

School of Education Priorities and Expectations For Annual Merit Review

Virginia Tech is a public, land-grant university serving the Commonwealth of Virginia, the nation, and the world community. As a research extensive university, the discovery and dissemination of new knowledge are central to its mission. Through its focus on teaching and learning, research and discovery, and outreach and engagement, the university creates, conveys, and applies knowledge to expand personal growth and opportunity, advance social and community development, foster economic competitiveness, and improve the quality of life.

The Virginia Tech School of Education is a vital, integral member of the university community as it is dedicated to enriching the lives of PK-12 children and youth, families, and communities through inquiry, leadership, and advocacy. We fulfill this mission with the preparation of educational professionals, applied research, and high impact outreach. Our mission clearly situates our work within the university's motto: "Ut Prosim – That I may serve." Specifically, the goals of the School of Education are to:

1. Increase our research stature through increased externally funded programs and published scholarship in nationally recognized venues.
2. Become international leaders in science, technology, engineering and mathematics (STEM) and leadership.
3. Increase the number of teachers who graduate from our programs, obtain professional certification, or complete recertification, especially in the STEM fields.
4. Increase the number of funded outreach programs, especially those that are based in P-12 school-university partnerships.
5. Maintain high quality programs and national accreditation.

Faculty members are expected to strive to meet these goals through their scholarship, teaching and outreach efforts. Depending on the faculty member's status and trajectory, some aspects of expectations will vary. Based on university, college, and school goals, the following basic expectations for tenured faculty are as follows:

1. Submission of proposals for external grants, with special preference for those that yield full overhead
2. Publication of articles in top-tier refereed journals and book publication. Numbers will vary based on stage of research activity, journal publication schedule, etc.
3. Presentations at international and/or national conferences
4. Teaching two courses per semester (except for authorized course releases or reductions)
5. Student Perceptions of Instruction scores at or above departmental average
6. Annual revision of courses to ensure most current curriculum and technology, where appropriate
7. Sharing the program load with student advisement and committee responsibilities
8. Satisfactory evaluation of advisement
9. Outreach activities, preferably with P-12 partnerships and funded by outside agencies
10. Engagement in funded international activities
11. Attention to diversity in instruction; in research and outreach as appropriate
12. Professional service at the national and state levels
13. Professional service at the program, department, school, and/or college levels
14. Participation in all accreditation and program evaluation activities as needed.

15. Collaboration within and across programs, departments and colleges
16. Work directed to advance the goals, status, and goals of the School of Education

Special recognition for tenured faculty is based on:

1. Winning external grants, especially large grants from major funding agencies
2. Numerous publications in top-tier journals
3. Nationally recognized books
4. Research, teaching and/or service awards
5. Heavy advising and committee assignment loads (greater than the average for the department)
6. Major funded outreach activities
7. Major funded international activities
8. Invited addresses at national or international conferences
9. Extensive service to the school, college, university or professional organizations

Basic expectations for untenured faculty (~first three years) include (but may vary based on program needs/profile):

1. Publication of articles (>1) in top-tier refereed journals each year
2. Publication of articles in second tier refereed or journals with wide readership (e.g., Educational Leadership, readership > 100,000)
3. Presentations at national conferences
4. Teaching two courses per semester (except for authorized course releases and reductions)
5. Annual revision of courses to ensure most current curriculum and technology, where appropriate
6. SPOI evaluations at department average
7. Peer evaluations of teaching
8. Service on student committees
9. Service to the program
10. Attention to diversity in instruction; in research and outreach as appropriate
11. Satisfactory evaluation of advisement
12. Participation in faculty development activities related to research and teaching
13. Outreach activities as related to research agenda
14. Working to advance the goals, status, and goals of the School of Education

Basic expectations for untenured faculty (~second three years) include:

1. All of the above
2. Advisement of doctoral students
3. Acquisition of internal grants to support research
4. Participation on externally funded projects
5. Service to the department and/or college
6. Service to professional organization
7. Article/conference proposal reviews
8. Modest outreach activities, preferable with P-12 partnerships
9. Work collaboratively within and across programs, departments, and colleges

Basic expectations for clinical faculty (based on program assignment) include:

1. Teaching three courses per semester (except for authorized course releases or reductions)

2. Annual revision of courses to ensure most current curriculum and technology, where appropriate
3. SPOI evaluations at department average
4. Peer reviews of teaching
5. Sharing the load with student advisement and committee responsibilities
6. Satisfactory evaluation of advisement
7. Outreach activities, preferably with P-12 partnerships and funded by outside agencies
8. Working to advance the goals, status, and goals of the School of Education
9. Attention to diversity in instruction; in research and outreach as appropriate
10. Professional service at the national and state levels
11. Professional service at the program, department, school, and/or college levels
12. Ensuring that all administrative activity related to accreditation and program evaluation is completed in a timely way.
13. Work collaboratively within and across programs and departments