the School faculty. In the Dean's communications requesting letters from external reviewers "off the list," it will be stated that it is the policy of the School of Education and Human Development that external reviewers should not provide a direct statement of opinion in their letters as to whether or not the candidate under review would likely be tenured and/or promoted at the institution with which the external reviewer is currently affiliated.

b. Dean's Solicited Letters

Because external reviewers (see Section III.D.4.a, above) are primarily responsible for evaluating scholarship, it is recommended that Dean's solicited letters target the topics of teaching, service, administration, mentoring, and advising, among other activities.

In the case of Dean's solicited letters, the candidate will not make contact with potential reviewers. Instead, the candidate will supply the Dean's Office with the names of individuals from whom the letters will be requested and the Dean will contact these individuals to request a letter, which will be sent to the Dean's Office. For each solicited letter writer, candidates should indicate the aspects of performance the writer will be asked to evaluate (largely teaching, service, community-engaged scholarship, or partnership-focused work and/or scholarship). Specifically, when submitting the names of the potential solicited letter writers, the candidate should provide a brief description of the particular focus of the letter (e.g., teaching, service), so that the letter writer can be directed by the Dean to address a particular aspect of the candidate's qualifications and/or experiences. Tenure-track candidates may submit four to six names. Four of these suggested individuals are required; two for senior colleagues who have observed the candidate's teaching and two from senior colleagues who can discuss their service. Potential Dean's solicited letter writers should hold a terminal degree for their field, and are typically located in university settings; they should not be performing under the candidate's current supervision. Potential Dean's solicited letter writers should be at the rank of Associate or above, except in the case of former students. Candidates may additionally wish to suggest the name of a former student, but must not suggest any current students. It is strongly recommended that candidates not list the names of faculty who are members of the Promotions Committee. For candidates submitting materials in 2022-2023,

Dean Pianta is willing to serve as a solicited letter writer to provide context for the role the candidate has played in the school. Unlike the list of external reviewers, all Dean's solicited letter writers provided by the candidate will be asked to submit a letter. In the Dean's communications requesting solicited letters it will be stated that it is the policy of the School of Education and Human Development that those providing solicited letters should not provide a direct statement of opinion in their letters as to whether or not the candidate under review would likely be tenured and/or promoted at the institution with which the external reviewer is currently affiliated.

The names of the individuals from whom letters will be solicited must be provided to the Dean's Office by **April 1**. All solicited letter writers will be directed by the Dean's office to be sent directly to the Dean's Office by **August 15**.

Note: As required by UVa policy, all contacts with outside reviewers will be recorded. Once a letter has been received, it will be part of the permanent and confidential file and included in the review and report, regardless of content.

E. The Probationary Period on the Tenure Track

As described in the University's Promotion and Tenure Policy, the probationary period for tenure is the cumulative amount of time spent under term appointments while on the tenure track. In ordinary cases, it does not exceed seven years in full-time faculty activity. Tenure-track faculty are entitled to fair consideration for renewal and/or tenure, but there is no presumption of or entitlement to renewal or tenure by virtue of being on the tenure track. Rather, renewal and tenure decisions are individually determined in light of departmental, school, or University needs and appropriate standards. A candidate is entitled to fair consideration as measured by departmental or school needs and standards, in light of overall University objectives.

The probationary period may be extended beyond its ordinary term only if a written request by the faculty member has been approved in writing by the appropriate Dean and the Provost. Approval by the Dean and the Provost must be sought and provided in advance whenever possible. A leave of absence from the University does not extend the probationary period without such written request and approvals. Examples of circumstances under which "clock stopping" may be approved include but are not limited to (1) engagement in important public or University service, (2) maternity or family parenting, and (3) serious personal or family illness. A clock-stop request from a candidate must be submitted in writing to the Department Chair; if approved by the Department Chair, then the request must be approved by the Dean and Provost.

In the event of a clock stop, external letter writers will be informed that a clock stop had occurred and the duration of the clock stop; however, the letter writer will not be provided with any details on the nature or reason for the clock stop.

In cases in which the original term appointment is shorter than the period for tenure consideration, probationary faculty are entitled to adequate consideration of their potential for renewal for an additional term appointment and to advance notice that such consideration is to be given. They must have the opportunity to submit supporting documents as a part of that process. Ordinarily, the Provost does not review decisions not to renew term appointments prior to the tenure review.

Faculty members in the probationary period who are not to be re-elected after the expiration of the term of their appointment are entitled to notice of non-renewal in advance of the expiration of the appointment as follows:

- For persons who are not to be renewed after more than two years of service: One calendar year. They are entitled to twelve months of employment after notice, regardless of when notice is given.
- For persons who are not to be renewed after more than one year, but two years or less of service: Six months. They are entitled to six months of employment after notice, regardless of when notice is given.
- For persons who are not to be renewed after one year of service or less: Three months. They are entitled to three months of employment after notice, regardless of when notice is given.

V. PROMOTION PROCEDURES FOR ACADEMIC GENERAL FACULTY

The University approved revisions to PROV-004 on February 25, 2022. Faculty seeking promotion on the academic general faculty track should ensure that they are also familiar with PROV-004.

For the purposes of clarity, load planning, and career advancement, individuals appointed to academic general faculty (i.e., tenure ineligible) positions in the SEHD will be appointed to one of two tracks—Teaching or Research (see definitions of and formal titles associated with these tracks in section IV.B, below). Academic general faculty are appointed with a primary focus of activity and effort in a single area (Teaching or Research). For promotion to Assistant to Associate AGF, the primary area of effort and activity over the last 3 to 5 years will serve as the principal basis for review for promotion. For promotion from Associate to Full AGF, the primary area of effort and activity over the time since the previous promotion will serve as the principal basis for review for promotion. However, if contributions are made in other areas and are defined in the letter of appointment and/or annual report (or other documentation of load assignment) as agreed upon by the Department Chair and/or the Center Director, those contributions will be considered in the review process. For instance, an academic general faculty member may concentrate primarily on research responsibilities, with only secondary contributions to teaching. In such a case, the candidate's dossier should include materials in the domains of both research and teaching.

Prior to review for promotion, the academic general faculty member's load distribution must be specified in the candidate's dossier and verified by the Department Chair or Center Director (as relevant) in relation to the last three years of load distribution as documented on the candidate's annual review. The determination of track *at the time of review* will be based on the area which is reflected as the greatest percentage of load in the annual reports for the past three years as agreed upon by the Department Chair and/or the Center Director. The Department Chair/Center Director's letter must provide sufficient detail on load and performance (since appointment to current rank) to aid in committee review. For purposes of a successful promotion in rank, it is expected that candidates will display the qualities of recognized excellence defined in these guidelines in the primary assignment area(s).

Regardless of performance, there are no provisions for transitioning from academic general faculty positions to tenure-track faculty positions outside of the normal faculty search process. In accordance

with PROV-006: “In rare circumstances, when the dean (and department chair, if applicable) determines that an Academic General Faculty Member would likely be the best available candidate in an open search in that faculty member’s area of expertise, the dean may request that the provost waive the search. This request must be made in accordance with the procedure, “Requesting an Exception to a Recruitment or Selection Process” (see Related Information).”

Promotion in rank on the academic general faculty is not a function of “time in rank,” but rather is awarded on the basis of credible evidence of leadership and recognized excellence with regard to the criteria related to the candidate’s role, load, and position. It is highly recommended that candidates considering promotion consult with their Department Chair, Center Director, and/or the Senior Associate Dean for Research & Faculty Development to plan for and discuss their case for promotion. Such discussions should take place regularly in the faculty annual review meeting as well.

Definition and Clarification on Instructor and Lecturer

The SEHD extends the rank of Instructor only to wage faculty, and reserves Lecturer for Administrative and Professional Faculty. Because the SEHD hires wage faculty on a semester-by-semester basis, instructors may not apply for promotion in rank. The Dean, at their discretion, may choose to extend the rank of Senior Instructor to wage faculty based on years of experiences and professional accomplishment. Faculty wage employees are not governed by this policy.

