

Department of Forest Resources and Environmental Conservation
Expectations for Promotion and Tenure

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1. Introduction

The Virginia Tech Department of Forest Resources and Environmental Conservation (FREC), located within the College of Natural Resources and Environment (CNRE), is comprised of faculty members undertaking teaching, research, and outreach across an array of disciplines, but with special emphasis in forestry and natural resource management, conservation, and science. Our internationally renowned faculty is engaged in learning, discovery, and engagement at regional, national, and global scales. The department actively seeks and promotes contributions of diverse people and perspectives in pursuing its mission, and is committed to sustained improvement to foster an inclusive environment and to expand opportunities for all.

The department values its instructional mission. There are two undergraduate degrees, a Bachelor of Science in water: resources, policy, and management and a Bachelor of Science in forest resources and environmental conservation with five majors. Graduate degrees conferred by FREC include a thesis-based Master of Science, a non-thesis-based Master of Forestry (a professional degree), and a Doctor of Philosophy. Undergraduate and graduate courses are taught by faculty members with teaching and research appointments and enroll students from majors in the department, students in other majors within the college, and students outside of the department and college. Finally, unique to most university departments, there are FREC faculty members who have appointments with Virginia Cooperative Extension as indicated in their employment offer and appointment letters. These faculty members are expected to engage in outreach and extension efforts as well as research, teaching, and university and professional service. As a result, our promotion and tenure expectations reflect balances among teaching, research, and outreach missions, and tradeoffs among areas of emphasis are sometimes recognized in our evaluation of faculty members. Promotion to all ranks also reflects efforts candidates have made promoting diversity, equity, and inclusion. There is an expectation that faculty uphold and contribute to the VT Principles of Community, which include a commitment to diversity and inclusion. This document outlines expectations of and procedures for evaluation of faculty performance for purposes of promotion or tenure for tenure-track college teaching and research faculty, including those with extension appointments, and collegiate faculty.

The majority of FREC faculty members have teaching and research tenure-track appointments. However, we also have non-tenure-track appointments for collegiate faculty. The collegiate faculty ranks have a clear promotion path through assistant, associate, and professor levels. Appointment at the collegiate assistant professor rank is for three years and renewable without renewal limits. With promotion to associate or professor collegiate ranks, contracts are renewable without limit with increasingly longer-term appointments (5 years for associate collegiate and 7 years for professor collegiate ranks). Collegiate faculty members have a primary commitment to the instructional mission of the department, including undergraduate teaching, curricular and program development, and the design and integration of innovative and inclusive pedagogy.

2. The Promotion and Tenure Process

The promotion and tenure evaluation process at the department level follows the FREC Policy on Faculty Governance (<https://frec.vt.edu/>) and complies with the Virginia Tech Faculty Handbook guidelines and procedures (http://provost.vt.edu/faculty_affairs/faculty_handbook.html). As stated in the Handbook, “To ensure the honest discussion of promotion and/or tenure cases, all parties involved must keep the deliberations strictly confidential. As such, the content of conversations and the results of any votes may be discussed only with persons who have a current role in the promotion and tenure process, such as committee members or administrators.” Dossier preparation guidelines are available on the Virginia Tech Provost website (found at <https://www.provost.vt.edu/>). Candidates for promotion and tenure are expected to follow all current dossier preparation guidelines and formatting. These guidelines often change; thus, it is critical that candidates use the most recent version of the guidelines in the preparation of their dossier.

2.1. FREC Promotion and Tenure Committee Membership and Responsibilities

The FREC Promotion and Tenure (P&T) Committee is a standing departmental committee whose structure is described in the FREC Policy on Faculty Governance document.

Membership: Seven faculty, with at least four holding the rank of professor. Six members are elected directly by all faculty with tenure-track or collegiate faculty appointments. One member is appointed by the department head. The P&T Committee is responsible for determining which two of its members will go forward to the college committee; the two designated for college committee service will be non-voting members in the departmental deliberations; their attendance is intended to ensure full knowledge of departmental discussions. College committee members do not partake in deliberations for promotion, but may ask questions for clarification.

Responsibilities:

- Develop and monitor departmental policies concerning promotion and tenure
- Make departmental promotion and tenure recommendations
- Advise individual faculty, as requested, concerning promotion and tenure preparation
- Conduct professional progress and performance interim reviews of faculty

The terms of office for all P&T Committee members commence on August 10th and terminate on May 15th of their year(s) of appointment. The committee consists of members with staggered terms to ensure continuity. The department head issues a call for nominations for committee members on or before April 1 of each year. The call for nominations includes a listing of members whose terms continue into the next year and the number of open positions by committee. Election ballots listing all individuals agreeing to run for the open committee

positions are submitted to the faculty on or before April 16. Elections terminate on or before April 30.

