

VCU School of the Arts

Transitional Faculty Promotion and Tenure Policies and Procedures – for Faculty Hired before 7/1/2026

Policy Statement and Purpose

Virginia Commonwealth University has established its policies and procedures for faculty promotion and tenure. The *University Faculty Promotion and Tenure Policies and Procedures* and the *School of the Arts Faculty Promotion and Tenure Policies and Procedures* documents constitute a unified promotion and tenure system throughout the university, while allowing variations in the academic units to accommodate their specific needs. The intent of this document is two-fold. First, this document notes differences in promotion and tenure policies and procedures between the University and the School of the Arts. Second, this document, in the form of appendices, seeks to identify and clarify differences among departments within the School of the Arts. There is no intent to diminish the identities of the departments in the School of the Arts or to compromise departmental autonomy in defining the content and environment that best supports the individual disciplines and their students. This document merely consolidates the policies and procedures for promotion and tenure for the School of the Arts into a single document.

Noncompliance with this policy may result in disciplinary action, up to and including termination. VCU supports an environment free from retaliation. Retaliation against any employee who brings forth in good faith concern, asks a clarifying question, or participates in an investigation is prohibited.

This document sets out required policies and procedures, not guidelines, for the preparation of candidate materials, and for the review of the candidate and the candidate's materials. Each reviewing level (peer, chair, school and dean) may return the candidate materials and preceding reviews until they comply with these policies and procedures. If not compliant in a timely manner, the reviewing group may table or terminate the review.

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Who Should Know This Policy

All faculty eligible for tenure and/or promotion are responsible for knowing the contents and provisions of this policy. Eligible faculty are also responsible for knowing the *University Faculty Promotion and Tenure Policies and Procedures*. As primary mentors for candidates for promotion and/or tenure, department chairs are expected to have an intimate knowledge and understanding of this document.

The *School of the Arts Faculty Promotion and Tenure Policies and Procedures* and the *School of the Arts Faculty Promotion and Tenure Policies and Procedures for VCUarts-Qatar* exist as separate documents.

Format for the Curriculum Vitae

ALL CURRICULUM VITAE SUBMITTED FOR REVIEW SHALL USE THE FOLLOWING FORMAT. Candidates may delete sub-categories for which there are no entries and adjust the numeration accordingly, based on these deletions.

In cases where an activity could be listed in either service, teaching or continuing scholarship and professional growth, and the departmental appendices do not specify a specific category, it is left to the discretion of the candidate where in the vitae the final listing is made. However, the candidate is encouraged to consider seriously the depth and breadth of the work and the type of preparation involved in the process of making the final determination. Consult the departmental appendices attached to this document for augmentation and clarification.

Entries must be listed in the following sequence and identified as international, national, regional, state, local, university, school, or department. The indication of significance shall be included at the end of each entry. Verifiable documentation is the core of the curriculum vitae and is essential in order for the review committees to conduct thorough examinations and assessments of the candidate's achievements. Where applicable, relevant documentation and/or means of verification shall accompany each entry in the curriculum vitae. All entries should be listed chronologically with the most recent entries listed first.

A. GENERAL INFORMATION

1. PERSONAL INFORMATION

Preferred name and name/s associated with CV entries. Citizenship/s.
Office Address, preferred telephone number, and e-mail address.

2. LICENSURE, CERTIFICATION, REGISTRATION

Granting organization and location.
Document number. Date of issuance and expiration date.

3. EDUCATION

College/s and/or university/s, major, area of concentration, degree,
date of degree. Thesis and/or dissertation titles.
Educational Honors.

Other significant education not leading to degrees.

4. POSTDOCTORAL TRAINING OR SPECIAL EXPERIENCE, AND HONORS RECEIVED

(Such as military service, Peace Corps, internships, residencies, fellowships, and specialized study.)

Honors Received. (Explain the significance of all honors.)

5. PROFESSIONAL PRACTICE/WORK EXPERIENCE

(Prior to VCU appointment)

6. ACADEMIC APPOINTMENTS

B. CONTINUING SCHOLARSHIP AND PROFESSIONAL GROWTH

7. SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND OTHER HONORS

(Explain the significance of all honors.)

8. SIGNIFICANT CREATIVE OR SCHOLARLY ACHIEVEMENTS

(Work created by the candidate). Including, but not limited to:

Abstracts and Papers Presented.

Articles.

Published Books, Monographs and/or Chapters. *

Collections (Identify type; museum, private, corporate).

Commissions/Professional Practice/Consultancies.

Curator. Director/Investigator. Exhibitions.

Exhibition Catalogues.

Gallery Affiliation/Representation. Performances.

Public Screenings and Broadcasts. Recordings, Films, and Videotapes. Reviews.

* See specific departmental appendices for additional information.

9. BIBLIOGRAPHY (Writing about the candidate, not authored by the candidate.)

Books, Monographs, and/or Chapters. Articles.

Exhibition Catalogues.

Reviews (of the candidate's work).

Video Documentations.

Citations.

C. TEACHING

10. TEACHING RESPONSIBILITIES – VCU

Courses and Responsibilities.
Thesis Committee Membership Dissertation Committee Membership.
New Courses Developed and Taught.
Teaching – Outside VCU Curricula (Visiting educator/artist/professor,
choreographer, etc. This may be located alternatively under Continuing
Scholarship and Professional Growth).
Teaching Prior to VCU.