A. General Procedural Guidelines

1. The candidate will also submit a brief nomination letter by the Department Chair and/or Center Director that specifies their endorsement of the candidate, and the candidate’s track and load distribution across the past three years, as documented on the annual review form. This nominating letter is due by **April 1** for 2022, and is typically brief and focused on load and job responsibilities. Candidates in the 2022-2023 promotion cycle may also request a letter from Dean Pianta for inclusion in their file, as the new Dean will be writing their final letters. A second longer and more detailed letter is submitted directly and independently by the Department Chair and/or Center Director by **October 30** to the Promotions Committee, which provides a critical review of the candidate’s performance and qualifications for promotion from the perspective of the Chair or Center Director.
2. When nominating themselves for promotion, academic general faculty candidates nominate up to eight individuals capable of serving as reviewers of their performance in the areas determined by their track (Teaching or Research). These individuals may come from both within and outside of UVA.
 - For academic general faculty on the teaching or research track, at least 3 of these individuals must come from outside of UVA.
 - For academic general faculty with considerable clinical responsibilities as part of their primary teaching or research appointment, at least 3 of these individuals must come from outside of the SEHD.

All potential letter writers should hold a terminal degree for their field, and are typically located in a faculty position within a university setting; they should not be performing under the candidate’s current supervision. When possible, individuals who are being asked to write about the teaching academic general faculty, candidate’s teaching should have observed the candidate in a teaching capacity or interacted with them professionally about instructional or

curricular related issues. If desired, teaching faculty may submit a video recording of their teaching for review. Other potential letter writers may be in a similar role at other regional or peer institutions. This list of potential reviewers and a copy of the candidate's CV must be submitted to the Dean's office by April 1. External reviewers will be notified that summaries or quotation from their letters may be made public, but without identifying information; however, their letters will be made available to voting eligible members of the School faculty. In the Dean's communications requesting letters from external reviewers it will be stated that it is the policy of the School of Education and Human Deveopment that those providing letters should not provide a direct statement of opinion in their letters as to whether or not the candidate under review would likely be promoted at the institution with which the external reviewer is currently affiliated.

The candidate may also submit names of up to 4 individuals to submit Dean's solicited letters in response to the Dean's request. Potential Dean's solicited letter writers should be at the rank of Associate or above, except in the case of former students. Candidates may additionally wish to suggest the name of a former student, but must not suggest any current students. For candidates submitting materials in 2022-2023, Dean Pianta is willing to serve as a solicited letter writer to provide context for the role the candidate has played in the school. The candidate will not make contact with potential reviewers. Instead, the candidate will supply the Dean's Office with the names of individuals from whom the letters will be requested, and the Dean will contact these individuals to request a letter, which will be sent to the Dean's Office. In the Dean's communications requesting solicited letters from individuals it will be stated that it is the policy of the School of Education and Human Deveopment that those providing letters should not provide a direct statement of opinion in their letters as to whether or not the candidate under review would likely be promoted at the institution with which the individual is currently affiliated.

3. For each solicited letter writer, candidates should indicate the aspects of performance the writer will be asked to evaluate. Specifically, when submitting the names of the potential solicited letter writers, the candidate should provide a brief description of the particular focus of the letter (e.g., teaching, service, clinical), so that the letter writer can be directed by the Dean to address a particular aspect of the candidate's qualifications and/or experiences. The names of the individuals from whom letters will be solicited must be provided to the Dean's Office by **April 1**. Candidates may wish to suggest names of former students but must not suggest any current students. All solicited letters should be sent directly by the writer to the Dean's Office by **August 15**.
4. Following the promotions calendar described elsewhere in this document (see Section VI.), the candidate will submit a dossier to the Promotions Committee that presents a case for promotion meeting the criteria for promotion in this document. The dossier should reflect the "Materials for Submission" section(s) above that are most relevant to the candidate's case and track as an academic general faculty member. The dossier should include a full CV as well as relevant materials and evidence as listed above.
5. The Promotions Committee in conjunction with the IRC will request internal and external reviews of the candidate as relevant via the on- and off-list reviewers (on-list are reviewers who were listed by the candidate as potential letter writers in their lists submitted with their nomination materials; off-list reviewers are those who were selected by the P&T Committee and IRC in consultation with the Department Chair and were not included on the list provided by the

candidate). For academic general faculty on the teaching track, the IRC will request reviews that would include teaching observations by peers, review of course syllabi, reviews of teaching materials produced, etc. For academic general faculty on the research track, the IRC will request external reviews of the quality of research via the on- and off-list reviewers. For teaching-track academic general faculty with clinical responsibilities, the IRC will, to the degree possible, while closely adhering to any relevant HIPPA rules or other regulations, request reviews of clinical work, training and supervision of student, service, and impact. If candidates have a mixed appointment (e.g., both tracks are reflected in their load), the reviews requested will seek an evaluation of the relevant activities for that appointment. For candidates in **either** of the two tracks, the IRC will request external reviews (both on-the-list and off-the-list) of the professional reputation of the candidate.

B. Procedures and Timelines for Review of Academic General Faculty

The IRC presentations for academic general faculty are held within departmental/center faculty meetings or at another time scheduled by the department/center to encourage faculty attendance. These meetings are held in the end of October. The IRC presentations of general faculty candidates for promotion will be announced and are open to other faculty in the School; however, the candidate is not eligible to attend the portion of the meeting when their case is presented. Faculty from all departments and centers will be encouraged to attend. In particular, in the case where a faculty member has a primary appointment in a center, the candidate may choose whether they prefer to have their meeting hosted by the Center or the Department. In either case, faculty from both the department and the center will be encouraged to attend.

Only faculty from within the candidate's department and center are eligible to vote. There is not a schoolwide vote on academic general faculty candidates. Rather, the faculty vote for academic general faculty members will be conducted within the candidate's department/center following the same procedures outlined above for tenure/tenure-track faculty. This department-level faculty vote is intended as advisory to the Promotions Committee and Dean. Faculty members can also choose to submit signed comments on candidates through the SEHD intranet; comments will be secure and available only to the Promotions Committee and the Dean. The final P&T Committee report for each candidate contains a summary of the comments (verbal or written) made by faculty during or following the department-level faculty meeting/presentation. With regard to eligibility for voting within departments for academic general faculty, all eligible faculty members holding the rank of Associate Professor or Professor (both tenure-track and academic general faculty) can vote on academic general faculty candidates going up for promotion to the rank of Associate Professor. All eligible faculty members holding the rank of Professor (both tenure-track and academic general faculty) can vote on academic general faculty candidates going up for promotion to the rank of Professor. As a result, faculty appointed at the level of associate (either tenure-track or academic general faculty) would not vote on the promotion of academic general faculty candidates to Professor.

Before the meeting. Prior to the meeting, all voting-eligible members of the faculty should read the candidates' files (available on the SEHD intranet) and refresh themselves on the criteria for promotion, which will be provided with the announcement of the meeting(s). These criteria constitute the metric for evaluating candidates' records in the areas of scholarship, teaching, and service as relevant to the candidate's role and load. All voting-eligible members of the faculty will be provided access to the draft Promotions and Tenure Committee Report prepared by the IRC and all letters via a secure intranet website at least four days prior to the meeting.

The meeting. A member of each IRC Committee (typically the IRC Chair) will present a summary of their findings during the scheduled department/center faculty meeting. With the exception of the candidates, all faculty may attend the meeting at which the IRC reports. The IRC's draft report (written and oral) is framed as an analysis of strengths and weaknesses of the candidate and the quality and disciplinary context of the work, not simply a summary of data. Thus, IRC members will give their reports at the department/center meetings in a manner that will set the stage for questions and faculty evaluation of each candidate: "You have heard our analysis of the candidate's strengths and weaknesses in X (e.g., scholarship), please provide your analysis and observations of strengths... (then weaknesses) in relation to the SEHD criteria for promotion." The presenters of the IRC reports pause at the end of each section (scholarship, teaching, and service) for discussion and ask separately for strengths and weaknesses as a way to encourage engagement. A synopsis of the external reviewers' letters will be part of the IRC's written report and will be provided to all faculty at this meeting (without identifying information such as names and affiliations).

