

## **Guidelines for Promotion, Permanent Tenure, and Post-Tenure Review**

### **School of Plant and Environmental Sciences**

#### Overview

These guidelines have been developed by the Faculty of the School of Plant and Environmental Sciences (School) in accordance with university policies as published in the Virginia Tech Faculty Handbook. These guidelines fulfill the unit requirement for written and published policies that guide promotion and tenure processes (Faculty Handbook section 3.4.4.1). This document describes School expectations regarding achievements and milestones for professional advancement and serve as a foundation for established standards.

Candidates will be evaluated in the context of the overall contributions made to the School and the faculty member's potential for having a sustained, positive impact in supporting the School's, College and University mission.

Considerations for promotion, tenure, and post-tenure review will be based on each faculty member's employment contract appointment and any adjustments thereafter. Evaluation will incorporate assigned distribution of effort to three mission areas: A) Teaching and Advising, B) Research and Creative Activity, and C) Service and Outreach, and Extension, if appropriate. In addition, a School expectation is D) Citizenship.

#### Procedure for Approval and Revision of School Guidelines

As outlined in the Virginia Tech Faculty Handbook (section 3.5.3), Adoption and subsequent Revision of these guidelines requires approval by a majority of tenured and tenure-track faculty within the School. Requests to revise these guidelines must be made in writing to the Chair of the School P&T committee. The P&T committee Chair will bring the request for consideration at a subsequent P&T committee meeting. Any changes to the guidelines must first be approved by a majority vote of the P&T committee, followed by a majority vote of School tenured and tenure-track faculty.

Minor changes to align the School guidelines with annual updates to the Faculty Handbook, such as renumbering a section relevant to Promotion and Tenure with no substantive changes in content, may be made and accepted by majority vote of the School P&T committee. The School tenured and tenure-track faculty will be notified of such changes by the Chair of the School P&T committee.

## **Guidelines for Promotion to Advanced Instructor**

School guidelines for Promotion to Advanced Instructor are extensions of policies noted in the Faculty Handbook (section 5.1.6) and the CALS guidelines.

School Instructors are central to the unit mission. Instructors are eligible for promotion to Advanced Instructor after serving a minimum of five years as an Instructor. Consideration for promotion will be based on the Instructor's employment contract appointment and any adjustments thereafter. Candidates will be evaluated based on the appropriate balance of: A) Teaching and Advising, B) Service and Outreach, and C) Citizenship.

Promotion to the rank of Advanced Instructor is based on excellence in teaching, evidence of significant professional growth, and serving the School, College, University and/or the profession. Expectations for promotion will be based on assigned distribution of effort and demonstration of excellence, or continued progress towards excellence in:

### **A. Teaching and Advising**

1. The candidate is expected to demonstrate mastery in teaching and have a track record of successful curriculum development. Evidence of teaching proficiency includes student perception of teaching (SPOT), annual evaluations, and peer evaluations of teaching. It is expected that Instructors seeking promotion have SPOT scores consistently at or above CALS averages, and that peer evaluations of teaching are consistently positive or showing improvement. Peer evaluations of teaching are encouraged at least once every two years for candidates seeking promotion to Advanced Instructor, ensuring that at least two current peer evaluations are obtained during any 5-year window. Efforts to develop and improve course and/or core curriculum is expected for promotion to Advanced Instructor. This includes work to strengthen traditional classroom teaching (including using technology) as well as efforts to develop or augment online programs.
2. Instructors seeking promotion to Advanced Instructor should have a track record of impactful advising. This includes advising students and teaching assistants, supporting School undergraduate advisors, mentoring peers, and/or serving as an advisor for student organizations.

### **B. Service and Outreach**

1. Candidates are expected to provide high-quality service to the School commensurate with their appointment allocation. This can include service on School, College (CALS), or University committees. Service can also include efforts to promote pedagogy, participation in teaching workshops, augmenting teaching environments by securing equipment or resources that bolster teaching approaches, serving roles in college or university governance, or serving in service roles within their professional organizations.
2. Participation in professional conferences and societies specific to the candidate's area of teaching, and/or serving as a peer-reviewer for educational programs and materials are encouraged.
3. Based upon contractual allocations, administrative duties assigned to the Instructor will also be gauged as a metric for promotion. This includes program development and management, accreditation, student outcomes, and other measures to promote the long-term success of the program.

