This document is intended to serve as the Promotion and Tenure Guidelines for tenure-track faculty beginning on or after August 10, 2014. Pre-tenured faculty hired before this date have the option of continuing to follow the guidelines presented to them when they were hired. The exception to this is that the election and composition of the School of Education (SOE) and College of Liberal Arts and Human Sciences (CLAHS) promotion and tenure committees will follow the guidelines presented in this document. Pre-tenured faculty hired before August 2014 will declare their choice of document when they submit their next dossier, and that choice will remain the same until their tenure consideration is completed.

CONTEXTUAL STATEMENT

The School of Education (SOE) is composed of three Faculties: Educational Leadership and Policy Studies, Learning Sciences and Technologies, and Teaching and Learning. There are differences within and across these Faculties; however, common standards for expectations and excellence have been considered in these guidelines. The SOE encourages adherence to the current University initiatives relative to the missions of the University.

ELECTION OF SOE PROMOTION AND TENURE COMMITTEE MEMBERS AND REPRESENTATIVES TO THE CLAHS PROMOTION AND TENURE COMMITTEE

School of Education Promotion and Tenure Committee

The Promotion and Tenure committee is a standing committee that reviews all promotion and tenure cases, conducts all pre-tenure reviews, post-tenure reviews, and reviews credentials for affiliated faculty. This committee also evaluates promotion for clinical faculty following the Clinical Faculty Merit and Promotion Guidelines (https://www.soe.vt.edu/Faculty_Staff/FacultyStaffIntranet/FacultyEvaluationInformation.html).

The SOE Promotion and Tenure committee consists of seven tenured faculty members. The committee consists of at least two members from each of the three Faculties. In addition, the committee consists of at least three members chosen from the rank of professor.

Each of the three Faculties will elect the two members to represent the respective Faculty on the SOE committee. Members elected by the individual Faculties will serve a two-year term. Terms will be staggered with one member being elected in alternating years. The seventh member of the SOE committee will be elected at-large from and by all eligible SOE faculty and will serve a one-year term. Elected members are expected to serve their full term on this committee unless they are granted a leave from the university.
Elections are held yearly in March through a voting process initiated and facilitated by the SOE Elections Coordinator. All tenure-track and tenured faculty are eligible to vote in the Promotion and Tenure committee election. All tenured faculty members, with the exception of the SOE Director and Faculty Chairs, are eligible to serve on the committee. The Promotion and Tenure committee slate includes all eligible faculty members who are not already serving as a representative on the CLAHS Promotion and Tenure committee or in the middle of their two-year term on the SOE committee. Faculty members who have served for two consecutive terms on the SOE committee are not included on the slate. The SOE Elections Coordinator is responsible for keeping track of eligibility and term limits. The election of the SOE committee members will be conducted following the procedures outlined in the Appendix. The procedures are used to maintain the minimum number of representatives from each of the Faculties and the minimum number of members at the rank of professor. The faculty members with the highest number of votes are elected to the SOE committee. In the case of a tie, a run-off election is held with just the tied members on the slate. In the case that elected committee members are not able to complete their terms, a run-off election is held with a slate that includes all eligible tenured faculty members at that time (see Appendix). In the event that an SOE committee member is unable to complete his/her full term, the elected replacement will serve out only the length of the existing term.

Within the first two weeks after elections, the SOE Director will invite the new standing Promotion and Tenure committee to meet and elect a chair. The chair is responsible for scheduling meetings, distributing the most recent versions of Promotion and Tenure policies and procedures, and assuring that all necessary communication occurs. The committee chair will also work with the candidate’s Faculty Chair to oversee the final selection of a slate of external reviewers for each candidate (detailed later in this document). Upon completion of the review of the candidate’s dossier, the committee will conduct an official vote on each candidate and provide a statement about each to the Director. The SOE Promotion and Tenure committee chair, in consultation with the candidate’s Faculty Chair, may offer feedback to the candidate about minor edits that the candidate might wish to make in his/her dossier (such as correcting inaccuracies or grammatical mistakes) before the dossier is forwarded to the CLAHS Promotion and Tenure committee.