D. SERVICE

11. Service to the Profession
12. Service to the University
13. Service to the School
14. Service to the Department
15. Relevant or significant Public Service
16. Relevant Service to the Community

Numeration

The numeration in this document corresponds with items found in the *VCU Faculty Promotion & Tenure Policy and Procedures* document. Since it is not necessary to repeat all of the items from the university document, there are breaks in the numbering sequence of the school document.

Procedures

1.0 Goal, Objectives and Authority

1.1 Goal

Excellence is the original and continuing goal of Virginia Commonwealth University (VCU). A prerequisite of this goal is the recruitment and retention of a distinguished faculty. This requires the appointment, promotion and tenure of a faculty in a way that encourages excellence in the creation, dissemination and application of new knowledge and artistic expression and fosters an atmosphere of free inquiry and innovation in a global setting.

Appointment, promotion and tenure are based on the merit of the individual, consideration of comparable achievement in the faculty member's particular field, and the faculty member's value to the mission, needs and resources of the university. Central to the appointment, promotion and tenure process is VCU's commitment to recognize

and reward faculty members who help fulfill the mission and vision of the university and the School of the Arts.

Conforming to the Virginia Commonwealth University Faculty and Tenure Policy Procedures as approved by the Board of Visitors on May 10, 2013 this document contains the policies and procedures for the School of the Arts. If the school document does not outline the policies and procedures for a specific issue, the University Promotion and Tenure document will apply. Each department within the school will maintain appendices to this document that identify requirements unique to their discipline. All departmental and program policies and procedures must be approved by the School of the Arts Promotion and Tenure Committee. Departmental appendices shall be consistent with the approved university policies, and the policies and procedures described in the University and School of the Arts documents.

1.2 Objectives

The objectives of the system described in this document are:

- Promotion of an engaged, learner-centered environment that fosters inquiry, discovery and innovation in a global setting
- Faculty achievement to the highest attainable degree within the context and resources of the University
- Support of university goals and support of the diverse missions and characteristics of its individual academic units
- Commitment to administrative management which provides fair and reasonable allocation of time and resources
- Assurance of the financial integrity of the institution
- Sufficient flexibility to permit modifications of programs, curricula and academic organizational units to meet the changing academic, institutional and societal needs.

2.0 Faculty Ranks and Appointments

2.1 General Criteria and Criteria Definitions for Tenured, Tenure-Eligible, and Term (non-tenure) Faculty Members

The criteria for evaluation of individuals for promotion and/or tenure include (1) Appropriate Credentials and Experience, (2) Demonstrated Continuing Scholarship and Professional Growth, (3) Demonstrated Quality in Teaching, and (4) Demonstrated

Performance of Service Responsibilities within the University, School, and Department, and to the profession and broader community. Individual work plans developed in accordance with the Faculty Roles and Rewards policy are integral to evaluating faculty performance on each of these criteria. A Faculty member's performance with respect to continuing scholarship and professional growth, teaching, and service shall be rated (in descending order) as excellent, very good, satisfactory or unsatisfactory.

1 APPROPRIATE CREDENTIALS AND EXPERIENCE

The candidate must hold the appropriate terminal degree or its equivalent. Department requirements for appropriate credentials are stated in the appendices to this document. The terms and/or qualifications of the equivalence and the identity of the individual certifying the equivalence, shall be clearly stated in writing at the time of the candidate's hiring. This documentation shall be available to the Promotion and Tenure Peer Review Committee and forwarded by the Department Chair to the School of the Arts Promotion and Tenure Committee. Equivalencies are determined by the search committee, the Department Chair and the Dean. The candidate's faculty position and assignment shall be commensurate with the candidate's background and experience. Credentials and Experience may be rated as either satisfactory or unsatisfactory. For promotion to the next academic rank, Credentials and Experience must be rated as satisfactory.

2 CONTINUING SCHOLARSHIP AND PROFESSIONAL GROWTH

The candidate's continuing scholarship, professional growth, and research/creative activities are prerequisites for promotion and tenure; the candidate must demonstrate continuing accomplishments during the probationary period. These activities should demonstrate a commitment and make a substantive contribution to the body of knowledge within arts, design and related fields reflecting high standards of quality in creativity, scholarship and professional competence. The candidates should demonstrate leadership and professional competence in independent scholarship and/or collaborative research that fosters the creation of knowledge, rigorously examines existing knowledge and/or develops applications for this knowledge. The disciplines in the School of the Arts have a long history of creative expression and scholarly publications as a generator of this knowledge.

Scholarship can take the form of research and discovery scholarship, the scholarship of teaching and learning, community-engaged research, and professional practice and consultancies. Research and discovery scholarship breaks new ground in the discipline and answers significant questions in the discipline. Scholarship of teaching and learning includes applied research regarding various pedagogies, student learning, and assessment practices; development and dissemination of materials for use in teaching beyond one's own classroom. Community-engaged research is a collaborative process between the researcher and community partner at all stages of the research process. Professional practice and consultancies are activities involving professional services for

hire that involve the application of theory into practice and the maintenance of currency in the profession.

Evidence of the quality of such activity is provided by individual candidates, external peer review, as well as documentation and assessment of activities such as exhibition and performance record, participation in conferences, participation in professional associations, publications, presented papers, seminars, consulting, grants, commissions, prizes, inclusion in public or private collections or other awards supporting scholarly or creative activity.