### **C. Citizenship**

The candidate should have made notable contributions to strengthening the School culture, as noted by collaboration with fellow faculty, and participation in: School seminars, undergraduate and graduate student events, diversity initiatives, alumni outreach, and/or advancement projects. Efforts to increase the external visibility of the School by highlighting

activities and successes, including via social media outlets, are valued and highly encouraged.

### **Guidelines for Promotion to Senior Instructor**

School Guidelines for Promotion to Senior Instructor are extensions of policies noted in the Faculty Handbook (section 5.1.6) and the CALS guidelines.

Instructors are eligible for promotion to Senior Instructor after serving a minimum of five years as an Advanced Instructor. Consideration for promotion will be based on the Instructor's employment contract appointment and any adjustments thereafter. Candidates will be evaluated based on the appropriate balance of: A) Teaching and Advising, B) Service and Outreach, and C) Citizenship.

Promotion to the rank of Senior Instructor is the capstone rank for Instructors, and is based on outstanding teaching and leadership serving the School, college, university and the profession. Expectations for promotion will be based on assigned distribution of effort and excellence, or continued progress towards excellence in:

#### **A. Teaching and Advising**

1. Candidates for promotion to Senior Instructor should have an exemplary track record of teaching. Evidence of teaching excellence includes student perception of teaching (SPOT), annual evaluations, and peer evaluations of teaching. It is expected that Instructors seeking promotion have SPOT scores consistently at or above CALS averages, and that peer evaluations of teaching are consistently positive. Peer evaluations of teaching are encouraged at least once every two years for candidates seeking promotion to Senior Instructor, ensuring that at least two current peer evaluations are obtained during a 5-year window. Leadership in course and/or core curriculum development is expected for promotion to Senior Instructor. This includes work to strengthen traditional classroom teaching as well as efforts to develop or augment online programs.
2. Instructors seeking promotion to Senior Instructor should have a track record of impactful advising and mentoring. This includes significant leadership mentoring other faculty, advising students and teaching assistants, supporting academic advisors, and/or serving as an advisor for student organizations.

#### **B. Service and Outreach**

1. Candidates are expected to provide high-quality service to the School commensurate with their appointment allocation. This can include service on School, College (CALS), or University committees. Service can also include efforts to promote pedagogy, participation in teaching workshops, augmenting teaching environments by securing equipment or resources that bolster teaching approaches, or serving roles in college or university governance.
2. Participation in professional conferences and societies specific to the candidate's area of teaching, and submitting/reviewing manuscripts for pedagogical/professional publications are encouraged. Demonstrated leadership within one's professional field is expected for promotion to Senior Instructor.
3. Based upon contractual allocations, administrative duties assigned to the Instructor will also be gauged as a metric for promotion. This includes program development and management, accreditation, student outcomes, and other measures to promote the long-term success of the program.

#### **C. Citizenship**

The candidate should have made notable contributions to strengthening the School culture, as noted by collaboration with fellow faculty, and involvement in: School seminars, undergraduate and graduate student events, diversity initiatives, alumni outreach, and/or advancement projects. Efforts to increase the external visibility of the School by highlighting activities and successes, including through social media outlets, are valued and highly encouraged.

## **Guidelines for Promotion to Associate Professor and Conferral of Tenure**

School guidelines for Promotion to Associate Professor and the Conferral of Tenure are extensions of policies noted in the Faculty Handbook (section 3.1.2 and section 3.4).

The Virginia Tech Faculty Handbook (section 3.4.2) requires that tenure-track candidates receive two progress and performance evaluations by the School Promotion and Tenure (P&T) committee, typically the first during years 2-3 and the second during years 4-5 of the pre-tenure probationary period. The School requires that the information used for these progress reports is formatted to be consistent with the promotion and tenure dossier format (dossier format guidelines available on the Provost's website).

At the time of consideration for Promotion and/or Tenure, the P&T committee will evaluate the candidate's dossier, annual reviews, (e.g., eFARs), probationary period and progress reviews conducted by the School Director and the School P&T committee, and external evaluations from individuals at peer institutions (per the Faculty Handbook). School recommendations for promotion and/or tenure will be made in the fall semester of the appropriate employment year (as outlined in the Faculty Handbook).