Should unanticipated issues arise, the standing Promotion and Tenure committee, in consultation with the SOE Director and the candidate’s Faculty Chair, will resolve them.

School of Education Representatives to the CLAHS Promotion and Tenure Committee

The SOE will elect two representatives to serve on the CLAHS Promotion and Tenure Committee. The CLAHS representatives serve two-year terms. Representatives serve staggered terms with one representative elected each year. The two representatives should not be from the same Faculties. Of these two representatives, at least one should be at the rank of professor. This election is held prior to the SOE committee election. The slate for the CLAHS representatives includes all tenured faculty members from the two Faculties not already represented, including those in the middle of their two-year SOE committee term, but excluding the three Faculty Chairs and the SOE Director. In the event that the standing CLAHS representative is an associate professor, the slate for the CLAHS representative will include only those tenured faculty members at the rank of professor from the two Faculties not already represented. If a faculty
member has served for two consecutive terms as the CLAHS representative, that faculty member is not included on the slate. Each tenure-track faculty member is asked to vote for the CLAHS representative candidate(s). The person with the highest number of votes is elected to the CLAHS committee. In the case of a tie, a run-off election is held with just the tied members on the slate. The CLAHS representatives attend the SOE Promotion and Tenure Committee meetings when candidates’ cases are reviewed, but do not vote on those cases with the SOE committee because he/she votes as a member of the CLAHS committee. In the event that a CLAHS committee member is unable to complete his/her full term, the elected replacement will only serve out the length of the existing term.

Should unanticipated issues arise, the standing Promotion and Tenure committee, in consultation with the SOE Director and the candidate’s Faculty Chair, will resolve them.

PROMOTION AND TENURE GUIDELINES

Nature and Purpose

This statement serves several purposes. At a macro-level, this statement is intended to define a general framework to encourage faculty to do original and innovative work and “provides leadership in the definition of and resolution of important issues” in their fields (Lincoln, 2001, p. 69)1 through integration of research, instruction, and outreach. This statement is designed to help new faculty develop their career trajectory and prepare them for success when they are evaluated for promotion to rank of associate professor. Second, this information provides a guide for faculty as they prepare for promotion to the rank of professor through continued scholarly productivity. Finally, it is intended to inform candidates, the SOE promotion and tenure committee, and college promotion and tenure committee of the expectations of the SOE. All candidates should be fully aware of university processes and criteria for two- and four-year review and promotion to the rank of associate professor or professor as published on the Provost’s Website (http://www.provost.vt.edu) and in the VT Faculty Handbook.

Professional competence can take several forms; however, faculty must show both productivity and quality in core areas. All faculty should have an observable program of peer-reviewed research that is integrated and that shows progressive development with regard to the sophisticated use of research methods, the generation of theory, and plans for dissemination. Virginia Tech is a public land-grant, Carnegie Foundation Research institution where faculty engage in teaching and learning, research and discovery, and service and outreach with the goal of preparing students, conducting research that impacts society, and serving the nation and global community.

Expectations for Success

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The expectations for promotion and tenure in the SOE follow official Virginia Tech promotion and tenure guidelines, as well as the SOE Conceptual Framework and Virginia Tech’s Strategic Plan, by emphasizing the quality and national influence of scholarship over quantity of publication. Candidates for tenure are expected to demonstrate excellence in research and demonstrate competence in teaching and service.

It is **not** the intent that these guidance statements be viewed as a template or inflexible criteria.

Although both the quality and quantity of a candidate’s achievements should be examined, quality should be the primary consideration. Quality is defined largely in terms of (a) the work’s importance in the progress or redefinition of a field or discipline, (b) the establishment of relationships among disciplines, (c) the improvement of practitioner performance, and/or (d) the creativity of the thought and methods behind it. There should be evidence of original achievements in conceptual frameworks, conclusions, and/or methods that build upon previous scholarship in a focused trajectory.

