

**School of Public and International Affairs
College of Architecture and Urban Studies
Promotion & Tenure Guidelines**

Approved by SPIA Faculty 09/08/2006

The School of Public and International Affairs (SPIA) is devoted to developing nationally and internationally recognized degree and research programs. The degree to which it will attain this aspiration is dependent on the quality of its faculty and their contributions to SPIA's overall enterprise. As such, the substantive guidelines and standards that are incorporated into merit, promotion and tenure guidelines seek to recognize and support faculty members in their many contributions toward excellence in the School, including their research and scholarship, teaching and learning, and outreach and service activities. Representatives of the School will take care to consider all available evidence in evaluating properly the **quality, impacts and significance** of those faculty contributions. Ours is an **evidentiary system**, based not on local reputation or connections, but on evidence of quality work. The following is offered in order to guide faculty members in their understanding of the School's expectations for merit, promotion, and tenure and the forms of evidence that will be considered in our evaluation of the qualities of a faculty members' contributions.

For promotion to the rank of **Associate Professor** with tenure, the successful candidate will demonstrate: (a) a record of effective teaching and learning in the classroom, in one-to-one level advising and mentoring students, and in development of curriculum and pedagogy; (b) a significant body of published research and scholarship that is held in high regard by one's peers in their fields of study; and (c) conscientious and responsible service to the school, college, university, community, state, nation and/or world. As the granting of tenure is a long-term commitment of university and state resources, it requires evidence of excellence in past performance as well as a forecast that the individual faculty member's performance will continue to be of high quality. Since faculty workloads and responsibilities may vary across the School, consideration will be given to specific faculty assignments and contributions in teaching, advising, administration, outreach, and governance, all of which advance the School. Still, it is difficult to make a strong case for tenure on teaching and outreach alone, so candidates are advised to develop a body of published research and scholarship.

The School Director and program Chair will meet with each tenure-track faculty member at the beginning of each academic year to discuss his or her annual review and progress toward tenure.

For promotion to the rank of **Professor** with tenure, the successful candidate will demonstrate: (a) a record of effective teaching in the classroom and commendable mentoring and guidance of graduate students to their advanced degrees; (b) a nationally or internationally recognized body of published research and scholarship that is seen as contributing in a significant way to knowledge in a discipline, i.e., intellectual leadership in a field; and (c) responsible service that is instrumental in developing programs or policies for the school, college, university, or profession, or that constructively applies knowledge for the benefit of citizens of the state, nation or world.

Candidates for promotion and/or tenure should consult the current College and University guidelines, and nothing herein should be understood as obviating or contradicting those guidelines. Rather, what follows is a more complete list of the **types of evidence** that we will consider in our assessment of the quality of contributions provided in each of the three domains of activity for

which faculty are responsible. We do not expect that each candidate for a personnel action will present all of these types of evidence of significant accomplishment in all three areas or present them in an identical mix. Instead, this listing is intended to convey the range of accomplishments and evidence that the SPIA P&T Committee, Program Chairs and School Director will consider pertinent to developing a full and faithful assessment of quality, impact and significance of work.

Learning: Teaching and Instruction

We expect all faculty to be effective teachers and advisors to support our instructional mission. The following indicators are used to assess the contributions made to this domain.

- Summary scores indicating students' perceptions of teaching effectiveness
- Students' qualitative comments regarding teacher effectiveness on these forms
- Unsolicited letters from undergraduate or graduate students
- Peer reviews regarding effectiveness in the classroom (upon assignment by the Program Chairs or the School Director)
- Teaching and advising awards received
- Volume and quality of advising offered to undergraduate students (question on advising effectiveness will be included in future surveys of matriculated students)
- Number and quality of guidance offered to graduate students, for example, number of advised students who finish terminal degrees, placement of students in employment or advanced study, publication and conference activity of students, co-publishing with graduate students. In addition, when a candidate is up for promotional consideration, the SPIA P&T Committee or School Director may solicit letters from former graduate students, asking for their evaluation of the quality of guidance and mentoring they received from the faculty member.
- New course creation (see syllabi and other materials)
- Innovations and changes introduced into continuing courses
- Contributions to curriculum design and reorganization
- Peer-reviewed journal articles on teaching, advising, and pedagogy
- Textbooks that contribute to the instructional mission
- Innovations introduced into teaching and advising
- Invited lectures and conference presentations on teaching, curriculum, and pedagogy
- Candidate's statement regarding pedagogical approach

Notes:

- a) While it is difficult to provide a strong case for promotion and tenure on the basis of contributions to teaching and instruction alone, these contributions can mitigate expectations in research and scholarship to some extent. To do so, however, a very clear demonstration of exemplary contribution to teaching and advising is required. Such demonstration should provide evidence of quality, impacts and significance through awards, extramural testimonials of impact and other measures.
- b) A paradox in promotion and tenure review is that while effective teaching and instruction alone may not be grounds for granting promotion and tenure, evidence of ineffective teaching and instruction may be grounds for denying promotion and tenure.

Discovery: Research and Scholarship

Research and scholarship are fundamental to the research university, and all candidates for promotion and tenure need to provide a body of scholarship, that in combination with contributions to instruction and outreach, demonstrate the quality, impacts, and significance of their contributions. The following indicators are used to assess the contributions made to this domain.

