

## RESOLUTION TO UPDATE THE FACULTY HANDBOOK DESCRIPTION OF EXPECTATIONS FOR PROMOTION AND TENURE

**WHEREAS**, the Faculty Handbook describes the general expectations for promotion and tenure; and

**WHEREAS**, aspects of clinical/medical service and its relationship to scholarship and teaching are not clearly articulated in the Faculty Handbook with respect to promotion and tenure; and

**WHEREAS**, the explicit description of the importance of clinical/medical service and its evaluation are important in the evaluation for promotion and tenure for faculty with those responsibilities;

**NOW, THEREFORE, BE IT RESOLVED** that the Faculty Handbook, Section 3.4.4, be revised as shown below **in red**.

### **3.4.4 General Expectations for Promotion and Tenure**

In accordance with their assignments and as outlined in the “Virginia Tech Guidelines for Promotion and Tenure Dossier” document available from the provost’s office, candidates for promotion and/or tenure will be evaluated in the following categories: teaching, scholarship, and service. While candidates are not expected to have equal levels of commitment or equal responsibilities in all these areas, scholarship is expected of all tenure-track faculty members to a degree and in a discipline appropriate for their assignment.

Teaching (*Includes advising/mentoring*): Teaching is a multifaceted activity that includes formal and informal advising/mentoring. In any assessment of a candidate for promotion and/or tenure, both the quality and the quantity of the individual’s achievements in teaching and advising/mentoring should be considered. Those evaluating candidates for promotion and/or tenure should give special consideration to teaching effectiveness: faculty members must demonstrate the ability to evaluate scholarship applicable to their field and effectively teach their discipline to students. **If applicable to the candidate’s appointment, teaching may include didactic lecture classes and laboratory settings as well as an integrated component of clinical practice.**

Scholarship (*Includes research, creative activities, and Extension activities*): Scholarship is broadly defined at Virginia Tech as the discovery, transmission, and/or application of knowledge. Scholarship takes many forms, including but not limited to research, creative activity, and Extension activities. While both the quality and quantity of a candidate’s achievements should be examined, quality should be the primary consideration. Quality should be defined largely in terms of the work’s importance in the progress or redefinition of a field or discipline, the establishment of relationships among disciplines, the improvement of practitioner performance, or the creativity of the thought and methods behind it. To be awarded tenure, in addition to demonstrating productivity as a scholar, a candidate must provide evidence that their scholarship **enhances their discipline, which is typically demonstrated by ~~has~~** a growing impact nationally or internationally and the

potential for greater impact in the future. Promotion to the rank of professor requires evidence of ongoing or renewed productivity and the realization of a candidate's potential for greater impact nationally or internationally, including a description of how their scholarship has influenced their field.

*Service (Includes engagement, university service, professional service, medical service, inclusion and diversity, and additional outreach and Extension activities):* In the spirit of *Ut Prosim* (That I may serve) and the land-grant mission, faculty members are expected to use their knowledge, creativity, and expertise to improve the human condition and engage the communities of which they are a part. Candidates must demonstrate their contributions to the governance, development, and vitality of the university, their academic professions, and other relevant communities at the local, state, national, and/or international levels. The quality and effectiveness of healthcare delivery, **including activities in the presence of learners**, and outreach and Extension activities that are not considered scholarship should also be documented.

The unique features of every candidate's department or school, discipline, and assignment must be considered in any evaluation for promotion and/or tenure. Each department or school (or college, when college-wide guidelines are applied) is required to have "Expectations Guidelines for Promotion and/or Tenure." Expectations guidelines account for disciplinary and programmatic differences unique to and within the department(s) and school(s) and specify what is required of their faculty members to fulfill the general expectations outlined above. Departments or schools, or colleges should carefully assess and state the overall standards of professional performance and contribution they consider minimally acceptable for the awarding of promotion and/or tenure. Expectations must be adhered to at every stage of the promotion and/or tenure process. Colleges that adopt a college-wide set of promotion and/or tenure guidelines will ensure that the "Expectations Guidelines for Promotion and/or Tenure" account for differences within and across departments and schools.

### **RECOMMENDATION:**

That the board of visitors approve resolution to update the faculty handbook description of expectations for promotion and tenure.

June 11, 2024