After the meeting. All the School's faculty members and colleagues will have the opportunity to provide the IRC with additional signed written assessments of the candidate's strengths and weaknesses; these signed comments may be entered onto the secure intranet website and will be held in confidence by the Promotions Committee and the Dean. However, any comments submitted without the author's name will be discarded without consideration by the Promotions Committee. These notes are confidential. However, the final Promotions and Tenure Committee Report does contain a summary of the comments (verbal or written) made by faculty during or following the meeting.

C. Definition of and Titles for Academic General Faculty Tracks (i.e., Tenure Ineligible)

1. **Teaching Track:** Academic general faculty on the teaching track devote the largest percentage of their time to teaching. The balance of the time may be in clinical service or scholarship as defined by the job description, appointment letter, and/or annual review report. In some instances, academic general faculty on the teaching track may also have a significant portion of their load devoted to clinical service and teaching and supervising students in a clinical or practice environment. The balance of the time may be in clinic administration, teaching, or scholarship as defined by the job description, appointment letter, and/or annual review report. Protected time for research/scholarship is not required or guaranteed. Formal faculty titles will be:

Assistant Professor of Education, General Faculty
Associate Professor of Education, General Faculty
Professor of Education, General Faculty

2. **Research Track:** Academic general faculty on the research track devote the largest percentage of their time to scholarship. The balance of the time may be in teaching or clinical service as defined by the job description, appointment letter, and/or annual review report. Formal faculty titles will be:

Research Assistant Professor of Education
Research Associate Professor of Education
Research Professor of Education

Unless otherwise approved in writing by the Dean, the formal faculty titles noted above within the SEHD will be used for academic general faculty positions. The formal title as defined in the Provost's policy and assigned by the Dean in the initial appointment letter must be used in all communications related to the faculty member's employment, including offer letters, renewal letters, the report of faculty actions to the Board of Visitors, etc. The academic general faculty member's working title will be the same as the formal title; however, the faculty member may truncate the formal title in instances when formal faculty titles are not required by the Provost's policy (for example, in email signatures, department websites, business cards, conference presentations, etc.). Approved working titles for individuals on the teaching track are Assistant Professor, Associate Professor, or Professor. Approved working titles for individuals on the research track are Research Assistant Professor, Research Associate Professor, or Research Professor. Any other modification of the working title must be assigned in writing by the Dean, following prior approval by the Department Chair and/or Center Director.

D. General Criteria for Appointment and Promotion for Academic General Faculty

It is expected that candidates will display the qualities of *recognized excellence* defined in these guidelines in the primary assignment area. If a secondary area of assignment is specified in the appointment documents and/or the load of the candidate as agreed upon by the Department Chair and/or the Center Director, there will be an expectation of high-quality performance in that area. Evaluation of the candidate's performance in a secondary area will consider the percentage of workload assigned to that area. Time served in rank is not a sufficient criterion for promotion, and does not create a presumption of promotion.

1. Criteria for Appointment and Promotion of Academic General Faculty on the Teaching Track

For Appointment or Promotion as Assistant Professor of Education, General Faculty: A terminal degree in appropriate field is required.

For Appointment or Promotion as Associate Professor of Education, General Faculty: To be appointed or promoted to the rank of Associate Professor on the teaching track, the individual will typically have completed at least six years in an Assistant Professor role at the University of Virginia or an equivalent institution with exceptions being granted if there is clear evidence for success at the higher rank. There should be evidence of genuine and sustained commitment to excellence in teaching. Excellent educators bring recognition to the School and the University and enhance its ability to attract good students and outstanding faculty, which in turn support the overall educational mission of the School.

Consistent with the Provost's Policy (PROV-004), "To be promoted to associate professor on the teaching track, Academic General Faculty Members must demonstrate sustained excellence in teaching and meet or exceed the expectations of their position as defined in their appointment letter or position statement. They also must demonstrate, either through internal review or local or regional reputation, that they have attained status as a superior educator. Scholarship is not required for promotion unless it is specified as a requirement in the appointment letter or position statement. If required, scholarship for promotion on the teaching track must be evaluated for its contributions to the enhancement of the Academic General Faculty Member's teaching". Moreover, criteria for promotion include recognized

excellence in the areas described in the position description. Therefore, time served in rank does not create a presumption of promotion.

Teaching:

An academic general faculty member on the teaching track is obligated to maintain a high level of professional competence as an educator and to remain informed of developments in teaching methods and curricula. In addition, the candidate is expected to engage in academic activities outside the classroom that result in a recognizable positive impact in the classroom, School, University or the broader academic community. The candidate is therefore expected not only to demonstrate merit in classroom instruction but also to be a leader and or be recognized for expertise in their field or sub-field, and to demonstrate this leadership or expertise in relevant teaching-related activities such as the advising and mentoring of students. Candidates may suggest names of former students, but not current students, to write solicited letters on their behalf (see section III.D.4.b. above). The candidate and the Department Chairperson or Center Director will define and document expectations and goals throughout the candidate's career in the SEHD of activities and achievements that may demonstrate the successful fulfillment of this requirement, and that must be evident in the candidate's dossier and record, may include (but are not limited to):

- development of teaching materials that are adopted by other faculty members in the candidate's department, or in other departments in the School, the University, or other academic institutions
- teaching awards and honors
- demonstration of successfully addressing diversity issues in their teaching
- invited lectures or other presentations
- individual and multi-investigator grants to support instruction or student education or training
- leadership in professional societies
- involvement in activities of accreditation associations
- participation in peer evaluation external to the University
- effective incorporation of scholarly work in the field of expertise of the candidate into the classroom—for example, in the form of readings or case studies
- publication of articles in reputable journals or conference proceedings, in the faculty member's area of expertise
- publication of textbooks or other books in the faculty member's area of expertise

In the above list, examples involving publication should not be construed as imposing a research requirement. An instructional faculty member who does not engage in research can demonstrate relevant academic activity in ways that do not involve research, including some of those listed above.

Excellence in pedagogy must be supported by internal and/or external referees as relevant.

Scholarship: If research and/or scholarship are part of the job description letter and/or reflected in annual report workload agreements, the candidate must provide sufficient evidence of scholarship appropriate to their discipline as evidenced, for example, by quality publications (e.g., in peer-reviewed journals) and ongoing participation in scholarly committees and programs. The focus of the research/scholarship should pertain to and/or enhance the academic general faculty member's teaching. If candidates do have relevant publications or

scholarly products, they are encouraged to provide up to 5 of them to complement the dossier (to be uploaded in the scholarship/research folder). Research productivity will be judged with consideration of the candidate's appointment letter and as reflected in annual report workload agreements. Further details on documenting research and scholarly activity can be found in the section labeled Scholarship (III.C.1.).

Clinical Practice: If clinical practice or supervision is part of the job description and appointment letter and reflected in annual report workload agreements, the candidate must provide sufficient evidence of quality clinical practice appropriate to the candidate's discipline as indicated by client evaluations, ratings by those supervised, supervisory evaluations, or other relevant sources of information. Contributions in the area of clinical practice will be judged with consideration of the candidate's appointment letter and as reflected in the last three years of annual report workload agreements. See details below regarding additional criteria and considerations for academic general faculty who have a significant portion of their load dedicated to clinical teaching, supervision, or practice. A candidate's clinical practice is typically evaluated in relation to teaching, supervision, and training of students.

In summary, for academic general faculty candidates to earn promotion to Associate Professor, there should be evidence (a) of evaluations of good to excellent teaching or evidence of improvement, (b) that the candidate is a leader in their teaching field and/or is recognized for expertise in their field, and (c) that the candidate demonstrates this leadership or expertise in relevant teaching-related activities.

For Appointment or Promotion as Professor of Education, General Faculty: Although consideration for promotion is possible before the sixth year in rank as Associate Professor of Education, General Faculty, 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, candidates must be nominated by their Department Chair. Time spent at other institutions may be counted toward the six-year benchmark. Promotion to Full Professor will depend on achievement of a distinctive national reputation in their field of expertise as evidenced by society memberships, participation in society committees and programs, formal awards, invited major lectures, etc.

