

Virginia Tech Guidelines for Promotion and Tenure Dossiers for 2009-10
(Revised 5/04/09)

All candidate dossiers must be submitted to the university promotion and tenure committee according to the following guidelines.

Document Format: The dossier should be formatted as follows

- font type of either Verdana or Arial
- minimum font size of 11
- single-spaced
- double-spaced between paragraphs
- margins of 1-inch left/right and top/bottom
- pages are not numbered.

Dossiers are prepared and submitted as electronic documents. Using version 8.0 or 9.0 or Adobe Acrobat Professional, a candidate submits his or her dossier to the department as a pdf-file with the major headings (I – IX and A – M) bookmarked. (It is not necessary to bookmark outline items 1 – 15.) Adobe Acrobat Professional 9.0 software for Mac or Windows is available from the following website:

<https://www.ita.vt.edu/Apps/WebObjects/SoftwareWeb.woa/wa/PageAction/page?id=7895>.

Departments may purchase the software for any Virginia Tech-owned computer. The cost is \$55 for the license and \$5 for the DVD. Each Virginia Tech-owned computer should have its own software license. Instructions are on the website.

Section II of the promotion and tenure dossier is not prepared by the candidate. The department head, departmental promotion and tenure committee, dean, and college promotion and tenure committee will insert section II into the candidate's electronic dossier. The departmental and college administrative assistants are responsible for bookmarking those major headings (II. A – G).

A separate table of contents is not necessary. The electronic bookmarks act as a table of contents. If a section is not applicable to a candidate's dossier, please include the outline number in the body of the dossier, but indicate that the section is not applicable or "N/A." There is no need to bookmark a section that is not applicable.

Dossier Outline: Specific instru

- An evaluation of the academic performance and effectiveness of the candidate in each of the areas of faculty responsibility—teaching and academic advising; research and creative activities, and outreach, including indication of position responsibilities and AY or CY designation.
- Information regarding the quality and appropriateness of publication forums.
- Information regarding the significance of keynote presentation/lecture venues.
- A summary of important accomplishments and an interpretation of significant contributions.
- An explanation of the procedures by which the candidate was evaluated.
- Reflection on comments from outside reviewers, particularly if an explanation or refutation is warranted.
- The head or director's recommendation on the case.

D. Statement by the department or school promotion and tenure committee

This statement should include the division of the vote. Indicate the vote

The committee expects to see *all* external letters received, not just selected letters. The dossier must contain, at a minimum, four external review letters. It is the responsibility of the departmental promotion and tenure committee and/or department head to solicit evaluations from outside reviewers. In a parallel but independent process, the candidate and the departmental promotion and tenure committee (and/or department head) will each prepare a list of outside reviewers. There may be instances when the committee and the candidate suggest the same outside reviewer. This is perfectly acceptable; however, candidates may not suggest *all* of the outside reviewers. The final list of outside reviewers should never be shared with the candidate. Reviewers should not be former advisors or others too close to the candidate.

Reviewers are expected to be at peer institutions or other major research universities. If the best person to evaluate the work is not at a major research university, please explain. A listing of Virginia Tech's SCHEV-approved peer institutions can be found at www.irpa.vt.edu

The promotion and tenure dossier should provide the following information about teaching and advising:

- A. A chronological list of courses taught since the last promotion or the date of appointment to Virginia Tech. Candidates who held a position at the same rank at another institution may include courses taught at that rank prior to their appointment to Virginia Tech.

The chronological list should include courses by term and year, credit hours, course enrollments, and the faculty member's role (if not solely responsible for the course).

- B. A chronological list of non-credit courses, workshops, and other related outreach and/or extension teaching since the last promotion or the date of appointment to Virginia Tech.
- C. Completed theses, dissertations, other graduate degree projects, major undergraduate research projects, and honors theses directed
- D. Postdoctoral Fellow training and research

Format the information in this section, as follows:

Student: Mary Jones

Degree and Institution: Ph.D., Dept. of Toxicology, NC State University

Employed: August 2000 – present

Publications: 2

Meeting Presentations: 3

Employment after leaving postdoctoral position: State Toxicologist's Office, Durham, NC

- E. Current positions held by the candidate's masters and doctoral recipients
- F. Special achievements of former undergraduate and graduate students
- G. Current academic advising responsibilities—graduate and undergraduate

Please include the students who are currently working on their theses, dissertations, etc.