The FREC P&T Committee is committed to following best practices for diversity, equity, and inclusion and the reduction of the impact of implicit bias in our promotion and tenure process. As such, at the beginning of each academic year, the committee will identify and complete current material or training on the reduction of implicit bias or other relevant inclusive practices.

2.2. Identification of Candidates for Promotion

Candidates who plan to apply for tenure, including those in the sixth year of probationary service (for whom promotional review is mandatory) should discuss their application with the department head. Candidates for promotion should be identified by the department head in the fall semester one year prior to applying for promotion and/or tenure. Reviews of faculty progress are conducted annually at the end of January by the department head. During this review, the department head identifies candidates who are due for reappointment or an interim progress review. Pre-tenure reviews are conducted during the second spring semester following the first full semester of employment (i.e., the 2-year review) and then two years thereafter for the 4-year review. Progress toward promotion to professor reviews are conducted 2-4 years after promotion and tenure for associate professors. For interim reviews of assistant and associate professors, the department head forwards the dossiers to the FREC P&T Committee as early as possible in the spring semester for review.

2.3. Dossier Preparation

Preparation of the dossier is the responsibility of the candidate. Candidates must closely follow the current Virginia Tech Promotion and Tenure Guidelines in preparation of their document, and refer to this document for more information on expectations and indicators for promotion and/or tenure in FREC. Candidates are expected to review the completed dossier with their mentor(s) (see section 2.7) prior to submission to the department head. The department head forwards the dossier to the FREC P&T Committee.

2.4. External Review of Candidates

The FREC P&T Committee will compile an appropriate list (currently 7-10) of potential external reviewers in the spring semester prior to submission of final dossiers for promotion and/or tenure and submit this list to the department head. The dossier submitted to the department head in January for the annual review will be used to facilitate the generation of this list and help eliminate conflicts of interest. External reviewers are chosen from senior, accomplished faculty at peer institutions or other major research universities who are in the best position to judge the candidate's work. If the reviewer is not at the rank of professor, or not from a peer institution, the department head will include justification for this choice of reviewer.

If desired, the candidate may prepare a list of potential external reviewers as well. The candidate should provide these names to the department head in the spring semester prior to submission of final dossiers. Another list will be generated independently from the FREC P&T Committee suggestions. If external reviewers are suggested by the candidate, this will be indicated on the cover sheet of the final P&T dossier packet and at least three letters should come from those selected independently by the Committee. All letters received must be included in the evaluation of the candidate.

The department head secures letter writers in May and sends them final dossiers for review no later than August 1st. A minimum of four external reviews is required. If necessary, the department head may supplement the FREC P&T Committee list of reviewers, and may request more reviewers from the committee.

2.5. Voting and Committee Recommendation

The FREC P&T Committee reviews the dossiers in the fall semester after the external reviews are received. After a full discussion of the merits of the candidate's application, the committee votes. The voting is anonymous, with three choices about approval for promotion and/or tenure (yes, no, abstain). In the absence of a unanimous vote, the division of the vote will be explained in the committee's recommendation letter. The majority vote of the Committee determines the approval recommendation.

As indicated above, the two college-level representatives are present, but do not participate in the vote at the departmental level.

2.6. Time Lines

Fall: Candidates for promotion and/or tenure are identified in the fall semester in the year prior to the application.

January 31st: All faculty members in FREC submit annual reports to the department head in January. Candidates who have been identified for reappointment, interim review, or progress to professor review should submit their cumulative dossier to the department head for the January review. Assistant professors submit a cumulative dossier to the department head for their annual report each year prior to their mandatory review for promotion and tenure.

Spring: The final commitment of non-mandatory candidates is required at the beginning of the spring semester. Department head forwards the dossiers for the faculty members identified as requiring a 2- and 4-year interim review for assistant professors (including collegiate assistant professors) or a progress-to-professor review for associate professors to the FREC P&T Committee. For assistant professors, the 2-year review occurs during the second spring semester following the first full semester of employment and then two years thereafter for the 4-year review. For example, if a faculty member starts in January 2022,

they would submit their dossier in spring 2024 and 2026. If starting in August 2021, they would submit in spring 2023 and 2025 for their 2- and 4-year reviews, respectively. An initial list of external reviewers is prepared by the FREC P&T Committee in the spring semester and submitted to the department head. External reviews are requested by the department head no later than May 31.