If teaching is part of the candidate's job description and load, the candidate must demonstrate sustained excellence in teaching activities as defined by EHD's principles of high quality teaching. The candidate must demonstrate merit in classroom instruction but also as a leader or recognized expert in his or her field of expertise, and to demonstrate this leadership or expertise in relevant teaching-related activities such as the advising and mentoring of students. Also see the list of potential examples provided above under promotion to Associate.

If scholarship is part of the position description, substantial original work that has resulted in national recognition should be documented through evidence of ongoing publication and participation in professional association committees, programs and/or governing boards. Excellence and distinction in education and scholarship (if applicable) must be supported by appropriate internal and external referees. Also see the list of potential examples provided above under promotion to Associate.

If clinical practice or supervision is part of the job description letter and reflected in annual report workload agreements, the candidate must provide evidence of distinction in clinical practice through specific indicators, such as board certifications, clinical innovations, clinical research and/or programs that are nationally recognized; programs that measurably improve patient outcomes; evidence of continued excellence in training, teaching, and advising of undergraduate and graduate students, postdocs, and/or colleagues; recognition through formal awards, national-level invited lectures, participation in symposia, professional society programs and/or national teaching awards or other areas described below for promotion to full Professor of Education, General Faculty. Contributions in the area of clinical practice will be judged with consideration of the candidate's appointment letter and as reflected in annual report workload agreements.

Additional Considerations for Teaching General Faculty with Significant Clinical Teaching or Supervision Responsibilities.

License for clinical profession is preferred for appointment at any rank.

For Appointment or Promotion as Associate Professor of Education, General Faculty: To be appointed or promoted to the rank of Associate Professor of Education, General Faculty, there should be evidence of sustained excellence in clinical practice and in performance of duties outlined in the position description and appointment letter and reflected in annual report workload agreements. The candidate's reputation as an expert clinician in the region must be supported by letters from internal and external referees.

Excellence in clinical practice: The candidate should document excellence in one or both of the following domains:

- *Patient/client care:* Clinical skills, board certifications, clinical innovations, clinical research and/or programs that are locally and/or regionally distinctive; programs that measurably improve patient outcomes. Documentation can include patient evaluation data, accreditation reviews, etc.
- *Education:* Clinical supervision, training, teaching, and advising of undergraduate and graduate students, postdocs, and/or colleagues. Documentation of excellence can include:
 - recognition through formal awards, local and regional invited lectures
 - participation in symposia and professional society programs
 - evaluations by supervisees
 - clinical teaching awards
 - publication of articles on clinical practice in reputable journals or conference proceedings
 - publication of textbooks or other books in the faculty member's area of clinical practice
 - development of clinical practice materials that are adopted by other clinicians
 - individual and multi-investigator grants to support clinical programs or training
 - leadership in professional societies
 - service to accreditation associations
 - participation in peer evaluations external to the University
 - effective incorporation of scholarly work on clinical practice and in the field of expertise to the candidate's clinical instruction (e.g., readings and case studies).

Examples of activities and achievements that may demonstrate the successful fulfillment of this requirement, and that must be evident in the candidate's dossier and record, may include (but are not limited to):

- Provides high quality leadership in clinical area
- Demonstrates excellence in clinical supervision as evidenced by student evaluation reviews
- Presents clinically-relevant work at regional, state, and national conferences
- Provides innovation in clinical work at SEHD, UVA, or at the regional, state or national level.

Reputation: Letters from internal and external referees will be used to document reputation or contributions as an expert clinician, consultant, and/or clinician educator. Letter writers may include leaders in local, regional, or national professional organizations, clinicians or administrators in a similar rank at a peer institution, collaborating institutions (e.g., school districts, community clinics) who can speak to the candidate's national reputation or impact on the field, leadership in training and supervision, service, etc.

For Appointment or Promotion as Professor of Education, General Faculty: Promotion to full Professor of Education, General Faculty will depend on achievement of a regional or national reputation as a clinician.

Sustained Excellence and Leadership in One or Both of the Following Domains:

- *Patient care:* Clinical skills, board certifications, clinical innovations, clinical research and/or programs that are recognized nationally; programs that measurably improve patient outcomes.
- *Education:* Evidence of continued excellence in training, teaching, and advising of undergraduate and graduate students, postdocs, and/or colleagues; as evidenced by recognition through formal awards, national-level invited lectures, participation in symposia, professional society programs and/or national awards or other areas listed under this category for promotion to Associate Professor of Education, General Faculty.

Scholarship: If scholarship is part of the job description, appointment letter, and workload, the candidate must provide sufficient evidence of rigorous scholarship appropriate to the candidate's discipline as evidenced by quality publications (e.g., in peer-reviewed journals), leadership as a scholar, and ongoing participation in scholarly committees and programs. Research productivity will be judged with consideration of the candidate's appointment letter and as reflected in annual report workload agreements. Further details on documenting research and scholarly activity can be found in the section labeled Scholarship (III.D.3.).

Reputation: Reputation as an expert clinician nationally must be supported by letters from internal and external referees. Letter writers may include leaders in local or national professional organizations, clinicians or administrators in a similar rank at peer institutions, and individuals at collaborating institutions (e.g., school districts, community clinics) who can speak to the candidate's national reputation or impact on the field, leadership in training and supervision, service etc.

2. Criteria for Appointment and Promotion of Research General Faculty.

For Appointment or Promotion as Research Assistant Professor of Education: A terminal degree in appropriate field is required.

For Appointment or Promotion as Research Associate Professor of Education: To be appointed or promoted to the rank of Research Associate Professor of Education, the individual will typically have completed six years in an Assistant Professor role at the University of Virginia or an equivalent institution. A necessary condition for promotion is evidence of genuine and sustained commitment to the establishment of a recognized line of research and scholarship. Scholarship and research productivity is typically measured by the publication of articles in peer-reviewed journals, but also may include successfully obtaining competitive peer-reviewed grants (individual or multi-investigator), publication of conference proceedings and books, invited lectures, patents, original software and hardware systems, research awards and honors, and peer evaluation external to the University. Other sources of funding (e.g., contracts from the state) can also be important indicators of success to be considered as part of the evidence of a research program of significance.

Promotion to Research Associate Professor of Education shall be based on earning distinction in the candidate's field of research across these dimensions:

Excellence in Research: The candidate's work is recognized by peers for original and independent investigation and/or excellence in contributions to research via methodological expertise. External funding in the form of federal grants, foundation grants/awards, and contracts is an important indicator of excellence, as relevant to the candidate's field of study. The candidate will be recognized as showing promise for continued development as a researcher. The candidate's larger contributions to building research capacity and a research portfolio in the School and or Center will be acknowledged as evidence of excellence in research. As such, publications are not the only products considered in judging excellence in research. The candidate's broader research portfolio will be considered, which may also include mentorship of students and postdoctoral fellows in research and grant-related work. The importance of contributing to the larger body of work in a Center or funded research program will be recognized; however, there will still be an expectation for individual distinction. This may be demonstrated by the development of, or independent contribution to, a program of research in which the candidate plays a distinctive role, and/or independent work that distinguishes the candidate and the candidate's contribution to the development of scholarly knowledge in an area can be recognized and evaluated by external reviewers. It is important to note however, that a research general faculty member's scholarship may be broader than the individual portfolio of a tenure-track faculty member. As a result, a research general faculty member's expertise and program of research may be less narrow and focused and may also be concentrated in methodological contributions to team science. although the work should still be recognized in the field.

The candidate will have a substantial and sustained body of publications, preferably as first or corresponding author, in peer-reviewed journals. Further details on documenting research and scholarly activity can be found in the section labeled Scholarship (III.C.1.).

Reputation: The candidate will present evidence of an active and ongoing publication record that establishes a recognized line of research and contribution to the field through publication, participation in symposia and professional society programs, successful procurement of grant funding, and/or service on research-related committees of governmental and professional societies. It is recognized that the initial research programs of research faculty are often conducted in close collaboration with senior faculty and may aim to advance the broader research program within the research center or research team. Over time the candidate should establish an independent, emerging national reputation for research in an identified area.