Candidates may begin their employment at Virginia Tech with prior employment experience at another institution and the work completed at the previous institution is considered part of the candidate’s dossier. However, irrespective of years of service at Virginia Tech, to obtain tenure and/or promotion, candidates must achieve and maintain expected levels of productivity commensurate with the standards of the rank to which they aspire at Virginia Tech.

The SOE emphasizes the integration of research and discovery, teaching and learning, and service and outreach, encouraging all faculty members to establish a trajectory that weaves together all aspects of their professional careers. The SOE expects all faculty to be good citizens and share in maintaining and promoting the function of the SOE.

**Research and Discovery**

A faculty member’s scholarly work should be organized around one or more clearly defined research lines that allow exploration in progressive depth of empirical or theoretical uncertainty, as well as problems of practice. The candidate should show growth, development, and greater sophistication in the research process, presented as evidence that can be published in the scholarly community in refereed journals in the field. Faculty members should aim toward the goal of becoming leaders in the definition and resolution of important issues facing educational theory and practice.

*All candidates are expected to publish in refereed professional journals* and refereed journal articles should comprise the *major portion* of the candidate’s scholarship. At minimum, an initially plausible case for tenure could be represented by an average of two refereed journal articles per year. Quality indicators of the publications will be considered and include the selectivity, prestige, and impact of the refereed publications. Other forms of valued scholarship include funded grants, books, book chapters, conference proceedings, and invited papers. *The critical dimension of applicable scholarly activities is that these activities undergo peer review by recognized professionals.* In addition, evidence of participation and presentations in local,
regional, state, and national conferences is valued. Scholarly engagement requires the development of a cadence in productivity (e.g., publications in press, in review, and in progress).

Collaboration, co-authorship, and inter-disciplinary work are acceptable as indicators of scholarship. Faculty members should explain their role in scholarship and writing on a multi-authored article. Although publications with multiple authors are valued, in that they indicate one’s ability to collaborate with others, it is important that faculty also demonstrate their scholarly leadership by publishing as first or sole author.

The SOE recognizes major journals for general audiences, discipline specific journals, and specialized topic journals. The SOE recognizes the merits of both writing and publishing in top-tier research journals and in refereed national teacher/practitioner journals in order to bridge the gap between research and pedagogy in PK-20 education. In their supporting materials, candidates should explain the role of the journals in the field or profession (e.g., primary audience, acceptance rate, impact factors, and/or scale of readership).

Articles in non-refereed journals or periodicals appropriate to a candidate’s field will also be recognized as scholarship, but should not comprise the major part of the candidate’s publication dossier.

The SOE values books on scholarly topics based on inquiry or critical analysis of a body of literature and textbooks that reflect scholarship that enhance teaching practice and student learning, especially those intended for widespread adoption. For those disciplines within the SOE for which a book is accepted or expected, such a book may be included as part of the minimum expected scholarly productivity as outlined above; however, the major portion of the candidate’s work should be comprised of journal articles. In this case, a book is defined as a collection of the candidate’s work and distinguished from an edited book or textbook. Book chapters, especially those reporting original research, reflective conceptual pieces building upon research, or presenting major summaries (e.g., handbook and yearbook chapters) are valued as important venues for the dissemination of new ideas in educational research. Evaluation of books and book chapters is based on adoptions, reviews, evidence of reputation, and level of peer-review.

Conference participation is a critical aspect of scholarship that allows faculty to broaden their views of educational issues, emergent fields, and national research agendas. Conference participation involves not only presenting papers, but also participating in professional sub-groups, networking, and attending professional development workshops. Faculty are expected to participate on a regular basis in the annual or research meetings of national scholarly organizations. Furthermore, participation in regional associations or conferences is valued, as are presentations made collaboratively with graduate students who are preparing to enter into their respective professional fields.

Grants are not required for promotion or tenure, but are a highly valued form of scholarship. External grants (e.g., state and federal agencies) are weighted more heavily than internal (i.e., SOE, CLAHS, University grants). Candidates for tenure and promotion to associate professor are not required to independently undertake efforts to obtain external funding; however, they are encouraged to collaborate with other faculty in these efforts. Faculty are also encouraged to seek
internal funding from the school and university for research. Funded projects provide opportunities for faculty to form inter-disciplinary collaborations.