A candidate's research should possess both sufficient quality and quantity, and demonstrate a pattern of accomplishment—details of sufficiency may be stated in the departmental appendices. Distinction between local, regional, national and international achievements must be noted. Distinction must be made regarding the process of selection (i.e. juried, non-juried, invitational, solo or group) when assessing exhibition and publication activity.

In a university environment characterized by academic freedom and individual autonomy, it is the responsibility of each faculty member to establish and maintain an individual program of research/creative endeavor. It is not the prerogative of the university, school, or department to place limitations or definitions upon the creative, professional, and/or scholarly directions explored by each faculty member within their discipline.

The candidate's continuing scholarship, professional growth, and research/creative activities shall be rated according to the following categories:

*A rating of **Excellent** in Continuing Scholarship and Professional Growth.*

This denotes a sustained pattern of exemplary accomplishment, making a high-level contribution to the discipline.

*A rating of **Very Good** in Continuing Scholarship and Professional Growth*

This signifies accomplishments of notable substantial quality over several years.

*A rating of **Satisfactory** in Continuing Scholarship and Professional Growth*

This represents achievements in research/creative activities that suggest future potential for sustained growth and development.

*A rating of **Unsatisfactory** Continuing Scholarship and Professional Growth*

This represents an absence of research/creative activity, or research/creative activities whose quality or modest quantity do not meet the prevailing norms for the profession.

3 TEACHING

A teacher in the School of the Arts is an artist, designer and/or scholar who brings creative, intellectual, and technical expertise of the discipline to the classroom, studio, or performance space. Teaching in the School of the Arts takes place in the following situations: one-on-one teaching situations between student and teacher; studio courses with a number of students directly involved along with the teacher in the intellectual or creative process; traditional lecture courses; and various modes of apprenticeship.

Teaching shall be evaluated based primarily upon the impact of the faculty member's teaching in the School of the Arts and/or the University. Faculty members must demonstrate mastery of their subject matter and be proficient in communicating this understanding to student learners; fundamentally, faculty members should demonstrate that their students and/or communities learn. There should be evidence of the candidate's sustained commitments to instruction, to inclusion of mentoring and availability to students as a component of teaching, to sustained effectiveness as a contributor to intellectual and professional development through devices such as course design, course material, curriculum development, and attention to other mechanisms of enhancing learning and educational programming. Mentoring, and other forms of beneficial interactions between the candidate and learners, may be given appropriate weight as part of the teaching criteria as determined by the academic unit.

Demonstrated quality of teaching may include service learning and community-engaged teaching that connects students and faculty members with activities that address community-identified needs through mutually beneficial partnerships and/or service-learning that deepens students' academic and civic learning.

Factors to be considered in evaluating teaching may include but are not limited to those listed below.

- A teacher in the School of the Arts:
- Has a thorough and appropriate knowledge of the discipline
- Organizes the course information and curricular ideas
- Has appropriate teaching techniques
- Communicates and imparts knowledge, skills, and processes appropriate to the discipline
- Develops the intellectual and creative abilities of the students
- Demonstrates concern for students

- Develops teaching and curricular innovations
- Utilizes a fair and impartial process for student evaluation
- Maintains high professional, academic, and ethical standards
- Advises students effectively (when such responsibilities are assigned)
- Remains current in the discipline and relates important advancements in the discipline to students
- Inspires the student to achieve excellence in the discipline

Data substantiating the quality of teaching must be derived from a variety of sources with no single source serving as the sole criterion. Some of the commonly accepted data sources are:

- Assessments of candidate by colleagues (required)
- Self-assessment of teaching
- Student surveys
- Letters of support from former students and professionals with first-hand knowledge of the candidate's teaching
- Course materials and documents produced or developed by the candidate as submitted by the candidate
- Documentation of student and alumni accomplishments in courses and beyond VCU
- Documented efforts to improve teaching effectiveness
- Classroom observation by Department Chair and members of the Peer Review Committee
- Directing theses and dissertations
- Advising
- Cumulative student evaluations

The candidate's teaching shall be rated according to the following

categories:

*A rating of **Excellent** in Teaching*

This denotes a sustained pattern of exemplary accomplishment in teaching, making a high-level contribution to students.

*A rating of **Very Good** in Teaching*

This signifies teaching accomplishments notable for substantial quality over several years.

*A rating of **Satisfactory** in Teaching*

This represents achievements in teaching activities that suggest future potential for sustained teaching growth and development.

*A rating of **Unsatisfactory** in Teaching*

This represents an absence of quality teaching, or modest teaching quality that does not meet the prevailing norms for the department, school or profession.

4 SERVICE

Faculty members are expected to give their time and expertise for the betterment of their department, school and university, their profession and/or the broader community.

Service refers to such activities and these may be solicited or unsolicited, paid or unpaid. There are two broad categories of service: professional service and community service. Service includes engaging in the application of learning and discovery to improve the human condition and support the public good at home and abroad. Demonstrated performance in service may include, for example, community-engaged service, which is the application of one's professional expertise to address a community-identified need and to support the goals and the mission of the university and the community partner.

For promotion and tenure assessment, professional service in the area of the candidate's expertise is given primary consideration.

Service to the profession refers to undertakings such as participating or holding office in professional associations and societies, professional adjudications and other professional contributions made as a result of professional endeavors.

