

Commission on Faculty Affairs

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

CFA 2023-2024G

Draft Notice Sent to University Council Cabinet	February 21, 2024
First Reading by Commission on Faculty Affairs	March 22, 2024
Approval by Commission on Faculty Affairs	April 5, 2024
First Reading by Faculty Senate	March 29, 2024
Approval by Faculty Senate	April 12, 2024
Staff Senate Comment	March 25, 2024
Administrative and Professional Faculty Senate Waive Right to Comment	April 12, 2024
Graduate and Professional Student Senate Waived Right to Comment	April 12, 2024
Undergraduate Student Senate Waived Right to Comment	April 12, 2024
First Reading, University Council	April 22, 2024
Approved, University Council	Date
Approved, President	Date
Approved, Board of Visitors	Date
Effective Date	Upon Approval or Date

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

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

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

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

3.4.4 General Expectations for Promotion and Tenure

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

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

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

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

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



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Staff Senate

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March 25, 2024

To: Vice President of Policy and Governance

The Staff Senate Committee on Policy and Issues has reviewed and approves CFA Resolution 2023-24G.

We have one clarification to suggest that may be beneficial. The resolution references “clinical/medical service”. We are assuming that clinical service includes service performed by those clinicians who are a part of the College of Veterinary Medicine and are therefore working with animals. When we think of clinical/medical service, we often automatically think about human medicine. Perhaps a clarifying statement in the resolution could help ensure that those who work with animals realize that this change encompasses them as well.

We have no further comment.

**Thank you,
Amber Robinson, Chair Staff Senate Policies and
Issues Committee**