Promotion and Tenure is a decision made for the future and based on the past. As stated in the Faculty Handbook (section 3.4.4), recommendations for tenure should imply few if any lingering doubts about the value of the candidate to the School's program for the duration of their employment in the School. The criteria for promotion to Associate Professor are founded upon excellence, or the continued development towards excellence, in the three areas for consideration: A) Teaching and Advising, B) Research and Creative Activity, and C) Service and Outreach. In addition, a School expectation is D) Citizenship. Based on the contractual distribution of faculty appointments, individuals seeking promotion and tenure must demonstrate excellence in the primary appointment area. In addition, demonstration of a high level of general competence in the other areas is expected. As achievement of excellence in more than one area may not always be evident, the demonstration of continued development in each of these areas is critical when considering promotion to Associate Professor. Expectations will vary according to assigned distribution of effort.

### **A. Teaching and Advising**

1. The candidate should show evidence of accomplishments in the quality and quantity of teaching and show documented progress in becoming an excellent teacher of undergraduate and graduate students. Teaching load should be commensurate with their assignment allocation. Evidence includes annual faculty activity reports, peer evaluations of teaching, student perception of teaching (SPOT), and teaching recognition by students, peers, and/or alumni. The teaching evaluations are expected to be consistently at or above CALS averages, and/or show a consistent trend towards improvement over time. Efforts to improve teaching are expected of all candidates being considered for promotion to Associate Professor with tenure.
2. Faculty members should demonstrate evidence of successful mentoring of graduate students toward degree completion. At least one graduate student should be successfully mentored to completion of their graduate program as committee Chair. In addition, the candidate is expected to serve (or have served) on other graduate committees as Co-chair or as a committee member. Metrics for gauging mentoring success include student publications, presentations at local, regional, and/or national conferences, and gainful employment or acceptance to professional school upon completion of the student's degree.

### **B. Research and Creative Activity**

1. Candidates for promotion to Associate Professor are expected to have established an independent, productive research program at Virginia Tech, or have demonstrated the critical role they play in the success of interdisciplinary research team(s). Evidence of success in procuring extramural funding is an integral part of developing a successful research program. The faculty member should have obtained external funding to support their research, ideally as a Principal Investigator or as a Co-Investigator on collaborative projects. The numbers of grants submitted, funded, as well as funding amounts should be commensurate with the faculty appointment.
2. The faculty member must have established a track record of publishing scholarly works since their appointment at Virginia Tech. Candidates for promotion to the rank of Associate Professor with tenure are expected to publish peer-reviewed papers that must include original research publications and may also include books, book chapters, and reviews. In general, the number of works published each year (~3) should be consistent with the School average. The publications should reflect contributions that are appropriate for each candidate's scholarly discipline (i.e., impact factors, target audience, etc.). As such, fewer high impact publications or a greater number of lower impact publications may be appropriate. Candidates should be senior or lead (first) author on a substantial number of these publications and, where needed, provide rationale for other authorship positions and evidence of their critical role in the success of projects leading to publication. Involvement of students as co-authors is expected.
3. Interdisciplinary collaborations, either within the institution (Virginia Tech) or with external partners (regional, national, or international) are strongly encouraged and will be evaluated as another metric for success and promotion to Associate Professor with tenure.

### **C. Service and Outreach**

1. The candidate should actively serve on School, College (CALs), or University committees. Service can include membership on a standing or ad hoc (e.g., faculty search) committee, or other service as assigned by the School Director.
2. Participation in professional conferences and societies specific to the candidate's scholarship is expected. The candidate should be a regular member of at least one national or international scientific society appropriate to his/her field of study. Promotion to Associate Professor with tenure should be commensurate with evidence the candidate is consistently expanding his/her professional network and recognition through discipline-specific society and conference participation.
3. Professional service may include participating in peer review for professional journals, grant review panels, and, if relevant, consulting activities.

### **D. Citizenship**

1. The candidate should have made notable contributions to strengthening the School culture, as noted by collaboration with fellow faculty, and participation and support of School seminars, activities, student presentations/defenses, undergraduate and graduate events, diversity initiatives, alumni outreach, advancement projects, and/or Extension work. Efforts to increase the external visibility of the School by highlighting scholarly activities via social media outlets are valued and highly encouraged.
2. The candidate's integrity and professional and ethical conduct will be considered in making the decision for recommendation to Associate Professor with tenure decision.
3. The future role of the candidate to contribute to the School's tripartite mission will also be considered as a part of the recommendation for promotion to Associate Professor with tenure.