Academic service refers to activities within VCU, such as work on committees, overseeing programs, consulting with committees or peers, lectures, conducting workshops, providing instruction beyond assigned teaching load, and providing other services or assistance at the department, school, or university level.

Administrative service also refers to those duties that are normally expected of

individuals holding administrative positions such as chairs, directors or deans.

Community service refers to activities where the candidate applies professional expertise to the broader community, such as work on committees, administering programs, consulting, lectures, conducting workshops, providing instruction, or providing assistance relating to the candidate's profession.

Service activities outside VCU that relate to fulfilling one's civic duty should not be considered in evaluating Service.

The candidate's service activities shall be rated according to the following categories:

A rating of **Excellent** in Service

This denotes a sustained pattern of exemplary service accomplishment, making a high-level contribution to the department, school, university, profession or community.

A rating of **Very good** in Service

This signifies service accomplishments notable for ongoing quality and quantity.

A rating of **Satisfactory** in Service

This represents achievements in service activities that suggest future potential for sustained growth and development.

A rating of **Unsatisfactory** in Service

This represents an absence of service activity, or service activities whose quality or modest quantity do not meet the prevailing norms for the department, school, university, profession or community.

2.1.1. Application of Criteria and Criteria Ratings for Tenured, Tenure-eligible Faculty

	Associate	Professor
Excellent*	1	1
Very Good	1	2
Satisfactory	1	

* Rating of Excellent must be in the area of Teaching or Scholarship and Professional Growth.

For Promotion from Assistant Professor to Associate Professor, tenure

Promotion to or tenure at the rank of Associate Professor requires the candidate to

be ranked “excellent” in either Scholarship and Professional Growth or in Teaching; at least “very good” in the other category, and at least “satisfactory” in Service.

For Promotion from Associate Professor to Full Professor, tenure

Promotion to or tenure at the rank of Full Professor requires the candidate to be ranked “excellent” in either Scholarship and Professional Development or in Teaching and at least “very good” in the other two categories.

2.1.2 Application of Criteria and Criteria Ratings for Term (non-tenure) Faculty

A term (non-tenure) appointment is defined by the *University Faculty Promotion and Tenure Policies and Procedures* as “a full-time appointment to the faculty for a specified mix of duties and does not lead to tenure.” Promotion materials and hiring appointments must define how faculty efforts have been partitioned among teaching, research, and service.

	Assistant	Associate	Professor
Excellent		1	1
Very Good	1	1	2
Satisfactory	2	1	

For promotion from Instructor to Assistant Professor, Term

Promotion to the rank of Assistant Professor requires an evaluation of “Very Good” in the area of primary responsibility, and at least “Satisfactory” in the remaining two areas.

For Promotion from Assistant Professor to Associate Professor, Term

Promotion to the rank of Associate Professor Requires an evaluation of “Excellent” in the area of primary responsibility, and at least “Satisfactory” in Service and “Very Good” in the remaining area.

For Promotion from Associate professor to Full Professor, Term

Promotion to the rank of Full Professor requires an evaluation of “Excellent” in the area of primary responsibility, and at least “Very Good” in the remaining areas.

The criteria of Appropriate Credentials and Experience must be rated as either satisfactory or unsatisfactory, and to rise to the next academic rank, candidates must be rated satisfactory on Appropriate Credentials and Experience. The previous charts

display the minimum criteria (in terms of satisfactory, very good or excellent) for each academic rank for teaching, continuing scholarship and professional growth, and service.

3.0 Defining Appointments

All faculty appointments shall be either tenured, probationary (tenure-eligible), term (non-tenure) or adjunct (non-tenure). Adjunct (non-tenure) appointments are part-time. All other appointments shall be full-time and either tenured, probationary (tenure-eligible), or term (non-tenure).

Unless otherwise specified in the contract letter, when the term of the appointment of a full-time faculty member is not to be renewed, the faculty member shall be notified:

- a. At least three months prior to the expiration of the appointment during the first year at the University;
- b. At least six months prior to the expiration of the appointment during the second consecutive year at the University;
- c. At least 12 months prior to the expiration of the appointment after two consecutive years at the University.

Term positions are non-tenurable. For school-level term appointments, the Dean determines which position shall be determined as term. For departmental level appointments, the Dean and Department Chair shall make such designations. Assignments of term positions are based upon school needs, position descriptions, and budgetary allocations. Term (non-tenure) appointments shall always be at the rank of professor, associate professor, assistant professor, or instructor. The total period of appointment at the instructor rank shall not exceed seven years. Should a term faculty member subsequently be reassigned to a tenurable position, the years of employment as a term faculty member are not counted as part of the probationary period, though activities during this time may be considered in the review as evidence of a larger pattern of achievement.

The School of the Arts shall use policies and procedures for promotion for term faculty which shall be the same as those used for promotion of tenure-eligible, faculty except that a term faculty's effort shall be weighted by the unique range of duties assigned to faculty members holding term appointments.

A tenured appointment is an appointment that continues until the faculty member either voluntarily leaves the University or is dismissed for cause as specified in Section 11.3 of the *VCU Faculty Promotion & Tenure Policy and Procedures* document. Tenure is conferred by criteria and procedures established by the university document and supplemented by school and appropriate department policies and procedures. Tenure is

granted only at the rank of associate professor or professor.