July 15th: Completed dossiers are submitted to the department head and the department head sends the final dossiers to external reviewers by August 1st. On or by August 10th, the dossiers are forwarded to the FREC P&T Committee.

Last week of October: FREC P&T Committee submits recommendation letter to the department head.

November 1st (approximate): FREC submits dossiers to CNRE Promotion and Tenure Committee

December 9th (Reading Day): CNRE Promotion and Tenure Committee meeting and voting on candidates for promotion and/or tenure. At this meeting, the two FREC P&T Committee members who did not vote at the departmental level will vote (yes, no, abstain). Department heads do not vote for candidates within their departments at the CNRE Promotion and Tenure Committee meeting because they have already provided a letter to the CNRE Promotion and Tenure Committee with their decision/vote (yes, no) as part of the dossier packet under review for promotion and/or tenure by the CNRE Promotion and Tenure Committee.

2.7. Mentoring

In the first year of their appointment, faculty members (either at the assistant or associate level) identify a mentor or mentors. As much as possible, mentors should include senior faculty members with some commonality in discipline as well as with experience in the promotion and tenure process (this may or may not be the same person). Mentors may also include faculty from outside of the department. If mentors are not identified by candidates by the end of their first year, the department head will suggest/select appropriate mentors.

One of the roles of the mentors should include the periodic review of the dossier with the candidate to help identify areas of missing or incomplete information and to provide suggestions for framing of the dossier, including the candidate statement. When a candidate is being considered for promotion and/or tenure, candidates are expected to review their completed dossier with their mentor(s) before it is submitted for evaluation.

2.8. Peer Evaluation of Teaching

Peer evaluation of teaching should be conducted at least twice since the last promotion prior to submission of the dossier for promotion and/or tenure review. Peer teaching reviews follow departmental or university guidelines and are conducted with the dual purpose of a formative evaluation that is aimed at improving the quality of instruction and a summative evaluation aimed at assessing teaching effectiveness. It is the responsibility of candidates to coordinate these reviews with the department head. It is recommended that the first peer evaluation for assistant professors (or collegiate assistant professors) is completed by the end of the candidate's second year of employment. At least two letters or reports from peer reviewers evaluating teaching since the last promotion should be included in dossiers for promotion to full professor as well.

2.9. Pre-Tenure Probationary and Progress Toward Promotion Reviews

Two and four-year reviews are conducted for all assistant professors, including collegiate assistant professors. A three-year review can also be requested by the candidate. Progress toward promotion to professor reviews are intended to be completed 2-4 years after promotion to associate professor, but are also done upon request. For those identified for reviews, cumulative dossiers are requested by the department head for the January annual review and then forwarded to the FREC P&T Committee for review.

The reviews are done in the spring semester by the FREC P&T Committee, following the timeline stated above. Merit and expectations appropriate for the level of review are fully discussed by the committee and a letter summarizing this discussion is prepared by the committee and submitted to the department head. The letter will also include suggestions for improvement, or identified concerns if there are any. The department head forwards the letter to the candidate and may meet with the candidate to discuss the letter. The candidate may request a meeting with the P&T Committee for further discussion.

2.10. Pre-Tenure / Pre-promotion Teaching Release

The appropriate teaching load for individual faculty members in FREC is determined in consultation with the department head. Teaching release is not standard practice, but may be appropriate in some circumstances. This should be discussed with the department head.

3. Expectations and Indicators for Promotion and/or Tenure

3.1. Assistant to Associate Professor with Tenure Evaluation

Given that quality, reputation, and success in the different disciplines comprising our faculty are often characterized by sometimes dissimilar metrics, the department's overriding standard for promotion to associate professor with tenure is demonstrated achievement across all missions of the university and excellence in at least one mission. Importantly for FREC, the evaluation process also takes into account FREC faculty members may have different teaching and research

appointments, and that some members have extension appointments. Details stated in faculty appointment letters are paramount to the evaluative process in all cases. This expectations document presents important factors serving as guidelines inherent in dossier evaluation for assistant professors who seek promotion with tenure in FREC, indicating expected levels of performance.