## **Additional Guidelines for Promotion to Associate Professor for Faculty with Extension Appointments (and Conferral of Tenure, if applicable)**

Developing and delivering effective, high-quality Cooperative Extension programming is central to the Extension mission. Faculty with Extension appointments should demonstrate strong evidence of program outputs and impacts to improve population health of Virginians. The breadth and depth of programming should be commensurate with their appointment. Evidence that the candidate's Extension work is improving population health of Virginians with a trajectory for national dissemination will be determined based on a review of the candidate statement, research and creativity, list of trainings and workshops, consumer publications, messages, and media, and input from field faculty (agents). Specific to Extension Specialists for promotion to Associate Professor, the candidate should include a brief summary of the Extension Peer Review Team report findings within the dossier in *Section VI. D. Additional outreach and extension activities and outcomes* and the following information in the candidate statement:

- the specialist's area of Extension programming responsibility and appointment
- issues being addressed and relevance/importance to Virginia and nationally
- target clientele/population
- program/intervention goals and objectives
- documented outcomes, significance, and reach of programming (agent, clientele/population, etc.)
- how others (e.g., specialists, agents, clientele, volunteers, students, and stakeholders) help inform and are engaged in the program
- synergy between extension and research and creativity work (in addition to teaching, if appropriate)

Candidates are expected to uphold standards of research and creativity similar to other faculty, to support Extension programming. The Specialist must have established a track record of publishing original research that complements the candidate's signature Extension programming in peer-reviewed publications (e.g., journal manuscripts, book chapters, etc.). Peer-reviewed publications, messages, and media for the public (e.g., agents, clientele, volunteers, students, and stakeholders) are encouraged to increase visibility of Extension work and impacts.

Consistent with stated expectations of non-extension faculty, candidates are expected to show evidence of accomplishments in teaching, service, and citizenship according to their assignment.

## **Guidelines for Promotion to Professor (and Conferral of Tenure, if applicable)**

The School considers the rank of Professor to represent the very best of academic faculty achievement. School guidelines for Promotion to Professor are extensions of criteria published in the Virginia Tech Faculty Handbook (section 3.1.3). Careful consideration will be given to the individual's scientific and scholarly achievements, teaching accomplishments, and overall contributions to the School, College, and University. As stated in the Handbook (section 3.4.4), promotion to Professor is contingent upon national or international recognition as an outstanding scholar and educator. Promotion to this rank is to be reserved for School faculty whose achievements are broad and particularly noteworthy.

Promotion to Professor presumes that the candidate has met the criteria for the rank of Associate Professor, and has continued to maintain professional growth and development in each area of evaluation. Promotion from Associate to Full Professor does not result merely from accumulation of time in rank at the Associate level, but rather is awarded based on continuing superior achievements in teaching/advising, research and creative achievements, and service/outreach. This includes prominent contributions to plant and environmental sciences and Virginia Tech, and also notable distinction among the scientific community at large.

For faculty seeking promotion to Professor, at least one review must be conducted of the candidate's progression towards Professor prior to submission of the dossier (Virginia Tech Faculty Handbook section 3.4.5.3). This review will be conducted by the School P&T committee. Written recommendations of the committee's suggestion(s) for improving the candidate's positioning for promotion must be provided to the candidate, and a signed copy retained in the appropriate files. The School P&T committee requires the candidate assimilate his/her information to be consistent with the promotion dossier (format guidelines available on the Provost's website).

### **A. Teaching and Advising**

1. The candidate should show evidence of exemplary teaching of undergraduate and graduate, students. Consistently good perceptions of teaching by students (SPOT) and peers, and/or teaching recognition awards should be demonstrated. For promotion to Professor, innovations and/or scholarship in pedagogy, particularly those that are recognized beyond classroom feedback metrics, are particularly notable.
2. Faculty members should have successfully mentored to completion several graduate students with at least one being a PhD student. A demonstrated track record of former students successfully transitioning to relevant careers or high-quality training positions is highly desirable.
3. The candidate should have served on numerous graduate student advisory committees (thesis/dissertation) before being considered for promotion.