If teaching is part of the job description as a secondary area of assignment as indicated in the appointment letter or the last three years of load (as indicated in annual reports and confirmed by the Chair/Center Director), the candidate must provide evidence of high quality teaching, as indicated by course materials/syllabi appropriate to the candidate's discipline, course evaluations, classroom observations, and other documentation provided by the candidate. Teaching productivity and expectations for high quality will be judged with consideration of the candidate's appointment letter and as reflected in annual report workload agreements.

In summary, for academic general faculty candidates in a research track to earn promotion to Associate Professor, there should be (a) sufficient evidence of scholarship, including first-authored publications in selective peer-reviewed journals, appropriate to the candidate's discipline that has produced at least the beginning of a national reputation for significant scholarly contributions to the candidate's field; and (b) grant-seeking efforts to support their scholarship.

For Appointment or Promotion as Research Professor of Education:

Although consideration for promotion is possible before the sixth year in rank as Research Associate Professor of Education, 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, candidates must be nominated by their Department Chair. Time spent at other institutions may be counted toward the six-year benchmark. Promotion to full Research Professor of Education will be dependent on achievement of a national reputation as a researcher.

Promotion to full Research Professor of Education shall be based on earning distinction in the candidate's field of research across these dimensions:

Excellence in Research: The candidate will be recognized by peers as having made a clear and significant contribution in their area of research through a record of continued, productive, independent, and original investigation published in peer-reviewed journals (preferably as first or corresponding author) and sustained external funding of competitive, peer-reviewed research projects. External funding in the form of federal grants, foundation grants/awards, and contracts may also serve as evidence of scholarship. The candidate has established a clear national or international reputation for influence as a scholar. Further details on documenting research and scholarly activity can be found in the section labeled Scholarship (III.C.1.).

Reputation: External reviewers of the candidate's portfolio shall recognize the individual's national and international reputation for scholarly leadership and research contributions including publications, service on study sections, editorial boards, named lectureships, and leadership in professional societies and governing bodies.

E. Other Considerations for All Academic General Faculty Candidates

Candidates for promotion in an academic general faculty category (teaching or research) may participate in the operational aspects of the department, School, or center, such as course and lab development, student advising and recruitment, budget and finance coordination, undergraduate and graduate program operation, distance learning development, etc. An academic general faculty member with such administrative responsibilities is expected to make high-quality contributions and demonstrate effective leadership relative to the operation of the program, department, center, and/or School. Faculty who are assigned significant administrative duties (e.g., Assistant/Associate Dean) will be evaluated for quality of contribution and commensurate with workload.

Academic general faculty who engage in department, School, center, or University service or service to the profession should perform these service functions with a high level of quality. School- and university-based service should be documented in recent (i.e., last three years) load assignments, as agreed upon by the relevant supervisors (i.e., Department Chair, Center Director).

Please see section III.B. for details on nomination procedures; responsibilities of the Dean, Promotions Committee, and Department Chair; criteria for promotion, materials for submission, and letters of evaluation.

V. PROCEDURES FOR EVALUATING HIRES WHO WISH TO COME IN WITHOUT TENURE AT ASSOCIATE-LEVEL OR ABOVE, OR WHO WISH TO ENTER WITH TENURE

A. Procedures for Tenure Track Hires at Associate-Level or Above, Without Tenure

New Tenure Track faculty hired at the rank of Associate or Full Professor may be hired without tenure. These faculty will typically be expected to be reviewed for tenure within three years and should meet the same standards for tenure as other tenure-track faculty.

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

On occasion, the SEHD may wish to hire individuals at the rank of associate or full professor with tenure. To evaluate these candidates for tenure, the Promotions Committee requires a candidate's cover letter or summary of research plans, CV, a recent and complete set of course evaluations, and five recent publications representative of the candidate's scholarship. Three outside, arms-length letters are also required. The names of 6 or more potential letters writers are provided by the candidate, but the letters are requested by the Dean's office on behalf of the candidate and are sent directly to the Dean's office; the letter writers should address the candidate's suitability for the faculty rank and tenure. This will not include letters of recommendation employed in the hiring process. In addition, one or more members of the Promotions Committee will attend the candidate's job talk and the chair of the search committee will 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. An

abbreviated Promotions and Tenure Committee report will be coauthored by a member of the search committee and a member of the Promotions Committee. Upon receipt of all required information the committee reviews the nomination and provides the chair or dean with a decision in no more than three business days.

C. Procedures for Evaluating University Hires Who Want Affiliation in the School, Including Faculty with Joint or Split Appointments with Other Schools of the University

Following are two basic options pertaining to cases in which a prospective faculty or administrative hire wishes to be granted tenure in the SEHD upon accepting or holding a position in another division within the University.

Option 1: The candidate is reviewed by the SEHD Promotions Committee

This option is based on the assumption that the candidate will be evaluated according to procedures outlined in V.B., Procedures for Granting Tenure to Hires above the Assistant Professor Level. After reviewing the available materials, the Promotions Committee will meet as soon as possible to discuss the case and forward its recommendation to the Dean of the SEHD. The committee will apply the criteria for review described elsewhere in this document and provide to the Dean a summary of their impressions of the individual relative to those criteria and a vote. 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 SEHD, 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 University 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.

Although this designation does not specifically cover all types of appointments, it appears to be flexible enough to cover nearly any hire the President might make.

VI. REVIEW OF JOINT FACULTY APPOINTMENTS

On occasion, the SEHD may wish to review for promotion a faculty member who is formally jointly appointed to SEHD and another school at UVA. This excludes courtesy or affiliated faculty appointments in SEHD, which are made by the Dean in conjunction with the relevant Department Chair/Center Director, with the approval of the candidate’s home school dean; these appointments follow the rank, tenure, and title of the candidate’s home school and do not require formal SEHD Promotion and Tenure review.

In such instances of the review of a formally jointly appointed faculty member, the candidate's review for promotion and/or tenure will occur simultaneously but separately by the SEHD Promotions Committee, constituted as detailed in this policy, and the other UVA School, following the respective school policies and/or faculty bylaws. The candidate will prepare a single set of materials, which includes all required elements outlined in the respective schools' Promotions and Tenure policies; that single dossier will be submit to each school. Each school will then follow its own usual promotion and tenure process (e.g., form own IRCs) until the tenure file and Deans' recommendations are sent to the Provost's promotion and tenure committee. More specifically, the two committees will share all materials submitted by the candidate (e.g., candidate narrative, CV, publications, teaching evaluations) and in support of the review process (e.g., shared external letters, shared solicited letters). If there is a larger proportion of effort in one or the other school, the school with the largest effort will take the lead on collecting the letters in support of the candidate on behalf of the review process, but the other participating school's P&T Committee will have input on the selection of letter writers. The IRCs will prepare separate draft Promotions and Tenure reports for their school's P&T Committee; each School's P&T Committee and eligible School's faculty will vote separately. Each School's P&T Committee will make separate recommendations to their respective deans. As with all promotion and tenure cases, the Deans' letters are advisory to the Provost, who is the final decision-maker.

If tenure and/or promotion is recommended in only one of the two schools, prior to forwarding recommendations to the Provost Promotions and Tenure Committee, the relevant Deans will collaborate on a plan for reappointment or non-reappointment, and share that plan with the Provost as the candidate advances to the Provost's review. If a candidate determines that they would prefer to be considered for tenure in only one School, the candidate has the right to end the joint appointment and take on a sole appointment in one School. To do so, the candidate must submit a written letter making this request to all relevant deans prior to the solicitation of promotions materials by the committees. If this option is exercised the candidate will go through the regular promotion and/or tenure process in that school only. In instances where the candidate does end an appointment in the SEHD, the faculty member should expect to maintain the current effort allocation through the end of the academic year during which the request is made, with the transition to a full-time position in the other school to take place at the beginning of the following academic year, unless otherwise agreed upon by the relevant deans. The school the faculty member has chosen as the potential tenure home will take on responsibility for assigning load, providing and setting salary, and covering other expenses on July 1 before the transition in activities takes place.