3.1.1. Undergraduate Teaching

Excellence in undergraduate teaching and an expectation of supporting FREC's overall teaching mission are valued by the department and evaluated in the promotion process. This includes, but is not limited to, contributing to course development and instruction as related to the curriculum of the department's majors, minors, and options. Except for special cases indicated in the initial appointment letter, every faculty member in FREC is expected to teach courses regularly at the undergraduate level. The department head is responsible for assigning teaching duties. Thus, the specific needs of the department often guide the choice of courses and teaching expectations for each faculty member; though, in general, faculty members teach courses in FREC majors that are appropriate to the faculty member's expertise. The candidate is expected to consistently teach courses in a professional and appropriate manner. Quality of teaching is judged based on peer evaluations, teaching awards, sustainable enrollments, and student feedback. Attending teaching workshops and other documented efforts to improve classroom effectiveness are valued. The number of courses taught varies among faculty members depending on appointments and department needs, but 1-3 undergraduate courses per academic year are common.

3.1.2. Graduate Teaching and Mentoring

Similar to the undergraduate teaching mission, excellence in graduate teaching and mentoring are valued and expected. All tenure-track faculty members in FREC are evaluated with respect to graduate student recruiting, mentoring and managing of programs, and publishing work from completed theses and dissertations. The expectation is that the candidate will develop a successful graduate education and research program involving master's degree and doctoral degree students. This is evidenced by recruiting and retaining high-quality students, managing student affairs through successful completion of a thesis or dissertation, ensuring that their graduate students are able to publish results in refereed journals, and finally, assisting students in gaining meaningful employment in their field of study. Publishing articles with students that the candidate chairs or co-chairs is of paramount importance, because such publications are concrete evidence that the candidate can complete the recruiting, funding, mentoring, and publishing cycle that is vital to the student, candidate, department, and university. Postdoctoral mentoring is valued in addition to graduate student mentoring, but it is not considered an explicit expectation for promotion.

We further expect each assistant professor to develop graduate coursework specific to their field and interests, gain approval if necessary for new or revised course syllabi, and then succeed in

achieving sustainable enrollment by the time they submit their dossier for promotion and tenure consideration. Willingness to support the department's graduate teaching mission is expected. In team or co-teaching, the candidate should demonstrate a clear contribution in the course.

All faculty members are expected to demonstrate a collegial spirit consistent with the university faculty handbook by serving on committees of students chaired by other faculty members. However, an assistant professor must demonstrate leadership in chairing graduate student committees. In cases of co-chairing, the candidate must demonstrate evidence of leadership in managing and advising these students.

3.1.3. Research Program

A successful graduate program will correlate with success in publishing research findings and securing extramural funding. Expectations are that an assistant professor demonstrates leadership in generating research ideas, obtaining extramural funding, recruiting and mentoring graduate students, and publishing research results in high-quality journals within their field. Extramural grants from competitive sources, which involve external review panels, are especially valued. Sources and levels of funding may differ across fields of science in FREC; however, the level must be sufficient to sustain a successful graduate program.

All faculty members are expected to publish regularly in recognized refereed journals appropriate to their discipline and valued by their professional peers and university peer institutions. Although numbers of publications will vary, traditionally a lower bound of two publications on average per year has been expected. Leadership is also expected in publishing, as evidenced by lead authorship and/or publishing with chaired graduate students. The quality and quantity of research should be similar or better than that of recognized peer scientists working in their field. Additional evidence of quality includes appointment to science advisory panels, keynote presentations and invited lectures, research awards, service on editorial boards, or recognition by professional societies.

3.1.4. Department, University, and Professional Service

Service is valued and expected of all faculty members, both within the department and university, and externally in the profession. Active department committee participation is expected. Chairing of committees is not essential at the assistant professor level. Service to one's profession is expected, as it is indicative of successful research and publishing endeavors and peer recognition. The level of service to the department, university, and profession is specific to a candidate's appointment, and in many cases, it is guided through consultation with the department head.

3.2. Extension Faculty Assistant to Associate Professor with Tenure Evaluation

Faculty with extension appointments are evaluated for promotion to associate professor with tenure similar to faculty with conventional research and teaching appointments. However, the percentage of activity expected across components in each evaluation varies considerably among extension faculty. In some cases, extension comprises 80% or more of the candidate's responsibilities. Accomplishments discussed for research and teaching faculty still apply to extension appointments, but are judged consistent with the functions expected of the candidate and the percentage of activities detailed in the offer and appointment letter.

Additionally, excellence and scope of extension and outreach activities are evaluated in light of the percentage assignment in such activities. This includes ensuring activities are relevant to stakeholder and constituent groups consistent with the department's national, regional, and/or international mission, publishing in peer and non-peer-reviewed outlets consistent with peer institution extension faculty (including work with graduate students where appropriate), garnering extramural support sufficient to sustain extension research activities, and organizing and attending workshops, short courses, and service on advisory committees to relevant stakeholders, and, participation in editorial activity for extension publishing outlets. It is also expected that these faculty, where appropriate, develop a suite of extension products in innovative ways to deliver information to stakeholders.