3.1 Tenured Appointments

Tenure is conferred based on the faculty member's demonstrated capabilities, academic achievement and the school's anticipated long-term academic needs.

A recommendation for a tenured appointment is initiated only by an academic unit within the school. For initial appointment recommendation with tenure the candidate must, prior to appointment, undergo a tenure review by the Search Committee (serving as the peer review committee) and the School of the Arts Promotion and Tenure Committee which shall convene for this purpose. This review shall be conducted using the appropriate departmental and school policies and procedures. Expectations regarding quality of accomplishments and the evaluation of these are the same as the more typical comprehensive peer review. The School of the Arts Promotion and Tenure Committee shall promptly submit its recommendation to the Dean, along with the recommendation of the Search Committee.

3.2 Probationary (tenure-eligible) Appointments

Probationary appointments are granted to faculty members with suitable preparation and experience who are appointed in positions identified by the department and/or school as appropriate for tenured faculty. Tenure eligible status applies to faculty members who hold positions that have been approved by the Dean and the appropriate Department Chair as tenurable positions. For positions outside a department, the Dean shall make such determinations. Such individuals are considered to be serving probationary periods as defined by the university's promotion and tenure policies. Instructors are not eligible for tenure. Tenure may be held either at the school or departmental levels for the school's deans and directors.

The maximum period of probationary service for an assistant professor is typically six academic years. An initial appointment at the rank of professor or associate professor may also be probationary appointments. The maximum period of probationary service is typically two years as a professor and three years as an associate professor.

3.2.1 Alterations of the Typical Probationary Period

There are some situations where alterations of the typical probationary period are warranted and may be established at the time of the initial appointment by the mutual agreement between the faculty member and Department Chair and/or Dean. Following are situations where an altered probationary period is warranted and can be established:

1. Prior service at an academic institution at the rank of assistant professor or above may warrant a reduced probationary period.

2. Prior service in a discipline unrelated to the present appointment, with the approval of the provost may warrant a reduced probationary period.
3. Prior service while a candidate for a doctoral or equivalent terminal degree at any institution may warrant a reduced probationary period.
4. In exceptional cases, when the special nature of a faculty member's scholarship or special mix of duties may warrant an extended probationary period of time to meet the general criteria for tenure.

The agreed upon period of probationary service must be noted in the notice of appointment.

Faculty members reviewed for tenure before the end of their full probationary period shall not be subject to any extraordinary requirements and shall be required to meet the same standards required of them at the end of the full probationary period. At the end of this agreed upon probationary period, the faculty member must be given an appointment with tenure or a one-year terminal appointment.

Any contractual conditions that would affect the promotion and tenure process shall be documented at the time of hiring and disclosed at all levels of review.

With certain outstanding exceptions (e.g. track changes and expedited review), the period to be considered for the initial review shall be from the time of hiring. The period for subsequent reviews shall be from the last promotion. Activity prior to time of hire or last promotion indicates a sustained pattern of activity and accomplishment and may be considered.

3.2.1.1 Expedited Reviews

Central to the School of the Arts is the recruitment and retention of a distinguished faculty who help fulfill the mission and the vision of the School of the Arts. Individuals may be considered and reviewed for promotion and tenure at the time of hire. As in all other reviews, appointment, promotion and tenure are based on the merit of the individual, consideration of comparable achievement in the faculty member's particular field, and the faculty member's value to the mission, needs and resources of the university. The criteria for evaluation shall consist of Appropriate Credentials and Experience, Continuing Scholarship and Professional Growth, Teaching and Service and must be rated as Excellent, Very Good, Satisfactory or Unsatisfactory.

The search committee may function as the Peer Review Committee as will be determined by the Dean or the Dean's designee. As the candidate will not have a body of work at VCU, the candidate's activity and accomplishment to date will be evaluated in place of

the traditional probationary period. Letters of support from distinguished practitioners in the candidate's field will be solicited and used in place of traditional external evaluations to document and verify the significance of the candidate's credentials and the distinction of their accomplishments. The Peer Review Committee will conduct its evaluation using the same university and school policies and procedures used for all other candidates. That report will then be forwarded to the School of the Arts Promotion and Tenure Committee for review.

3.2.2 Extensions of the Initially Agreed Upon Probationary Period.

A tenure-eligible faculty member may request an extension of the agreed upon probationary period when extenuating circumstances are projected to impede significantly normal progress. Such circumstances might include but are not limited to childbirth, adoption, care of a terminally ill immediate relative, personal trauma, short-term disability as defined by the Virginia Sickness and Disability Program, natural disaster, major accidents, or other circumstances beyond the control of the candidate. Extensions may also be granted for public or appointed university service. Application for extension must be made through the school within one year of the onset of the extenuating circumstances.

The faculty member's prior annual reviews shall be considered in making the decision about the extension of the initial probationary period. In no case shall an extended probationary period be granted based solely on lack of progress toward work plan goals.

Written approval of the extension by the Dean and the provost is required. All extensions of the initial probationary period shall be entered in writing in the faculty member's personnel file. In no case shall such an extension of probationary period exceed 10 years for an assistant professor, five years for an associate professor and three years for a full professor exclusive of extensions for leave or extenuating circumstances described above.