### **B. Research and Creative Activity**

1. Candidates for promotion to Professor must have demonstrated clear success in procuring extramural funding. The faculty member should have a track record of sustained funding as a Principal Investigator, Co-Principal Investigator or as a critical member of an interdisciplinary research team. The candidate is expected to have a sustained record of sufficient funding to support their program and students to warrant promotion to full Professor.
2. Promotion to the rank of Professor assumes that the candidate has a consistent publication record (refereed publications) in journals with a high impact and appropriate in his/her field. Demonstration(s) of papers published in internationally-recognized



journals is strongly encouraged. Books and book chapters are also recognized as scholarly activities.

3. Clear metrics of scientific recognition as reflected by invited conference presentations at national/international meetings and strong external peer evaluations that denote the candidate as a recognized expert in his/her discipline.
4. Interdisciplinary collaborations, either within the institution (Virginia Tech) or with external partners (regional, national, or international) are strongly encouraged and will be evaluated as another metric for success and promotion to Professor.

### **C. Service and Outreach**

1. The candidate should show increasing levels of responsibility as it pertains to School, College (CALs), and/or University-wide committees. This can include service on standing or ad hoc (faculty search) committees, with a track record that demonstrates clear leadership on committees expected to have a sustained impact on the institution.
2. Participation and leadership in professional conferences and societies, including participation on conference organizing committees, and/or elected leadership roles, and/or elevation to fellow status within one's professional societies.
3. For promotion to Professor, the candidate is expected to demonstrate sustained review activity for peer-reviewed journals, be appointed to journal editorial board(s) and/or service on review panels/study sections for grant funding agencies.

### **D. Citizenship**

1. Evidence that the candidate has made sustained contributions to strengthening the School culture, as noted by collaboration with fellow faculty, and participation and support of School seminars, activities, student defenses, undergraduate and graduate events, diversity initiatives, alumni/development outreach activities, and Extension work. Efforts to increase the external visibility of the School by highlighting scholarly activities via social media outlets are valued and highly encouraged.

## **Additional Guidelines for Promotion to Full Professor for Faculty with Extension Appointments**

Candidates for promotion to Professor must demonstrate strong evidence of comprehensive programming with deep and broad impacts on populations of interest, with emphasis on the dissemination of programs and/or concepts at national and international levels. The candidate should include a brief summary of the Extension Peer Review Team report findings (since promotion to Associate Professor) and address the same topics as noted under Promotion to Associate Professor.

## **School Procedures for Conducting Promotion and Tenure, Promotion and 2- and 4-Year Reviews**

### **Preface:**

1. Promotion and tenure (P&T) is one of the most important institutions within the university. The following policies have been developed with the goal of creating a process that rewards high-quality work while ensuring that it is conducted in a manner that is fair and transparent.
2. The SPES charter document states that SPES will retain three representatives to the CALS P&T committee, so as not to reduce the representation of the three former departments at the college level.
3. The SPES charter document further states that SPES P&T will be organized as “sub-committees corresponding to Sections” within SPES. In the short term (tentatively through the 2020-21 academic year), this is intended to allow assistant professors who were hired prior to SPES formation to be evaluated by P&T committees representing the departments in which they were hired. Thus, for the “phase-in” period of SPES P&T (through AY20-21), three sub-committees corresponding to former CSES, HORT and PPWS units will take the lead on reviewing their members.
  - a. A three-committee structure was used in 2018 because the P&T process started prior to the formation of SPES. However, the University requires that SPES P&T decisions be made by a single committee. A sub-committee structure will provide a transition mechanism through AY20-21 to evaluate faculty who were hired into the former departments.
  - b. For the future, we envision that the P&T process in SPES will be handled by a single committee (hereafter referred to as the “P&T Committee”). We believe that a large P&T Committee will provide adequate representation of the various SPES faculty and will provide the flexibility to allow efficient use of sub-committees. In the near term, the sub-committees will represent the former departments, but beyond AY20-21 they may be dissolved or may evolve to represent school sections or communities, or to any other structure that facilitates fair and efficient review of candidates.
  - c. The overall size and structure of the SPES P&T Committee shall be reviewed by the SPES By-laws Committee no later than the end of AY20-21.