VII. PROMOTIONS CALENDAR 2022-2023

Note: If dates do not fall on a business day, use the subsequent business day.

Feb. 1 – April 10 Promotions Committee elected and appointed.

Mid-March The Dean specifically 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. The Dean sends a general notice to all other faculty—tenure-track (TT) and academic general faculty—that those intending to go up for promotion need to identify themselves for promotion by April 1.

Promotions Committee holds open forums on the promotions policies and procedures for Assistant TT faculty, Associate TT faculty, and academic general faculty.

April 1 Faculty declare intent to be candidates for promotion and submit lists of potential external reviewers and solicited reviewers to Promotions Committee and Dean.

Specifically, in conjunction with his/her Department chair, each TT candidate submits (a) a list of 10 potential external reviewers ("on the list"), (b) names of the major national organizations and journals in his/her field, (c) a list of 6 Dean's solicited letter writers, and (d) current CV.

Specifically, in conjunction with their Department chair/Center Director, each academic general faculty candidate submits (a) a list of 8 potential external reviewers (the "on-the-list"), (b) names of the major national organizations and journals in his/her field, (c) a list of 4 Dean's solicited letter writers, and (d) current CV.

For academic general faculty, a brief nomination letter from the Chair/Center Director is also due that confirms the track (teaching or research) and describes load and job responsibilities.

By April 15 Internal Review Committee (IRC) Chairs and Committee members identified by collaboration among Promotions Committee, Department Chairs, and Dean.

By May 1 Promotions Committee selects external reviewers for each candidate and provides lists to the Dean's Office.

By May 8 The Dean's Office emails designated reviewers to confirm their participation, with their review letters due by August 15.

By July 1 All candidates' (tenure-track and academic general faculty) promotions materials are due via Collab.

Structure and organization of materials to be uploaded by candidate by July 1:

- a. Personal Statement
- b. CV
- c. Scholarship/Publications (if relevant to the position)
- d. Teaching (to include teaching materials, course evaluations, information on mentoring, if relevant to the position)
- e. Service
- f. COVID-19 Impact Statement

By July 15 All required dossier materials are made available to external reviewers, and via School of Education and Human Development intranet to IRC and Promotions Committee members.

By August 15 All solicited letters and external letters due to Dean's Office.

By August 19 Letters are posted on intranet for IRCs, Promotions Committee and Dean.

September 10 Candidate submits updated CV to Dean's office and a brief note highlighting any changes that have occurred since July 1.

September 25 Report by IRC for TT and academic general faculty candidates submitted to Promotions Committee.

End of September

Department meetings held for tenure/tenure track faculty candidates

October 15 IRC presentations for general faculty are posted for voting-eligible faculty to review
Draft of IRC presentations for tenure/tenure-track submitted to P&T Committee

End of October

Department/Center meetings held for general faculty candidates

October 30 Letters to Promotions Committee due from Department Chairs for TT candidates and from Department Chair or Center Director for academic general faculty candidates.

By Mid-November

IRC Presentations for TT faculty candidates are posted for voting-eligible faculty to review.

Before Late November

School-wide faculty meets for IRC presentations and faculty discussion of TT candidates; comments submitted on intranet. Schoolwide vote by eligible tenured faculty follows. Similar process occurs for academic general faculty, but the presentations and votes are conducted within departments. The IRC presentations for academic general faculty are to be coordinated by the departments, but are announced and open to other faculty. Department/center-wide vote by eligible faculty follows.

Late November To Early December

Promotions Committee meets on each TT and academic general faculty candidate.

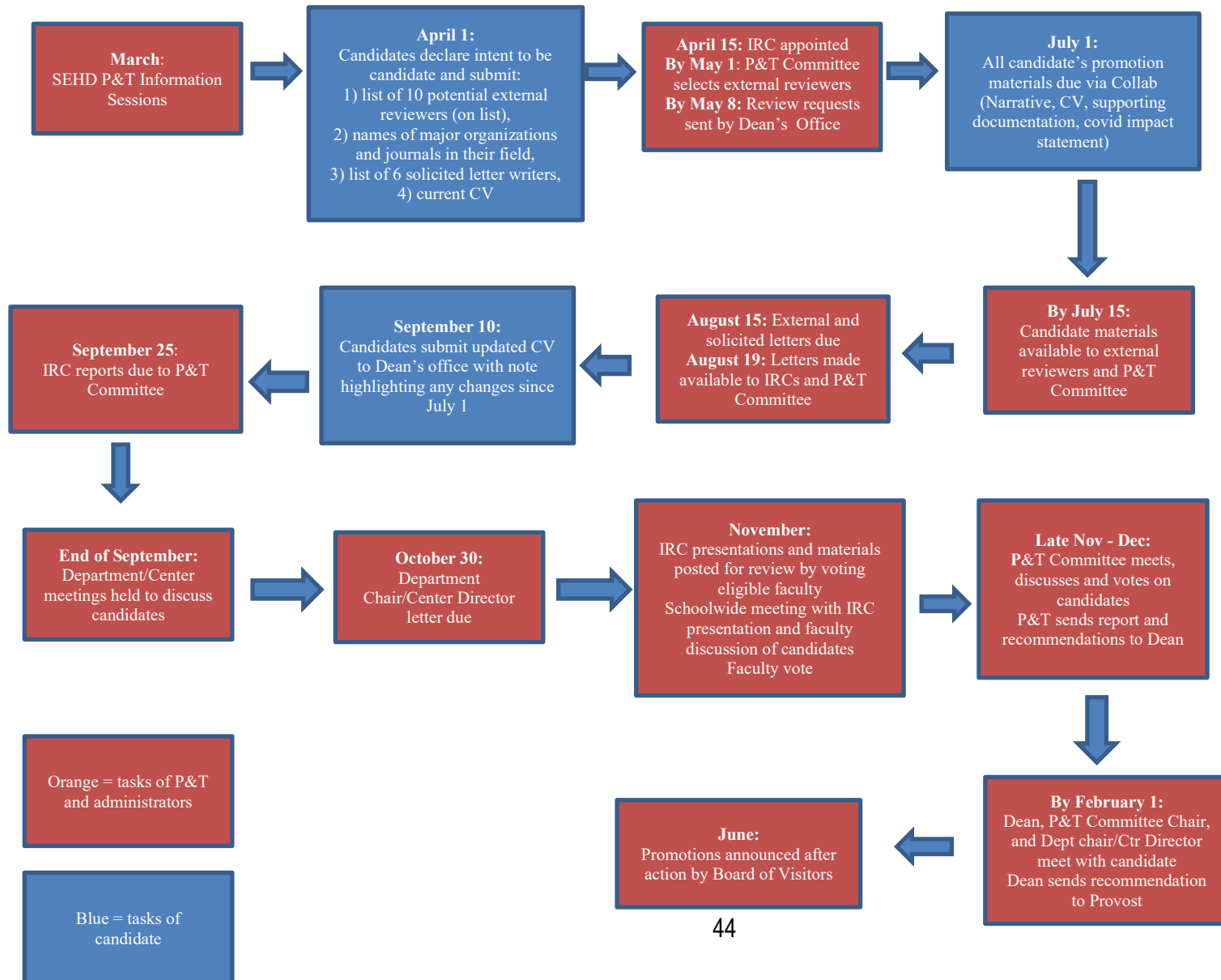
Mid-December Promotions Committee sends review and recommendations for TT and academic general faculty candidates to the Dean.

By February 1 The Dean and Promotions Committee Chair meet with individual candidates. Dean sends their recommendations to the Provost.