- H. Course, curriculum, and program development

The dossier must provide a persuasive evaluation of the faculty member's effectiveness as a teacher and an advisor. It should explain the point or meaning of any data, information, or examples included as evidence. Data from student evaluations, for example, are not necessarily self-explanatory; the numbers usually require interpretation and comparison. Where

comparisons are warranted and would be helpful, they should be included. The quality of a candidate's achievements and ability as a teacher should be clearly demonstrated. Evidence such as the following should be included:

I. Student evaluations of instruction

Include the rating scale and college and/or department averages. Include data on all courses evaluated since the last promotion, enrollment in each course, number of students turning in evaluations, and numerical averages. Do not include student comments from teaching evaluations. Include evaluations of non-credit courses or other outreach or extension-related teaching, which should include participant data as defined above and evidence of the impact of programs on participants.

J. Peer evaluations of instruction

Provide at least two letters or reports from departmental or college peer reviewers regarding the candidate's teaching and advising effectiveness.

K. Alumni evaluations of instruction

Inclusion of alumni evaluations of instruction is optional. If included, describe how the letters/evaluations were solicited.

L. Demonstrated efforts to improve one's teaching effectiveness

M. Recognition and awards for teaching or advising effectiveness

V. Research and Creative 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 in terms of the creativity of the thought and methods behind it. Original achievements in conceptual frameworks, conclusions, and methods should be regarded more highly than work making minor variations in or repeating familiar themes in the literature or the candidate's previous work. Determination of excellence is difficult and requires informed professional judgment.

Quantity is often easier to measure than quality, since comparisons can be made more readily. However, because scholars and artists sometimes—and for good reasons—disseminate essentially the same information or exhibit the same work, it is important to note the relationships among various

publications, exhibitions, and performances where redundancy or duplication appears to occur.

Some disciplines more readily lend themselves to greater numbers of scholarly works. Thus, it is essential that quality be the primary, although not the only, criterion to evaluate a candidate's achievements.

Candidates should list only those publications, projects, or performances which have appeared or been accepted for publication or presentation. They should not include work currently submitted and being reviewed or work in progress.

For each publication, project, or performance, please indicate the lead author

Explicitly cite the principal investigator(s)—all names that appear on the grant proposal, year, and duration of the award, percentage of candidate's participation, source (agency) of the award, and the amount. Indicate the percentage of candidate's participation. Do not include unfunded grant applications. Do not include proposals that have been submitted, but rejected (not funded). The department head's letter may address the issue of grant proposals submitted but not funded if this is deemed an important reflection of effort, for example.

D. Invited keynote presentations or lectures

E. Editorships, curatorships, etc.

1. Journals or other learned publications

2. Editorial boards

3. Exhibitions, performances, displays, etc.

F. Evidence of economic contribution to the Commonwealth of Virginia

1. Start up businesses

2. Evidence of commercialization of discoveries

G. Intellectual properties

Provide insight regarding the significance of the intellectual property and its contribution to the university mission.

1. Software

2. Patents

3. Disclosures (pre-patent)

VI. International and Professional Service and additional Outreach and Extension Activities

Faculty members should seek ways in which they connect their scholarship to enhance international and global understanding as well as advance their professional disciplines. The quality and effectiveness of international activities and professional service should be documented.

Additional outreach and extension contributions and creative activities not reported under teaching and research may be reported in this section. Simply enumerating activities, identifying committees and task forces, listing

reports and studies is not sufficient. It is important to show the professional quality of a candidate's achievements through such means as qualified peer review, stakeholder evaluations, reviews of published materials, conference and workshop assessments, and letters from committee chairs.

The dossier should provide the following information:

A. International programs accomplishments

1. International recognition and awards
2. International research collaborations
3. Other international activities

B. Professional service accomplishments

1. Service as an officer of an academic or professional association
2. Other service to one's profession or field (e.g., service on committees)
3. Professional meetings, panels, workshops, etc., led or organized

C. Additional outreach and extension activities and outcomes

This section is designed to capture outreach and extension-related program activity that is not reported in previous sections. Specific areas that may be appropriately reported here include:

1. Peer evaluations of extension program(s)
2. Professional achievements in program development, implementation, and evidence of impact
3. Outreach and extension publications, including trade journals, newsletters, websites, journals, multimedia items, etc.
4. Presentations in area of expertise to community and civic organizations, including schools and alumni groups, etc.

5. Service on external boards, commissions, and advisory committees
6. Expert witness/testimony
- 7.