### **A note about reading the following document**

The following policies were written with a long-term P&T structure in mind, and assuming that there will be a single SPES P&T Committee with no thematic divisions. A future Bylaws committee will reconsider this structure (See part 3c above).

Boxes contain guidelines that deviate from the long-term plan or are otherwise specific to the phase-in period (through the 2020-21 academic year).

## SPES Promotion and Tenure Policies and Procedures

### P&T Committee Structure

The SPES P&T Committee will consist of a chair (hereafter called the Chair) and 12 members.

1. Election of the P&T Committee: Membership on the SPES P&T Committee is open to both full and associate tenured professors who are not seeking promotion within the next year. Members of the P&T Committee shall be elected from a ballot listing eligible SPES faculty that the SPES Director will assemble and distribute in February of each year. No less than half of the P&T Committee shall be of the full professor rank, so the ballot will be organized by rank such that votes for associate and full professor faculty can be balanced to align with this requirement. Voting will be confidential and all tenured and tenure-track SPES faculty may vote for P&T Committee members. Initially, a total of 13 members will be elected and the full professor member receiving the highest vote count will be the P&T Chair for that year. Any ties that occur in voting to fill the P&T Committee will be resolved by the Director. An elected faculty member may decline to serve on the SPES P&T Committee.

For the phase-in period, sub-committees will facilitate the work of the SPES P&T Committee. The SPES P&T Committee Chair will first be elected from one ballot consisting of a list of all full professors in SPES. Subsequently, the remaining 12 members of the P&T Committee will be elected from ballots drawn from the former departments such that each former department has a sub-committee of 4 members. The person with the highest vote total in each sub-committee will be the sub-committee chair.

2. Selection of CALS P&T Committee representatives: The elected members of the P&T Committee will select from their ranks 3 full professor members to serve as representatives to the CALS P&T Committee, as needed (see part 2c below).

- a. Representatives should represent the breadth of diversity and expertise in SPES.

One representative will be selected from each of the three sub-committees.

- b. These members will not vote at the final review and the SPES level, but will read all materials and observe all P&T Committee deliberations.
  - c. These representatives will serve 2-year terms, so the total number of faculty elected to the P&T Committee may be adjusted in subsequent years, depending on the need to fill the CALS representative positions.
3. Replacing the 3 CALS representatives on the P&T Committee: As soon as possible after the election of the P&T Committee and designation of CALS representatives, the SPES Director will nominate – and the P&T Chair will appoint – another 3 faculty members to the P&T Committee to return it to a full 12 members. The objective of this step is to achieve balance and diversity of discipline, expertise, location (on and off campus) rank, etc. Thus, the P&T Committee will consist of 13 voting members, including the Chair. No tie votes will be possible.

During the phase-in period, the Director and P&T Chair shall similarly ensure that each sub-committee is balanced by replacing members who are selected as CALS P&T representatives in section 2 above. Each sub-committee will have 4 members and a CALS representative.

4. Assistant professor observers: The SPES Director shall appoint assistant professors as non-voting members of the P&T Committee so they can gain exposure to the process.
  - a. All assistant professors will have at least one opportunity to sit as an observer at P&T Committee deliberations.
  - b. Preference should be given to faculty who are between years 2 and 4 in their tenure clock so they will have time to incorporate knowledge from this experience into their work and dossiers.
  - c. No more than 3 assistant professors should be assigned per year.
  
5. Role of the P&T Chair.
  - a. The Chair will organize and run meetings of the P&T Committee.
  - b. The Chair will ensure that external letters of evaluation are solicited and received (with help from P&T Committee members).
  - c. The Chair will compose the final P&T Committee letter for each candidate (with input from committee members).
  - d. The P&T Chair will serve a 1-year term and may be reelected.

### **P&T Process**

1. Faculty who wish to apply for promotion or promotion and tenure should visit with the SPES Director and/or their AREC director in the first few months (Jan – Mar) of the year in which they intend to apply for promotion. The faculty member should also visit with the current P&T Chair. The SPES Director, P&T Chair and/or their AREC director may advise the faculty member of the prospects for P&T; it is up to the faculty member to decide if (s)he wishes to apply, unless it is his/her mandatory year.

Faculty members should consult with current P&T chair *and* sub-committee chair.

2. In March, the P&T Committee Chair informs untenured faculty members of any mandatory decision dates and solicits dossiers from any faculty members seeking non-mandatory promotion.
  