Teaching and Learning

As educators, faculty are expected to prepare students for professional practice, to challenge their assumptions and ways of thinking, and to introduce them to new ideas, controversies, and the forms of intellectual engagement that allow discourse across differing positions. The quality of a candidate’s teaching is evidenced by student evaluations, peer evaluations, course preparation and implementation, advising, and student outcomes.

The university’s Student Perceptions of Teaching (SPOT) evaluation instrument is required for all courses. Candidates must report: (1) the results of the course evaluations for each of their courses and (2) the average ratings for all SOE faculty by semester. Faculty members are encouraged to conduct and report periodic evaluations throughout courses or to design and use instruments tailored to improve instruction. The results of evaluations should be used to improve or revise instruction. Candidates should document their efforts at instructional improvement.

Peer review of teaching should follow the SOE peer review guidelines. Candidates for tenure and promotion must provide at least two letters from peer reviewers regarding the candidate’s teaching effectiveness. Reviews should be conducted at intermittent times during the probationary period with at least one review conducted prior to the candidate’s 4-year review.

The development of new courses or major revisions of existing courses or programs should be noted as evidence of the candidate’s contribution to the SOE’s teaching mission. The integration of attention to issues of diversity in teaching also reflects key values of the SOE and is expected in instructional practices.

Classroom practice is only one aspect of teaching. In addition, candidates should document the impact of their teaching by including activities related to advising students, supervising theses and dissertations, coordinating field placements and field studies, conducting seminars, and mentoring students’ development as practitioners or scholars. Documentation of effectiveness may include student evaluations of advising, anecdotal notes, student awards, or job placement of graduates.

Candidates should document evidence of the effects of their teaching that may extend beyond the classroom, such as student participation in conferences, conducting research, and co-authoring articles. Organizing and conducting credit and non-credit workshops or in-services for practicing professionals and their impact should also be noted and valued as evidence of teaching.

New faculty should be encouraged and supported in working with graduate students, but should not be expected to serve as sole advisors for doctoral students within their first two years of their initial appointment without consultation with their Faculty Chair. New faculty should be shepherded through the process by first serving as a co-advisor with a more experienced faculty member. For programs with doctoral students, large doctoral advising loads should not be the primary focus of pre-tenured faculty and cannot be undertaken at the expense of maintaining the
expected levels of scholarship; however, these pre-tenured faculty should serve as doctoral advisors by the time they seek promotion.

Service and Outreach

The nature of service differs widely across the different fields within the SOE. Faculty members are often called upon to provide expertise and knowledge to solve problems and resolve issues in education. This service may be provided in school (PK-20), business, and community settings and should be related to scholarship and teaching. Service relevant to promotion and tenure refers to substantive work that contributes to the operation and improvement of schools, educational programs, professional groups, or other agencies. Faculty members are encouraged to use these opportunities to engage in research and scholarly endeavors that build a national reputation in their profession.

Educational practice includes work with practicing and preservice educators, as well as community-based learning, school-based learning, and other non-profit or for-profit contexts where learning is essential to organizational operations. For faculty with primary responsibilities for licensure and certification programs, this important program work should be recognized as service. “Praxis” in this sense is usually not something faculty members engage in as isolated individuals, but through participation in collective efforts linking programs to schools, workplaces, neighborhood organizations, and community groups.

Fair-share service is expected of all faculty. Participation of pre-tenured faculty in service should be premised on the assumption that it deals with fundamental issues. Pre-tenured faculty are advised to not volunteer for university-level committees or assignments unless the assignments are beneficial to their research or professional development. Tenured faculty at the rank of professor are expected to provide leadership at the college and university level, while those at the rank of associate are encouraged to serve the college and the SOE. In such cases, impact resides in the contribution as a member (e.g., as evidenced by memos, mention in minutes).