- Research and scholarship published in peer-reviewed journals
- Stature and selectivity of journal/ book publishers
- Research and scholarship based books
- Research and scholarship based edited volumes
- Content of reviews published assessing one's books, articles, and other research
- Invited chapters in books
- Textbooks that advance the field of inquiry, theory, and/or practice
- Extent of citation to one's work in the peer-reviewed literature (SSCI)
- Extent of use/adoption of one's work in courses taught at other universities or schools
- Awards received for research and scholarship
- Extra-mural reviews of one's body of research and scholarship
- Competitive research grants/ fellowships or contracts received that support the research mission of the School
- Research reports that are disseminated beyond project sponsors
- Papers presented at professional meetings

Notes:

- (a) Demonstrated impacts are paramount in establishing the importance of a body of research and scholarship.
- (b) For purpose of illustration and not for use as a standard, a strong case for promotion to associate professor with tenure, assuming effective but not necessarily exemplary teaching and outreach, is about ten peer-reviewed journal articles or book chapters with the amount dependent on the stature of the journal or publisher and the role of authorship; a scholarly book plus about five peer reviewed journal articles or book chapters; or some other comparable combination of scholarly work. Other measures of scholarship, especially competitive research grants, and measures of impact and quality, such as citations, awards, and extramural reviews, can mitigate the number of journal articles needed for a strong case. Likewise, exemplary contributions to teaching and learning and outreach may also mitigate the number needed.
- (c) A strong case for promotion to full professor should demonstrate about twice the contribution of that expected for promotion to associate with tenure. However, there is a greater expectation of wide recognition and intellectual leadership in a field of study.
- (d) Potential extra-mural reviewers shall be selected in accord with university and College policies.
- (e) When considerable published work is co-authored, it is important for the candidate to clarify the respective contributions of each author, and the School Director or SPIA P&T Committee may seek further clarification.
- (f) Publication in languages other than English is an indicator of international relevance of a body of work, which has value to our School. For purposes of Committee evaluation, works that are published exclusively in another language should have English translation or receive outside review.
- (g) Candidates should describe and acknowledge duplicative publications if appropriate.

- (h) Contracts and grants that do not result in scholarly contributions do not in themselves make a case for promotion or tenure. However, competitive grants and contracts that further the research mission of the School through research recognition of the candidate, institution building for research, and support of graduate research assistants, are considered as part of the contribution to research.

Engagement: Outreach and Service

As a Land Grant institution Virginia Tech values outreach and service, especially that which has demonstrated impact on external constituencies, including individuals, communities, organizations, and governmental agencies. Because the School stresses professional educational programs, it is important to engage in outreach to its professions' constituencies through integrated instruction and research. Service to the university and to professional organizations is also valued, but the expectations for such contributions are greater for promotion to full professor than for promotion to associate. The following indicators are used to assess the contributions made to this domain.

- Direct provision of service to citizens and national or international civic organizations, or governing bodies by application of academic knowledge to their needs
- Application of research knowledge to the betterment of the nation and the world, for example, through policy formation
- Authored outreach reports
- Communication and visibility of the value of research, outreach, and the University to the wider public through mass media coverage of research, outreach and instruction (e.g., TV, newspapers, radio)
- Achievements integrating outreach into instruction and research
- Testimony before legislative or executive bodies at the local, state, federal, or international level.
- Awards for outreach and service
- Leadership roles in professional associations, especially election to office
- Editorship of journals; service on editorial boards/grant review panels; reviewer of manuscripts for journals or grant proposals for funding agencies
- Service to other universities as an extra-mural reviewer of programs or of candidates for promotion
- Roles on SPIA, College and University committees (Emphasis will be placed on the tangible outcome of the assignment, and evaluative judgments of peers may be sought in assessing the value-added that the individual brought to the outcome.)
- Instrumental/ leadership roles the individual played in improving the climate or programs on campus (e.g., instigating donor contributions; developing an institute; shepherding new degree programs)
- Organizing symposia or conferences at Virginia Tech

Notes:

- a) While it is difficult to provide a strong case for promotion and tenure on the basis of contributions to outreach and service alone, these contributions can mitigate expectations in research and scholarship to some extent. To do so, a very clear demonstration of exemplary contribution to outreach is required. Such demonstration should provide evidence of quality, impacts, and significance through awards, extramural testimonials of impact, and other measures.

- b) Because of the difficulty to demonstrate a strong case on the basis of outreach alone, candidates for promotion to associate with tenure who wish to engage in outreach activities should link those activities with scholarship.

Summary

Except for illustrative guidance on peer-reviewed journal articles for a strong case, we have not established volume or quantity benchmarks in the faculty's three domains of responsibility. In general, no set number of courses taught, scores on teaching evaluations, graduate students mentored, works published, or committees or communities served guarantees, in itself, automatic tenure, promotion, or high meritorious rating. The School seeks collective excellence in all domains, and when all is said and done, the review process remains a collegial process, conducted in good faith, with the aim of recognizing and rewarding work that is of high quality and significance. For this reason, demonstrated impacts are *paramount* in establishing the importance of a body of work, whether the impact of one's work is on the actual students guided, on the development of an academic field of study, on the constructive building of university programs or on the lending of expertise to the development of state, national or international policies. These guidelines of evaluation are offered toward that end and in that spirit.

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