3. On or about June 1 (exact date specified by the Chair), the Chair receives dossiers prepared in accordance with the provost's guidelines and distributes them to the appropriate P&T Committee members.

Sub-committee members will receive the dossiers.

4. In late June, the full P&T Committee will meet to review dossiers and assemble feedback that will be provided to candidates to help them improve candidate's dossiers.
  - a. For off-campus faculty, a letter will also be solicited from the relevant AREC Director.

- b. The candidate should develop a list of three potential external reviewers. This list must be developed independently from the list generated by the P&T Committee.
- c. The P&T Committee will develop their own list of potential external reviewers. The Chair will merge the candidate and committee lists and solicit external review letters.

Sub-committees will develop their lists of external reviewers. The sub-committee chair will merge the candidate and committee lists.

- 5. In early July, the candidates will submit the improved version of their dossiers to the P&T Committee Chair. Candidates should be aware that dossiers submitted at this time will be sent to external reviewers, and therefore must be in near-final review form. Dossiers will be sent to external reviewers.

The improved dossier will be provided to the sub-committee chair. The sub-committee chair will send dossiers to external reviewers.

- 6. On or about August 15 (exact date specified by the Chair) candidates must submit their final dossier to the P&T Committee. Dossiers must be in final form, as only specific edits are allowable subsequent to this date, for example small corrections of substantive matters (e.g., new publications accepted, grants awards or honors).
  - a. A dossier copy will be distributed to the SPES Director.
  - b. For off-campus faculty, a copy will also be sent to the relevant AREC Director.

In mid-September, the sub-committees will meet to discuss dossiers and draft letters from the sub-committee.

- 7. In early October, the P&T Committee will reconvene to deliberate on the final dossiers and external letters. Any letters from AREC Directors will also be considered at this time.
  - a. The P&T Committee will conduct a final detailed review and discussion of each dossier. This will include an initial non-binding vote, an opportunity for in-depth discussion, and a final vote.

When sub-committees are involved, the sub-committee chairs will present the dossiers that have been considered by their sub-committees. All P&T Committee members will have the opportunity to discuss and vote. The sub-committees will draft letters summarizing their discussions that will be provided to the P&T Committee and Chair.

- b. The Chair (assisted by P&T Committee members) will compose the required letters from the SPES P&T Committee, indicating the outcome of the deliberations. This letter, and any letter from an AREC Director, will be sent to the SPES Director.

The P&T Committee Chair may use the draft letters of the sub-committees, appropriately modified to reflect the decision of the whole P&T Committee.

8. The SPES Director will consider the votes and input of the P&T Committee and make an independent decision on whether to support or dissent with the recommendations. The Director will then prepare a separate letter.
  - a. The SPES Director is not a member nor an observer of the P&T Committee, but may be consulted by the P&T Committee Chair on specific questions regarding candidates or process.
  - b. The SPES Director may provide a charge to the P&T Committee at the initial meeting.
9. Within three business days of receiving the votes and rationales from the P&T Committee, the SPES Director will inform candidates of the P&T Committee decision (yes/no) and a summary of the basis for that decision.
10. For candidates proceeding to the CALS P&T review, the SPES P&T Committee Chair will meet with the candidate to review necessary changes and edits that are required/ allowed in the final CALS level dossier. Major modifications to the candidate's statement will not be allowed, but simple additions and corrections of typos and/or reformatting of summary reporting tables will be allowed.
11. The P&T Committee will also perform required 2- and 4-year reviews of assistant professors by April 1 of each year as necessary. Assistant professors should thus prepare their dossier in the official P&T format by mid-March of the designated year. The P&T Committee will provide candidates with detailed feedback in terms of productivity and style of the document, along with making a recommendation to the Director with respect to continuance of appointment. CALS and University procedures will be followed for 2- and 4-year reviews.

Sub-committees may perform these reviews for faculty hired into the former departments.

12. The P&T Committee will also perform reviews of Progress Toward Promotion to Professor. Per the university guidelines, At least one review of progress toward promotion to professor should be conducted three to five years after promotion and tenure is awarded. The faculty member will complete a draft promotion dossier to organize and present information for review. The precise timing of the dossier submission and review may be arranged with the current P&T Committee Chair. The review shall be developmental and focus on the faculty member's progress toward promotion to professor. The developmental guidance should focus on recommended future activities and plans that will position the faculty member for promotion. All reviews must be in writing, with the faculty member acknowledging receipt by signing and returning a copy for his or her departmental file. In addition, the faculty member may request a meeting with the P&T Committee Chair and the Director to discuss the review and recommendations.