Promotion from Associate Professor to Professor

The purpose of this section is to extend the above Promotion and Tenure guidelines as they apply specifically to the promotion to Professor. The candidate’s contributions as a scholar, teacher, and service provider are judged against the highest standards of accomplishment within Virginia Tech and more broadly among the candidate’s national or international peers. The judgment to merit promotion to professor is based on rigorous and extensive review of a candidate’s contributions primarily as a scholar, but also as a teacher and contributor to professional development.

Consistent, regular, and acknowledged dissemination of scholarship that reports important information to others within the candidate’s profession is essential. Evidence of a national or emerging international scholarly reputation is expected. It is expected that the candidate’s peers will support the quality and extent of the candidate’s scholarship as well as the importance of the scholarship to the understanding of important issues within the profession. It is also expected that
there will be a mix of scholarly activities, but that recognized excellent peer-reviewed professional communication (examples may include, but are not limited to, journal articles, book chapters, books, grants) must hold a substantial place in the candidate’s case for promotion. It is recognized that faculty may pursue other responsibilities throughout their academic career that may diminish their scholarly activity for a period of time. This period away from intensive research activity should not disadvantage a person seeking promotion to the rank of professor. However, a person seeking the rank of professor after such a period must re-establish and maintain a period of scholarly activity that warrants a national or emerging international reputation as a scholar.

Competent and consistently successful teaching is expected as demonstrated through continuous documentation of teaching outcomes. All tenured faculty who are seeking promotion from associate professor to professor are expected to secure two peer reviews to corroborate student evaluations of instruction and to demonstrate a commitment to on-going professional development. Peer reviewers should be tenured or clinical faculty who have demonstrated excellence in their own teaching as evidenced from student evaluations of instruction, awards, etc. Peer reviews can be completed at any time prior to declaring one’s candidacy for promotion, but at least one review should be conducted within three years of the faculty member’s submission of the dossier for promotion. In addition, candidates for promotion must show a record of success in student advising and serving as a member of graduate student research and dissertation committees. For faculty in programs with doctoral students, demonstrated effectiveness in chairing a fair share of the doctoral dissertations within his or her program is expected.

Successful candidates should be exemplars of citizenship as frequent and valuable contributors to the welfare and progress of the Faculties, school, college, and university. Regular and important involvement in the governance of the Faculties, school, college, university, and professional organizations can be an important element to demonstrate active participation and contribution. Service may support or enhance the case for promotion rather than serve as a key element in making the case. Examples of evidence of professional service might include, but are not limited to, service on an editorial board of a top-tier journal or national awards for outreach.

**External Reviewers**

Candidates for promotion and/or tenure provide the SOE committee chair with five names of individuals (along with their contact and biographical information) that can be considered as external reviewers. This list of names should not include co-authors, previous advisors, or others with whom the candidate has had a close working relationship. The list is submitted to the SOE committee chair by the date that is provided annually. **Candidates must never contact potential reviewers to solicit their participation in the process.** The SOE Promotion and Tenure committee constructs a separate list of potential reviewers who are generally familiar with the area of the candidate’s research. Reviewers should be of at least the rank to which the candidate is applying and from peer institutions, as indicated in the University guidelines. Exceptions to rank or institution requirements need to be explained in terms of the special circumstances that would warrant the exception.
The SOE Promotion and Tenure committee meets and agrees as a committee on the appropriateness of the reviewers, selects three or four potential reviewers from the candidate list and five or six potential reviewers from the committee list. A final prioritized list of the candidate’s potential reviewers is then sent to the SOE Director and candidate’s Faculty Chair. The list is never shared with the candidate. All reviewers must be approved by the SOE Promotion and Tenure committee, the candidate’s Faculty Chair, and the SOE Director. Once the list of potential reviewers has been approved, the candidate’s Faculty Chair is responsible for contacting and requesting reviews. The letters of request will be initiated and drafted by the candidate’s Faculty Chair and co-signed/endorsed by the SOE Director.