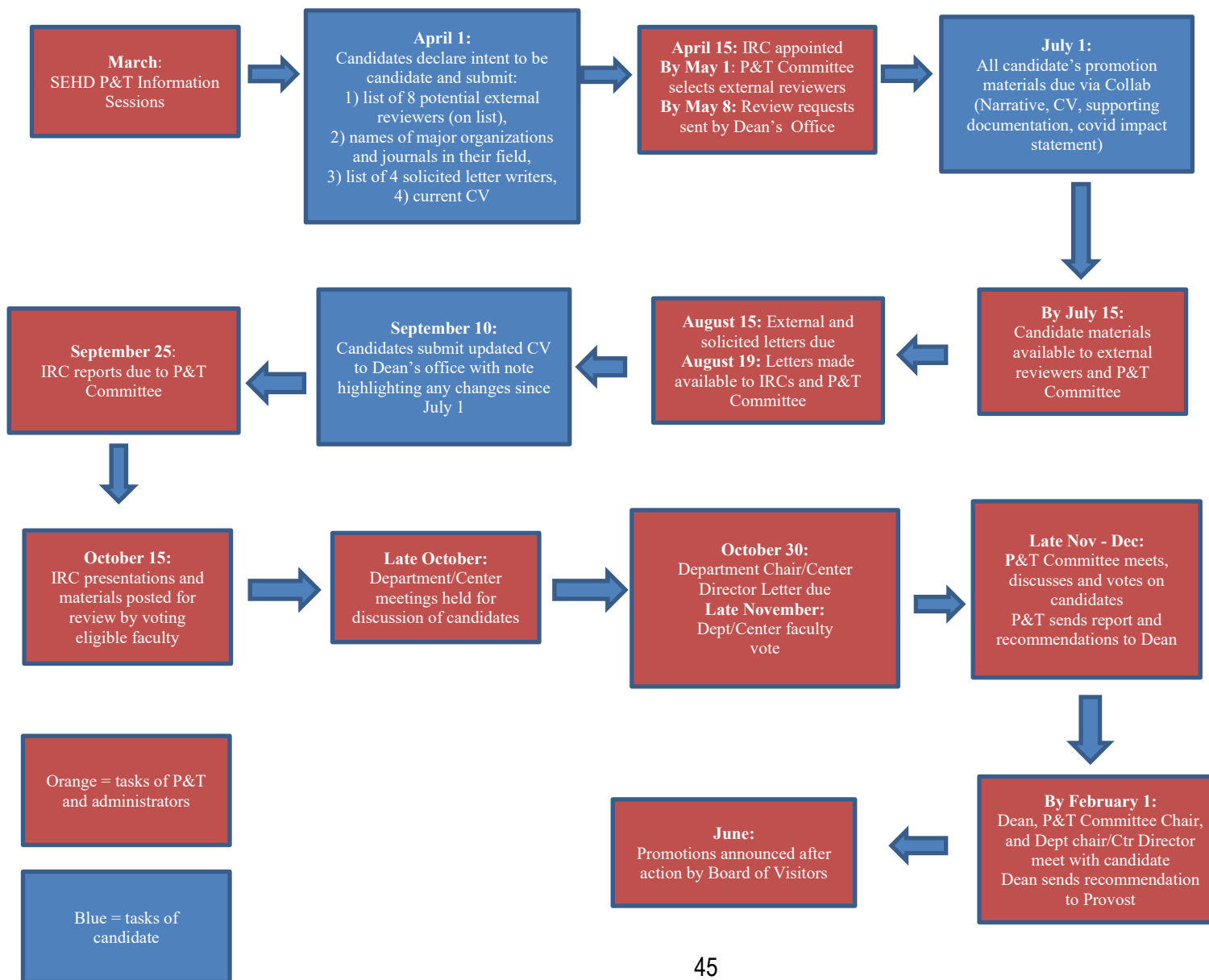
June Promotions announced after action by the Board of Visitors.

APPENDIX

Tenure Track Process



General Faculty Process



Sample ways to present impact and quality indicators for scholarly publications
3 examples are provided: journal article, book chapter, book

Note: When reporting Journal Impact Factor (JIF) we recommend using the [Clarivate/Journal Citation Reports](#) JIF when available. The Clarivate site also reports the rank of the journal as well as citation reports for individual articles.

You can access individual author impact metrics via [Web of Science](#). This includes the overall author h-index as well as citation reports for individual articles. WoS also provides an author beamplot, which provides an average citation percentile of authors' publications (overall as well as by year).

Table Format:

Citation	Journal Impact Factor	Times Cited Google Scholar	Times Cited Web of Science	Other notes (e.g., journal rank, acceptance rate, awards, article media attention)
Williams, J.L. & Deutsch, N.L. (2016). Beyond Between-Group Differences: Considering Race, Ethnicity, and Culture in Research on Positive Youth Development Programs. <i>Applied Developmental Science</i> , 20(3), 203-213. Doi: 10.1080/10888691.2015.1113880	3.479 (2020) 4.364 (5-yr)	101	34	19% acceptance rate Ranked 22/77 for JIF Psychology, Developmental
Tolan, P. H., & Deutsch, N. L. (2015). Mixed methods in developmental science. In W.F. Overton, & P.C. Molenaar (Eds.), <i>Handbook of child psychology and developmental science</i> , Vol. 1: <i>Theory and method</i> . (7th ed.). (pp. 713-757). Editor-in-chief: R. M. Lerner. Hoboken, NJ: Wiley.	N/A	33	N/A	First chapter on mixed methods in the <i>Handbook of Child Psychology & Developmental Science</i> From Amazon book page: "The <i>Handbook of Child Psychology and Developmental Science</i> , a four-volume reference, is the field-defining work to which all others are compared. First published in 1946, and now in its Seventh Edition, the <i>Handbook</i> has long been considered the definitive guide to the field of developmental science."

Deutsch, N.L. (2008). <i>Pride in the Projects: Teens building identities in urban contexts</i> . New York: New York University Press.	N/A	95	N/A	Published as part of <i>Qualitative Studies in Psychology</i> series; Reviewed in Journal of Youth & Adolescence: Whitehead, S.N. (2009). Pride in the Projects: Teens Building Identities in Urban Contexts. <i>J Youth Adolescence</i> 38, 744–745 (2009). https://doi.org/10.1007/s10964-008-9380-x
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CV Format:

Williams, J.L. & Deutsch, N.L. (2016). Beyond Between-Group Differences: Considering Race, Ethnicity, and Culture in Research on Positive Youth Development Programs. *Applied Developmental Science*, 20(3), 203-213. Doi: 10.1080/10888691.2015.1113880

JIF: 3.479 (2020); 5-YR JIF: 4.364; 19% acceptance rate; 101 GS cites; 34 WoS cites

Tolan, P. H., & Deutsch, N. L. (2015). Mixed methods in developmental science. In W.F. Overton, & P.C. Molenaar (Eds.), *Handbook of child psychology and developmental science*, Vol. 1: *Theory and method*. (7th ed.). (pp. 713-757). Editor-in-chief: R. M. Lerner. Hoboken, NJ: Wiley.

[From Amazon book page: “The *Handbook of Child Psychology and Developmental Science*, a four-volume reference, is the field-defining work to which all others are compared. First published in 1946, and now in its Seventh Edition, the *Handbook* has long been considered the definitive guide to the field of developmental science.”]

Deutsch, N.L. (2008). *Pride in the Projects: Teens building identities in urban contexts*. New York: New York University Press.

[Published as part of *Qualitative Studies in Psychology* series; Reviewed in Journal of Youth & Adolescence: Whitehead, S.N. (2009). Pride in the Projects: Teens Building Identities in Urban Contexts. *J Youth Adolescence* 38, 744–745 (2009). <https://doi.org/10.1007/s10964-008-9380-x>]

Table 1. Example of Optional Grant Activity Report (This illustrative table suggests one way in which grant activity can be represented. Much of this information should be included in the CV. Use this optional grant activity report if you have additional information that you would like to describe related to grant activity.