3.2.3 Evaluation of Probation for Tenure-eligible Faculty

A third year or interim review of tenure-eligible faculty must be held to assess the progress of the candidate and to discuss activities relative to their forthcoming review for promotion and tenure. The primary purpose of this review is to provide mentoring of the junior faculty by senior, tenured faculty.

For a traditional candidate with a six-year probationary period, this process will begin in November of the candidate's third year of appointment. For other probationary periods, the review will begin no earlier than the halfway point of the candidate's probationary period. At this time the candidate will meet with the Department Chair to review the mid-term review process, and to address the candidate's questions. During this meeting, the candidate can suggest specific members for the review committee.

By January 3 the candidate will submit current curriculum vitae, class syllabi, and a record of support materials for the areas of continuing scholarship and professional growth, teaching, and service, as appropriate to the department. It is essential that the curriculum vitae contain verifiable documentation. The candidate will also provide a statement that outlines activities intended for the remaining three years before tenure review, in the areas of teaching, service and scholarship and professional growth, and may include a personal statement.

The Chair will charge a committee of three tenured faculty members, which can include a tenured faculty member from a related department as appropriate. This committee will convene in February to review the candidate's materials. Minutes shall be kept of all meetings associated with the review process.

The committee will review the materials and meet with the candidate. This meeting will afford opportunity to discuss the candidate's work, their understanding of the mission of the department, and to review the candidate's job description. The candidate should be prepared to ask questions relating to their progress. The committee should not make prescriptive comments or remarks that could be construed as promises. The committee may request additional materials, as needed, including peer evaluations and teaching evaluations, and should obtain first-hand information in all areas whenever possible.

The committee will prepare a final report that is submitted to the Department Chair and to the candidate no later than April 1. The Chair will use the committee report to advise the candidate.

The committee report remains in the department, part of the candidate's permanent file.

A decision to terminate a probationary appointment may be made during any year of the probationary period and need not wait until the end of the normal probationary period.

3.2.4 Linkage

Tenure-eligible assistant professors shall be reviewed in one process, with both promotion and tenure awarded or denied in a single process.

Tenure-eligible associate professors may be reviewed for tenure alone or for promotion and tenure simultaneously. A decision to deny a promotion does not preclude a decision to award tenure.

3.4 Continuing Review of Faculty

The School of the Arts annual review policy and process includes not only an evaluation process near the close of the academic year, but also an opportunity for faculty members

to establish future goals which are agreed upon with the Department Chair in accordance with the Faculty Roles and Rewards policy. Individual faculty and chair determine in writing the type and kind of individual emphasis to be placed upon the areas of Teaching, Continuing Scholarship and Professional Growth, and Service. However, it is understood that individual goal setting and evaluation does not preclude the quality expectations of teaching and service contributions of faculty.

5.0 School of the Arts Promotion and Tenure Committee

5.1 Committee Election and Term of Office

Each department within SOTA's Richmond campus elects one tenured faculty member to serve on the School of the Arts Promotion and Tenure Committee. In addition, there shall be one representative from the Doha Campus of associate professor or above present on the Committee. Only full-time tenured faculty members are eligible to vote for tenure. None of the members shall hold an administrative title of Department Chair or above. Members serve staggered three-year terms. Individuals who have served three consecutive years are ineligible to serve again for one year. If a representative becomes a candidate for promotion, the representative must resign from the committee. Should vacancies occur, an election will be held to fill the incomplete term. This election will be held in the department from which the membership vacancy occurred. Annually a committee chair and a secretary will be elected by the committee from its membership.

7.0 Academic Review Procedures for Promotion and Tenure for Tenured, Tenure-eligible and Term (Non-tenure) Faculty

7.1 Promotion and Tenure Initiated at the Department Level

The Department Chair appoints a Peer Review Committee with total faculty representation to consist of at least three tenured faculty, with a minimum of two tenured faculty from within the department, when possible, and at least one tenured faculty from outside the department. For term (non-tenure) faculty members, the committee must have a majority of tenured or promoted faculty members, including at least one from outside the department. The chair of the committee is appointed by the Department Chair. The Department Chair shall notify the candidate of the proposed Peer Review Committee, and the candidate shall have the right to challenge any member of the committee for cause. Such challenges must be made in writing to the Department Chair within five working days following the date the candidate is notified of the committee composition.

The Department Chair then sends a letter of notification to the candidate and the members of the Peer Review Committee informing them of the names of the committee

members and the deadline for the committee to submit its final report to the Department Chair. Members selected to serve on the Peer Review Committee may ask to be disqualified if there are substantive reasons why they cannot serve. Written notice to this effect must be given to the Department Chair within five working days after notification.

At the first meeting of the Peer Review Committee, the Peer Review Committee chair shall:

- Oversee the election of a secretary who will record the minutes and document all committee proceedings.
- Discuss with the committee its responsibilities, the schedule of the meetings, the timetable for the review process, the candidate's materials, and the need for confidentiality. Candidate materials include, but are not limited to, curriculum vitae information, peer evaluations, student evaluations, alumni evaluations, external reviews, and letters solicited by the committee.
- Assign tasks and establish deadlines.

7.1.1 Peer Evaluation

The Peer Review Committee shall conduct a substantive evaluation of the candidate's record and performance, including all accumulated student evaluations, individualized work plans developed in accordance with the Faculty Roles and Rewards Policy, prior reviews and written internal and external evaluations. Only the Peer Review Committee shall solicit and receive external evaluations. External evaluations may be solicited from both persons suggested by the candidate and persons suggested by the committee. The file shall list all persons solicited for letters and identify each person as either named by the candidate or named by the committee.