As per college guidelines, completed dossiers must include letters from at least five external reviewers for the candidate to be eligible for consideration for promotion and/or tenure. The final list must include reviewers from both the candidate’s and committee’s list. The number of letters from external reviewers recommended by the candidate cannot exceed the number of letters received from reviewers recommended by the Promotion and Tenure committee. External reviewers who are recommended by both the candidate and the committee will be considered as recommended by the committee. It is possible that all of the reviewers recommended by the committee also have been recommended by the candidate.

Requests for letters are disseminated in May. Potential reviewers are notified that their reviews need to be completed by early September. If the candidate’s Faculty Chair is unable to secure a commitment to write a letter from at least five reviews from the original list of potential reviewers, the Promotion and Tenure committee meets again to recommend additional names to contact and may contact the candidate for additional names for his/her list. These meetings may be conducted in person or at a distance via technology.

The candidate’s Faculty Chair is responsible for sending external reviewers the candidate’s Personal Statement (three pages maximum), Curriculum Vitae, six exemplars of the candidate’s work chosen by the candidate, and a copy of the SOE Promotion and Tenure guidelines.

The Promotion and Tenure committee chair and the candidate’s Faculty Chair complete a table that indicates the names, biographical information, and source (i.e., candidate or committee choice) of each reviewer who provided a letter. The table is reviewed and verified by the committee, the candidate’s Faculty Chair, and the SOE Director prior to inclusion in the candidate’s dossier. Candidates do not have access to the external reviewers’ letters.

Statement from the Promotion and Tenure Committee, Director, and Faculty Chair

The statement from the Promotion and Tenure committee will follow the University guidelines. The statement from the SOE Director will also follow the University guidelines but will be written in collaboration with the candidate’s Faculty Chair. This statement will be co-signed by the Director and the candidate’s Faculty Chair. Candidates do not have access to Promotion and Tenure committees’ (i.e., SOE, college, or university) or administrative (i.e., director, dean, or provost) letters.
REAPPOINTMENT REVIEWS AT THE ASSISTANT PROFESSOR LEVEL

The SOE Promotion and Tenure Committee conducts all 2- and 4-year reviews and the reviews result in written advice to candidates about their potential progress toward successful tenure and promotion. The Promotion and Tenure Committee assesses both the quantity and quality of the candidate’s work, as explained in the “Promotion and Tenure Guidelines” in this document.

Two-year reviews are conducted in the spring semester of the candidate’s second year, with material to be submitted to the candidate’s Faculty Chair and SOE committee Chair on the first Monday in February. The norms for two-year reviews are that the candidate have SPOT scores comparable to or above the SOE average, one or two manuscripts for refereed publications in review or in press, one or two international or national presentations (either completed or accepted), and evidence of professional service (either to the program, SOE, or relevant professional associations). The committee also looks closely at work in review and in progress to assess the level of productivity the candidate has achieved after what is essentially his/her first year and a half at the university. In general, the committee examines whether the foundation for future success has been laid.

Four-year reviews are conducted in the fall semester of the candidate’s fourth year, with material to be submitted to the candidate’s Faculty Chair and SOE committee Chair on the first Monday in September. When conducting the 4-year review, the committee is concerned primarily with concrete accomplishments, as well as work in progress or in review. At this point, a candidate’s progress should be reviewed consistent with the expectations previously outlined for tenure and promotion given the 4-year time period.

Candidates for 2- and 4-year reviews are required to provide the Promotion and Tenure committee with a dossier that complies exactly with the Virginia Tech Guidelines for Promotion and Tenure Dossiers (http://www.provost.edu) and with well-organized and clearly marked supplemental materials.

Expected supplemental materials include: copies of SPOT forms; at least one peer review of teaching (for 4-year reviews); copies of all manuscripts (refereed articles, chapters, books, monographs, etc.) that have been published, are in press, or under review; copies of reports that the candidate has written; copies of grant applications; copies of course syllabi; a complete CV; and any other evidence the candidate believes to be relevant. These materials enable the committee to provide feedback and suggestions to candidates on not only the quantity and quality of their teaching, research, and service, but also on the presentation of their materials.