3.3. Associate Professor to Professor Evaluation

As with the evaluation of assistant professors for promotion and tenure, the Virginia Tech Faculty Handbook is closely followed when evaluating associate professors for promotion to the professor rank. A successful promotion to professor requires a candidate to demonstrate high levels of competency in activities relevant to their appointment, and it also requires clear evidence of leadership and impact across relevant activities. As the Faculty Handbook makes clear, excellence in research, scholarship, or creative achievement is expected that is concomitant to the candidate's discipline and assignment, as is international or national recognition among peers as an outstanding scholar and educator. Additionally, international involvement is valued at the professor level as it pertains to learning, discovery, and engagement.

Promotion to professor is reserved for those who have truly achieved noteworthy and broad accomplishments. There is no predetermined schedule for evaluating candidates for this rank. Specific requirements for promotion to professor depend on appointment type and the role that the individual plays in FREC's overall mission. A history of recognized leadership, impact, and ongoing scholarly contributions in their field is expected.

3.3.1. Undergraduate Teaching

The successful candidate will have supported and contributed in significant ways to FREC's teaching mission, through teaching undergraduate and/or graduate courses that are of value to the department and to students. A commitment to high-quality teaching and continued improvement at all levels is expected.

Peer evaluation of teaching should be conducted at least twice since the last promotion for associate professors (including Collegiate) prior to submission of the dossier for promotion. It is the responsibility of candidates to coordinate these reviews with the department head.

3.3.2. Graduate Teaching and Mentoring

It is expected that the candidate will have demonstrated clear leadership in graduate education and scholarship evidenced by recruitment, retention, and graduation of quality students, and production of co-authored publications with those students in peer-reviewed journals. Completion and leadership in mentoring of chaired or co-chaired Ph.D. students is expected. Employment of these graduates in meaningful professional positions or peer academic appointments is highly valued. Postdoctoral mentoring is valued in addition to graduate student mentoring, but it is not considered an explicit expectation for promotion. It is also expected that the candidate has been a collegial supporter of a range of departmental graduate teaching goals, which may include service activities such as serving on graduate committees for students not chaired by the candidate being evaluated.

3.3.3. Research Program

The successful candidate for promotion to professor will have demonstrated significant impact and national or international recognition in their field. Significant and sustained publication of articles in high-quality journals, consistent with professor rank faculty at peer institutions, and at a level averaging two or more journal articles per year since the awarding of tenure, is expected. There must also be evidence that this body of work is valued externally, such as favorable citation index results, service on learned professional committees and refereed journal editorial boards, service on proposal review committees for highly competitive extramural sponsors, organization of successful research workshops and conferences, and/or invitations to serve as a keynote speaker at professional conferences or seminar speaker at peer universities and institutions.

The successful candidate for promotion to professor must demonstrate leadership in extramural grant development, management, and dissemination of results. Leadership indicators include (1) being a lead principal investigator on funded projects, (2) securing funding sufficient to support graduate students, (3) lead authorship in publications and/or authorship on graduate student thesis and dissertation publications, especially for students chaired or co-chaired by the candidate. The department recognizes that some faculty members work in fields that rely more heavily on collaborative research activities, and this is recognized in the evaluation process. The leadership of multi-institutional and disciplinary research teams also is valued. In sum, promotion to the rank of professor requires higher quantity and quality indicators within these categories compared to promotion and tenure of assistant professors. Quality and quantity of research should be similar or better than that of recognized peers holding the professor rank.

Although there is not a specific expectation concerning the level of extramural funding for promotion to professor, as this differs by discipline and to some extent the candidate's teaching/research appointment details, the level garnered must be sufficient to support a continued and consistent program of recruiting, mentoring, and completing of graduate students. The level of funding should also be sufficient to support the candidate's continued involvement in peer and professional meetings and conferences.

3.3.4. Department, University, and Professional Service

The level of service to the department and university for a candidate for professor goes beyond what is expected for associate professor with tenure candidates. It is expected that faculty members have taken increasingly important roles in these service endeavors. Indicators include chairing of committees, serving or chairing ad hoc committees arranged by the department head or dean, serving on college and university committees, and leading the design of new curricula or strategic planning for the department, college, and university. Examples of valued professional service for promotion to professor include service on editorial boards, leadership in professional societies, conferences, and workshops, and participation on advisory boards or review panels. Service is also expected as a peer instruction evaluator for assistant professors. The candidate for professor is expected to have taken an increasing role in these service responsibilities over time where appropriate.