Typically, the period of review is from the time of hire or from the last promotion. Activity prior to time of hire or from the last promotion demonstrates a sustained pattern of activity and accomplishment and may be considered.

The Peer Review Committee shall add a written report to the candidate's file which shall include the numerical results of a secret ballot for or against recommending promotion and/or tenure and the rationale for the recommendation. The Peer Review Committee shall forward the file to the Department Chair.

In the case of a Department Chair being recommended for tenure and/or promotion, the Dean functions, in the process, in relation to the Department Chair the way the chair functions in relation to a faculty member. Thus, the Dean should initiate the review process, form the Peer Review Committee, notify the Department Chair of the proposed committee, and review the Department Chair according to the appropriate policies and

procedures.

External Evaluation

External evaluation shall be an integral part of the review process for tenure and for promotion. Evaluators will be selected from a list compiled by the Peer Review Committee, including names of potential evaluators recommended by the candidate.

For faculty hired before 1/1/2023

A minimum of 3 external letters must be received for review. All solicited letters received must be included in the file. Each department's guidelines shall specify the details of the use of external evaluations in that unit's academic review process.

For faculty hired on or after 1/1/2023

A minimum of 5 external letters must be received for review and at least 3 should be from Doctoral Universities - Very high research activity (R1). All solicited letters received must be included in the file. Each department's guidelines shall specify the details of the use of external evaluations in that unit's academic review process.

In instances where an external evaluator is not affiliated with an R1 institution, the Peer Review Committee (PRC) shall submit a justification to the Dean or designee for review and subsequent approval and will include this information in the final report.

Each external evaluator shall be carefully selected to ensure that all areas of the candidate's expertise are examined by qualified reviewers. External reviewers must be individuals with expertise in the candidate's field or a related scholarly field, be from outside VCU, and be an individual who can provide an independent review of the candidate's work. External evaluators need not have the same academic rank for which the candidate is being considered. Persons who have co-authored publications, collaborated on research, or been institutional colleagues or academic mentors/advisors of the applicant should normally be excluded from consideration as outside evaluators. The Peer Review Committee report shall list all individuals solicited for letters and identify each person as either named by the candidate or named by the committee, and identify the relationship of the external reviewer to the candidate. The external reviewer must describe the nature of their relationship with the candidate in the review letter.

The candidate will submit a list of four or more names of potential evaluators that shall include the address, phone number and email contact information for each, as well as a summary of each potential reviewer's expertise and association with the candidate. The departmental Peer Review Committee will likewise prepare a list of at least four names, to be presented to the candidate for review. The candidate may object to one or more of the committee's selections by notifying the committee Chair in writing, within five

working days, of the reason why an evaluator should be excluded. The committee Chair will consider any objection and select another evaluator if it finds the objection valid. Should the committee Chair choose to retain the evaluator, the candidate's letter of objection, and the committee Chair's written justification for inclusion, will be included in the committee's final report.

The external evaluators will be selected from the merged list of at least eight possible reviewers. At least one of the candidate's choices will be included in the final selection. Prior to confirming the final list of external evaluators, the Peer Review Committee chair shall contact each to ascertain willingness to participate and to meet committee deadlines.

The candidate shall prepare separate packets of materials to be sent to each of the external evaluators. Each packet should include the candidate's curriculum vitae and documents pertinent to the evaluator's assessment of professional accomplishments. The Peer Review Committee Chair then forwards the packets to each evaluator along with a cover letter. The Peer Review Committee and Department Chair should state, in final reports, the qualifications of external evaluators and their position within the profession. The inclusion of the external evaluators' vitae is required.

Only the Peer Review Committee shall solicit and receive external evaluations. All responses from external evaluators will be confidential unless disclosure is required by law. This policy will be conveyed to the external reviewers when letters are solicited. All solicited responses from external evaluators must be included in the candidate's file. The committee and Department Chair shall state, in final reports, the qualifications of external evaluators and positions within the profession.

Evaluators agreeing to review the candidate's qualifications shall be instructed to evaluate the candidate's work and performance in the areas of continuing scholarship and professional growth and service against the criteria for excellence that have been established in the discipline. Evaluators are not to make recommendations for/or against promotion and tenure.

In addition to the external evaluators, other external evaluation sources include reviews of books, exhibitions, and performances, inclusion in juried shows of professional significance, publication of professional papers and articles, and exhibition of work in galleries and museums with high curatorial standards. Such factors as the significance of exhibiting institutions, external evaluators' credentials, or publications carrying reviews may be used to establish a candidate's national recognition toward professorship.

7.1.2 Department Chair

After receiving the file from the Peer Review Committee, the Department Chair reviews the file, requests supplementary material as needed, states the qualifications of external

evaluators and their positions within the profession, adds a written recommendation and forwards the recommendation, the file, and the Peer Review Committee report to the school promotion and tenure committee.

7.1.3 School of the Arts Promotion and Tenure Committee Evaluation

The chair of the promotion and tenure committee receives the file from the Department Chair, and the school committee reviews the file using the policies and procedures of the School of the Arts as a reference. The school committee reviews prior recommendations and enters a written report of its proceedings including the results of a secret ballot for or against recommending promotion and/or tenure and the rationale for the recommendation. The complete file is forwarded to the Dean of the School of the Arts.