Supplemental materials should be organized in hanging files that are numbered and organized to correspond with the matching sections of the dossier as detailed in Virginia Tech Guidelines for Promotion and Tenure Dossiers (http://www.provost.edu).
Letters from 2- and 4-year reviews serve as documentation of mentoring by the committee on the candidate’s progress and expectations for success. The SOE Promotion and Tenure committee should take care to provide explicit feedback in the letter to the candidate to aid both the candidate and future Promotion and Tenure committees that may evaluate the candidate. The letter from the Director will be written in consultation with the candidate’s Faculty Chair, and will be co-signed by the Director and the candidate’s Faculty Chair.

MENTORING STATEMENT

Pre-tenure Faculty

The SOE strives to maintain a climate of collegiality between all faculty, including clinical, pre-tenured, and tenured. The purpose of the mentoring relationship is to support faculty seeking tenure and tenured faculty seeking promotion, during their professional careers. It is important that pre-tenured faculty be supported to develop documentation that demonstrates how their research, instruction, and outreach are interrelated. In addition, faculty receive orientation about university procedural and administrative processes.

All tenured faculty members may informally offer support and advice to all pre-tenured faculty members. Similarly, all Professors should do the same for Associate Professors. In addition, in consultation with the pre-tenured faculty, the candidate’s Faculty Chair will assign a mentor or mentors to a pre-tenured faculty within the first month of his/her first year, for a term of one year. Assignment as a mentor will be included in the Faculty Activity Report as a service to the SOE. The candidate’s Faculty Chair will facilitate informal interactions between pre-tenured and tenured faculty to support pre-tenured faculty transition during their first year. The candidate’s Faculty Chair will coordinate and make visible documents such as, but not limited to, dossiers, curriculum vitae, candidate statements, and executive summaries of recently tenured faculty for pre-tenured faculty access. Pre-tenured faculty may choose to change their assigned mentor by self-selecting another mentor within the SOE.

Potential mentors for faculty seeking promotion to professor will self-identify themselves on a yearly basis to their Faculty Chair, with the criteria that they have recent experience on SOE or college promotion and tenure committees, a willingness to serve, expertise they can contribute to support the mentee, and adequate time to be available. The pool of mentors will evolve over time based on the needs of the faculty.

Post-tenure Faculty

The following excerpt on the reviews of associate professors was taken from the University Faculty Handbook (see http://www.provost.vt.edu/faculty_handbook/chapter03/chapter03.html).

3.4.5.3 Review of Progress toward Promotion to Professor

“At least one review of progress toward promotion to professor should be conducted three to five years after promotion and tenure is awarded (or after tenure is awarded at the current rank of associate professor). The review is required for faculty promoted and tenured during 2012-13 and thereafter. The review is to be substantive and thorough. At a
minimum, an appropriate departmental committee (e.g., promotion and tenure committee, personnel committee, annual review committee) must review the faculty member’s relevant annual activity reports, peer evaluations of teaching, and authored materials since the last promotion. The committee may also wish to review an updated curriculum vitae. The faculty member may wish to complete a draft promotion dossier (using the format available on the provost’s website) to organize and present information for review.

The review should 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 department committee chair and the department head or chair to discuss the review and recommendations. Individual faculty members are also encouraged to seek guidance and mentoring from senior colleagues and the department head or chair.”

For faculty in the School of Education, the review of progress will occur in the 5th year after promotion, or earlier at the candidate’s request. Beyond the materials outlined by the university policy (i.e., relevant annual activity reports, peer evaluations of teaching, and authored materials since the last promotion) associate professors in the SOE should provide annual review letters based on the Faculty Activity Reports from their Faculty Chair since tenure and promotion; or from the last five years if the faculty member has been at the rank of associate professor for more than five years. In addition, the faculty member should provide an up-to-date curriculum vitae and a draft promotion dossier (In the place of the formal candidate’s statement, the candidate may choose to provide only a brief summary of progress and future plans. Except for the faculty member’s materials outlined by the university policy, and annual review letters based on the Faculty Activity Reports, it is not necessary to include supplemental materials to the dossier).