3.4. Extension Faculty Associate Professor to Professor Evaluation

After promotion to associate professor, the extension faculty member typically continues to serve a wide and varied audience external to the university. Evaluation of merit for the professor rank for these faculty focuses more on leadership and continued expansion of the level, importance, depth, and breadth of services delivered to external groups, an assessment of their outcomes, and an assessment of the academic and scientific quality underlying these services. How each extension faculty member meets these criteria may differ. However, success is measured in the ability to identify and attract target constituent groups and stakeholders, which can include private, governmental, or industrial stakeholders that are key to the department's overall mission, and who value the work and advice of the faculty member.

The extension faculty member promoted to professor will have a history of developing successful mechanisms to engage and deliver knowledge to these groups, raising funding for these efforts from extramural sources, recruiting, mentoring and finishing graduate students in these areas where appropriate, and demonstrating leadership in peer-reviewed research that is scientifically sound and enhances the candidate's outreach. It is expected that knowledge transfer is research-based and of high scientific quality and relevance. Success and leadership in outreach activities have certain measurable indicators, such as invitations to design and deliver workshops, continuing and stable or increasing enrollment in these workshops, and positive stakeholder evaluation of these activities.

Demonstrating the impact of the candidate's extension program is important to quantify and is considered in the promotion to the professor rank. This may include peer-reviewed publication of extension documents, evidence that the extension program has influenced the behavior of stakeholders and constituent groups, and/or evidence that the candidate's work has influenced policy.

3.5 Collegiate Assistant Professor to Collegiate Associate Professor Evaluation

3.4.1. Teaching

The successful candidate for promotion to collegiate associate professor will have made significant contributions to the instructional mission of the department and demonstrated innovation and excellence in instruction, especially at the undergraduate level. Exemplary collegiate assistant professors will not only excel at teaching in their field, but also be able to understand and evaluate the research that applies to their field and effectively teach it to their students. Candidates must also engage in scholarly activity related to teaching and learning and/or disciplinary topics and present their findings in professional venues and journal publications. There are no expectations for an extensive research program as is typical of tenure-track faculty appointments.

There are numerous ways a successful candidate can make significant contributions to the instructional mission and demonstrate excellence and innovation in instruction. These include, but are not limited to, pedagogical innovation in course development and/or methods of instruction that transform and extend learning (e.g., increased active or experiential learning, place-based learning, interactive classrooms, etc.), leadership in departmental curriculum planning and promoting teaching excellence in the department, quality instruction as evidenced in student evaluations and peer-reviews, contributions to teaching materials such as textbooks, online resources, and teaching modules, translation and use of research in the classroom, including the promotion and development of undergraduate research experiences, and mentorship of students in the selection of co-curricular activities such as independent studies, field studies, and study abroad.

3.4.2. Scholarship

Candidates are expected to engage in scholarly activity that furthers the instructional mission of the department. Relevant activities may include, but are not limited to, development and coordination of undergraduate research opportunities, dissemination or publication of curricular or teaching materials, and communication of scholarly activity professionally (including conferences and peer-reviewed journals that are disciplinary or related to pedagogy), research on

teaching and learning, and disciplinary research, particularly when engaging undergraduate students and/or classes in the endeavor.

3.4.3. Department, University, and Professional Service

Collegiate faculty, as with other full members of the department faculty, are expected to participate in department and university, and external professional service. Examples of significant contributions to service include, but are not limited to, participation in curricular committees and student-centered activities at the departmental, college and/or university levels, development of training for faculty, and service on graduate committees. The level of service to the department, university, and profession is specific to a candidate's appointment, and in many cases, it is guided through consultation with the department head.

3.6 Collegiate Associate Professor to Collegiate Professor Evaluation

The Virginia Tech Faculty Handbook is closely followed when evaluating collegiate associate professors for consideration for promotion to the Collegiate Professor rank. The collegiate professor is the capstone rank in the series. Appointment to collegiate professor denotes distinguished professional achievement, and regional, national, or international prominence in the field and sustained excellence. Credentials for appointment or promotion to this rank must document a record of significant instructional experience and scholarly accomplishments relevant to the field and type of assignment. External evaluation of such accomplishments and leadership in the field is expected at the time of appointment or promotion.