## **Post-Tenure Review for Unsatisfactory Performance**

As noted in the Virginia Tech Faculty Handbook (section 3.5.4), the School P&T committee may conduct post-tenure reviews for faculty who *receive* two consecutive annual evaluations of unacceptable from the School Director's Annual Evaluation. The notice of post-tenure review will be included in the faculty member's second unacceptable annual evaluation.

When necessary, the School P&T committee will review the progress of the faculty member in question. The School P&T committee requires that materials for post-tenure review are formatted consistent with dossier requirements (see the Provost website for current guidelines). These materials must be accompanied by unacceptable annual reports (completed by the School Director), and any other materials that the committee or faculty member deems relevant for the post-tenure review. The faculty member has the right to compile a rebuttal letter to the committee for inclusion in the review. Upon notification of a post-tenure review, the faculty member in question has a maximum of six weeks to provide the committee with the required documents. As noted in the Faculty Handbook, the burden to denote unacceptable performance requires consecutive unacceptable annual reviews and then resides on the School P&T committee to make a recommendation.

The School P&T committee will gauge post-tenure review performance in light of the criteria described in the guidelines above, notably the combination of Teaching/Advising, Research and Creative Activity, Service/Outreach, and Citizenship described for Associate or Full Professors (as appropriate).

The School P&T committee will review the appropriate documents and make a recommendation (by majority vote) to the School Director. In accordance with the outcomes outlined in the Virginia Tech Faculty Handbook (section 3.5.4), the committee may reach the following conclusions: Certification of Satisfactory Performance, Certification of Deficiencies, Remediation, Sanction other than Dismissal for Cause, or Dismissal for Cause. University procedures as outlined in the Virginia Tech Faculty Handbook will be followed based on the outcome of the post-tenure review and the recommendation of the committee to the School Head. Ultimately, the final action and notification to the faculty member is the responsibility of the School Director and CALS Dean, with the concurrence of the Provost.

## **Adjunct School Faculty Guidelines**

### **Preamble**

To fulfill the various missions of the School, it is sometimes necessary to use the services of experts who are primarily employed in other agencies, organization, institutions or who are employed at Virginia Tech, but with a non-instructional unit. It is appropriate to recognize that these individual help the School in their various ways by giving them an appointment, called Adjunct. This word is a noun, and stands by itself. However, it may be appropriate to append another word or words to it to designate a particular qualification. Thus the word adjunct would be an adjective and the following word or words would indicate a qualification level as used by the University. Accordingly, we could have Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor or Adjunct Professor. The particular title would reflect the standards for the professorial ranks at Virginia Tech.

### **Adjunct Appointment Status Process**

To facilitate this process, the following terms and conditions apply.

1. The person seeking an adjunct appointment or a School faculty member acting on behalf, shall provide the School Director with the following information:
  - a) A letter requesting the appointment, including a statement indicating why the appointment is necessary and appropriate. In particular, the letter should indicate why the appointment would advance the School's instructional, research or service missions. The letter should also state the individual has no current affiliation or status as a faculty member at Virginia Tech.
  - b) A curriculum vita or resume outlining the professional and scholarly accomplishments of the individual.
2. The School Director will provide the School Promotion and Tenure Committee with the materials received.
3. The Promotion and Tenure Committee will review the materials to determine if the applicant is suitable and if so, at what level should the appointment be made if this is appropriate.
4. The recommendation of the Promotion and Tenure Committee will be submitted to the School faculty for a vote. A simple majority of faculty is sufficient for approval.
5. Successful applicants must submit a completed p-86 form to the School. This form can be obtained from the Personnel Services web site (<http://www.ps.vt.edu/forms/index.php?ALPHA=1>)
6. Appointments are for a two-year term, renewable by vote of the School faculty. The adjunct faculty member must apply for renewal, indicating what role they played in School programs during their term.
7. Commercial use of the adjunct title requires prior approval from the School.
8. Use of the title Adjunct faculty member in the School in any publication requires prior approval from the School Director.