Each associate professor scheduled for review in a particular year should submit their materials to their Faculty Chair and SOE Director by the first Monday in February of the review year. Materials will be reviewed by the SOE P&T committee in consultation with the Faculty Chair and SOE Director. A letter outlining the review and recommendations will be completed by the P&T Chair, Faculty Chair, and SOE Director.

In addition to review of progress, associate professors intending to seek promotion to the rank of professor are advised to work with their Faculty Chair to identify a promotion mentor at least three years prior to submitting their dossier for promotion. Promotion mentors should not work with more than one faculty member simultaneously. The pool of mentors will evolve over time based on the needs of the faculty.

**PRE-TENURE TEACHING RELEASE**

Pre-tenure faculty members receive a one-course release from teaching early in their probationary period, a one-course release from teaching in the later part of their probationary
period, and a half-time graduate assistant (GA) for a year, pending the availability of resources. Timing and availability of the course releases and the GA are negotiated between each faculty member and his/her Faculty Chair.
Appendix

Logistics for the Voting Procedures

The seven-member promotion and tenure committee must consist of 2 faculty from each of the three Faculty units (i.e., Faculties). In addition, three of the faculty must be at the rank of professor. Each year 4 new members will be elected and one representative from each of the Faculties will remain. Representatives elected by each of the three faculties will serve staggered two-year terms. The seventh member will be elected at-large from all eligible SOE faculty and will serve a one-year term. The following procedures explain the logistics involved in voting so that these conditions are met.

The make-up of the 4 members elected in a given year is determined by the rank of the faculty remaining after all members, whose term is complete, rotate off of the committee. Members of the committee elected to represent each of the Faculties will be elected by only those eligible faculty within their Faculty unit. The seventh member will be elected at-large by all eligible faculty in the SOE.

Given the make-up of the remaining faculty, one of the following four options is followed.

- If all 3 of the remaining members are at the rank of professor, then each of the three Faculties will elect 1 representative at-large from among all eligible faculty in their Faculty unit; then, the 7th member of the committee will be elected by the SOE faculty at-large from all eligible SOE faculty.
- If 2 of the remaining members are at the rank of professor, then each of the three Faculties will elect 1 representative at-large from among all eligible faculty in their Faculty unit. If the vote among the Faculties results in an additional committee member at the rank of professor, then the 7th member of the committee will be elected by the SOE faculty at-large from all eligible SOE faculty; if not, then, the 7th member of the committee will be elected by the SOE faculty at-large from all eligible SOE faculty at the rank of professor.
- If only 1 of the remaining members is at the rank of professor, then each of the two Faculties without a professor will elect 1 representative from among the eligible faculty at the rank of professor in their Faculty unit; then, the 7th member of the committee will be elected by the SOE faculty at-large from all eligible SOE faculty.
- If none of the remaining members are at the rank of professor, then each of the three Faculties will elect 1 representative from among all eligible faculty at the rank of professor in their Faculty unit; then, the 7th member of the committee will be elected by the SOE faculty at-large from all eligible SOE faculty.

After the election of the new committee members to replace those rotating off, any committee member that cannot complete his/her 2-year term (e.g., he/she was elected as a CLAHS representative) will be replaced through a separate election within the represented Faculty. If more than one member cannot complete his/her term, a separate vote should occur for each
replacement (i.e., all of the replacements cannot be voted on during the same election). In order to maintain the criterion of at least three faculty at the rank of professor the following procedures should be followed.

If the member was elected as a Faculty representative then the following should be followed:

- If there are at least 3 members of the committee at the rank of professor, then the replacement should be elected from all eligible faculty within the represented Faculty.
- If there are at least 2 members of the committee at the rank of professor, then the replacement should be elected from all eligible faculty at the rank of professor within the represented Faculty.

If the member was elected as the 7th member then the following should be followed:

- If there are at least 3 members of the committee at the rank of professor, then the replacement for the 7th member of the committee will be elected by the SOE faculty at-large from all eligible SOE faculty.
- If there are only 2 members of the committee at the rank of professor, then the replacement for the 7th member of the committee will be elected by the SOE faculty at-large from all eligible SOE faculty at the rank of professor.