Source:	National Science Foundation
Title:	Teaching science to children who hate science
PI:	Smith-Jones, AB
Citation:	PROVIDE FULL CITATION
Effort:	25%
Role:	ADD MEANINGFUL BUT BRIEF DESCRIPTION
Period:	2018-2021
Total Award Amount:	\$175,000
Description:	The purpose of this project was to evaluate a novel, experientially-based curriculum at the Kennedy Space Center to improve third-grade students' interest in science.
Status:	Funded
Source:	Foundation for Healthy Kids
Title:	A lifetime fitness-based curriculum for elementary school students
PI:	Fernandez, JZ
Citation:	PROVIDE FULL CITATION
Role:	Co-Investigator; served as study coordinator which included responsibilities to recruit and test subjects, analyze data, prepare technical reports for the granting agency, and prepare manuscripts for publication.
Effort:	15%
Period:	2019-2021
Total Award Amount:	\$500,000
Description:	The purpose of this project was to incorporate a lifetime fitness-based curriculum in urban elementary schools as a method to combat childhood obesity.
Status:	In review
Source:	National Academy of Education/Spencer Postdoctoral Fellowship Program
Title:	Examining attention to dialect in elementary classrooms

PI:	Smith-Jones, AB
Citation:	PROVIDE FULL CITATION
Role:	ADD MEANINGFUL BUT BRIEF DESCRIPTION
Effort:	50%
Period:	2018-2020
Amount:	\$55,000
Description:	The purpose of this project was to examine the ways in which elementary school teachers did or did not address dialect in literature in their teaching.
Status:	Not funded
<hr/>	
Source:	US Department of Education
Title:	Virginia consortium for teacher preparation in severe disabilities statewide collaboration
PI:	Smith-Jones, AB
Citation:	PROVIDE FULL CITATION
Role:	ADD MEANINGFUL BUT BRIEF DESCRIPTION
Effort:	10%
Period:	2017-2020
Total Award Amount:	\$800,000
Description:	The purpose of this training project was to prepare Commonwealth of Virginia teachers in severe disabilities at the M.Ed. level
Status:	Funded

Table 2. Example of Average Student Evaluations for Two Focal Courses											
Course	Semester	Enrollment	Respondents	Response %	Percentage Taught	'Learned a great deal'		'Worthwhile course'		'Effective teacher'	
						Candidate	Curry	Candidate	Curry	Candidate	Curry
EDHS 2250, Stress & Anxiety Management	Fall, 2007	60	58	97%	100%	4.34	4.36	4.45	4.38	4.67	4.43
EDHS 2250, Stress & Anxiety Management	Spring, 2008	59	56	95%	100%	4.29	4.34	4.32	4.35	4.54	4.42
EDHS 2250, Stress & Anxiety Management	Fall, 2008	70	56	80%	100%	4.3	4.34	4.55	4.35	4.8	4.42
EDHS 2250, Stress & Anxiety Management	Spring, 2019	72	59	82%	100%	4.32	4.29	4.47	4.32	4.64	4.35
Average		65.25	57.25	88%	100%	4.31	4.33	4.45	4.35	4.66	4.41
EDHS 8390, Internship in School Counseling	Fall, 2005	7	6	86%	100%	5	4.35	5	4.36	5	4.33
EDHS 8390, Internship in School Counseling	Spring, 2006	10	6	60%	100%	4.83	4.33	5	4.36	5	4.39
EDHS 8390, Internship in School Counseling	Fall, 2006	6	5	83%	100%	4.6	4.3	4.8	4.29	4.6	4.34
EDHS 8390, Internship in School Counseling	Spring, 2007	10	4	40%	100%	4.75	4.33	4.75	4.37	8	4.4
EDHS 8390, Internship in School Counseling	Fall, 2007	10	6	60%	100%	4.5	4.36	4.67	4.38	4.67	4.43
EDHS 8390, Internship in School Counseling	Spring, 2008	8	4	50%	100%	5	4.34	5	4.35	5	4.42
EDHS 8390, Internship in School Counseling	Fall, 2008	7	5	71%	100%	4.6	4.34	4.8	4.35	4.8	4.42
EDHS 8390, Internship in School Counseling	Spring, 2009	8	5	63%	100%	5	4.29	5	4.32	5	4.35
Average		8.25	5.13	64%	1.00	4.79	4.33	4.88	4.35	5.26	4.39

Table 3. Example of Average Student Evaluations for Courses Taught Past 4 Years

Course	Semester	Enrollment	Respondents	Response %	Percentage Taught	Learned a great deal'		'Worthwhile course'		'Effective teacher'*	
						Candidate	SEHD	Candidate	SEHD	Candidate	SEHD
EDHS 2250, Stress & Anxiety Management	Fall, 2007	60	58	97%	100%	4.34	4.36	4.45	4.38	4.67	4.43
EDHS 2250, Stress & Anxiety Management	Spring, 2008	59	56	95%	100%	4.29	4.34	4.32	4.35	4.54	4.42
EDHS 2250, Stress & Anxiety Management	Fall, 2008	70	56	80%	100%	4.31	4.34	4.55	4.35	4.8	4.42
EDHS 2250, Stress & Anxiety Management	Spring, 2009	72	59	82%	100%	4.32	4.29	4.47	4.32	4.64	4.35
Average		65.25	57.25	88%	100%	4.32	4.33	4.45	4.35	4.66	4.41
EDHS 7270, Research in Counseling	Fall, 2004	35	6	17%	100%	4.5	4.39	4.17	4.41	4.5	4.38
EDHS 7270, Research in Counseling	Fall, 2005	30	32	107%	100%	4	4.35	4.06	4.36	4.47	4.33
EDHS 7270, Research in Counseling	Fall, 2006	35	20	57%	100%	4.5	4.3	4.4	4.29	4.55	4.34
EDHS 7270, Research in Counseling	Fall, 2007	37	24	65%	100%	4.25	4.36	4.46	4.38	4.5	4.43
EDHS 7270, Research in Counseling	Fall, 2008	37	20	54%	100%	4.45	4.34	4.35	4.35	4.6	4.42
Average		34.8	20.4	60%	100%	4.34	4.35	4.29	4.36	4.52	4.38
EDHS 8340, Counseling, Children & Adolescents	Spring, 2005	32	30	94%	100%	4.93	4.29	4.93	4.34	4.9	4.35
EDHS 8340, Counseling, Children & Adolescents	Spring, 2006	30	18	60%	100%	4.83	4.33	4.89	4.36	4.72	4.39
EDHS 8340, Counseling, Children & Adolescents	Spring, 2007	30	24	80%	100%	4.71	4.33	4.71	4.37	4.57	4.4
EDHS 8340, Counseling, Children & Adolescents	Spring, 2008	35	21	60%	100%	4.71	4.34	4.67	4.35	4.43	4.42
EDHS 8340, Counseling, Children & Adolescents	Spring, 2009	32	20	63%	100%	4.45	4.29	4.4	4.32	4.5	4.35
Average		31.8	22.6	71%	100%	4.73	4.32	4.72	4.35	4.62	4.38
EDHS 8390, Internship in School Counseling	Fall, 2005	7	6	86%	100%	5	4.35	5	4.36	5	4.33
EDHS 8390, Internship in School Counseling	Spring, 2006	10	6	60%	100%	4.83	4.33	5	4.36	5	4.39
EDHS 8390, Internship in School Counseling	Fall, 2006	6	5	83%	100%	4.6	4.3	4.8	4.29	4.6	4.34
EDHS 8390, Internship in School Counseling	Spring, 2007	10	4	40%	100%	4.75	4.33	4.75	4.37	8	4.4
EDHS 8390, Internship in School Counseling	Fall, 2007	10	6	60%	100%	4.5	4.36	4.67	4.38	4.67	4.43
EDHS 8390, Internship in School Counseling	Spring, 2008	8	4	50%	100%	5	4.34	5	4.35	5	4.42
EDHS 8390, Internship in School Counseling	Fall, 2008	7	5	71%	100%	4.6	4.34	4.8	4.35	4.8	4.42
EDHS 8390, Internship in School Counseling	Spring, 2009	8	5	63%	100%	5	4.29	5	4.32	5	4.35
Average		8.25	5.13	64%	100%	4.79	4.33	4.88	4.35	5.26	4.39
EDHS 8982, Individual/Triadic Practicum Sup.	Spring, 2005	5	5	100%	50%	4.8	4.29	4.75	4.34	4.6	4.35

* For courses taught after the evaluation system changed candidates should report data for the items: "Through this course I gained a deeper understanding of the subject matter," "Overall, the instructor was an effective teacher, "The instructor created an environment that respected difference and welcomed diverse perspectives"