7.2 Promotion and Tenure Initiated at the School Level

Recommendations for promotion and tenure are initiated at the school level in those schools having budgetary and signature authority for initiating Personnel Action Forms.

In those units where recommendation for promotion and tenure are initiated at the school level, the review process begins at the school level. The candidate, with the appropriate dean, shall develop a file following the policies and procedures established by the school. The completed file shall be forwarded to the Peer Review Committee to conduct a substantive evaluation of the candidate's record and performance.

7.2.1 Peer Evaluation of School Level Tenure-eligible or Term Faculty

For school level Tenure-eligible or Term faculty promotions, the candidate with the appropriate dean shall develop a file following school policies and procedures. The Dean shall appoint a sub-committee of three members of the School of the Arts Promotion and Tenure Committee as the Peer Review Committee. The Dean shall also appoint one tenured faculty member from outside the school to be members of the Peer Review Committee.

The school committee shall notify the candidate of the composition of the Peer Review Committee, and the candidate shall have the right to challenge any member of the Peer Review Committee for cause. Such challenges must be made in writing to the school committee within five (5) working days following the date the candidate is notified of the composition of the Peer Review Committee.

The Peer Review Committee shall conduct a substantive review of the candidate's record, including accumulated student evaluations, individualized work plans developed in accordance with the Faculty Roles and Rewards Policy, prior reviews and written internal and external evaluations. Only the Peer Review Committee shall solicit and receive external evaluations. Evaluations may be solicited from both persons suggested

by the candidate and persons suggested by the committee. The file shall list all persons solicited for letters and identify each person as either named by the candidate or named by the committee. External evaluation for school level collateral positions shall be the same as for tenurable faculty, except that the committee and the Dean shall state in final reports, the qualifications of external evaluators and their positions within the profession.

For faculty hired before 1/1/2023

A minimum of 3 external letters must be received for review. All solicited letters received must be included in the file. Each department's guidelines shall specify the details of the use of external evaluations in that unit's academic review process.

For faculty hired on or after 1/1/2023

A minimum of 5 external letters must be received for review and at least 3 should be from Doctoral Universities - Very high research activity (R1). All solicited letters received must be included in the file. Each department's guidelines shall specify the details of the use of external evaluations in that unit's academic review process.

In instances where an external evaluator is not affiliated with an R1 institution, the Peer Review Committee (PRC) shall submit a justification to the Dean or designee for review and subsequent approval and will include this information in the final report.

The Peer Review Committee shall add a written report of its proceedings to the candidate's file which shall include the numerical results of a secret ballot for or against recommending promotion personnel actions and the rationale for the recommendation.

The Peer Review Committee shall forward the file to the School of the Arts Promotion and Tenure Committee.

7.2.2 School Promotion and Tenure Committee Evaluation

The school committee reviews the file using the policies and procedures of the School of the Arts as a reference. The school committee reviews prior recommendations and enters a written report of its proceedings including the results of a secret ballot for or against recommending promotion and or tenure and the rationale for the recommendation. The complete file is forwarded to the Dean of the School of the Arts.

8.0 Administrative Review Procedures for Academic Personnel Actions

8.1 The Dean

After receiving a file, the Dean reviews the file and adds a recommendation addressing the fiscal and programmatic impact of the proposed academic personnel action on the

school. Addressing programmatic impact will at least involve a review of the substantive case being made for tenure or promotion, and may further include other programmatic issues such as the long-term direction of the program, the role of the faculty member in realizing the mission of the department, and the faculty member's competence in fulfilling this role. The Dean forwards the original file to the vice president for academic affairs. A copy of the file, complete with all reviews and recommendations, is given to the candidate.

If the recommendation is not supported by either the Peer Review Committee, the Department Chair or the school tenure and promotion committee, then the Dean has the option of returning the file, no more than once, to those review bodies that did not support the proposed personnel action and request reconsideration. When promotion and/or tenure is not recommended, the Dean informs the candidate of this decision. At this time the Dean also gives the candidate a copy of the file, complete with all reviews and recommendations and notifies the candidate of the right to add a written statement to be included in the file. The candidate has ten (10) working days after notifications by the Dean to add a statement to the file. The Dean forwards the original file, containing the candidate's written response and all recommendations and letters to the vice-president for academic affairs.

8.2 The Vice President

The vice president for academic affairs shall receive and review files and add a recommendation addressing the University fiscal and long-range planning impact of the proposed academic personnel action.

If the administrative review of the vice-president supports promotion and/or tenure, the vice president shall forward the original complete file to the president with that recommendation.

If the administrative review of the vice president does not support promotion and/or tenure, the vice-president shall inform the candidate of the decision in writing and notify the candidate of their right to appeal to the University Appeal Committee. The candidate has fifteen working days from notification to appeal the decision of the vice president. The candidate initiates an appeal by sending a letter to the University Appeal Committee indicating where and how they believe the review process has erred.

9.0 Appeal Process

9.1 Grounds for Appeal

A decision to deny tenure and/or promotion may be appealed by the candidate only on the following grounds:

1. The proper procedures, as specified by the university, school and department policies and procedures were not followed.
2. Factually incorrect information was provided by someone other than the candidate, and utilized in the peer review or administrative review process.
3. Inadequate consideration of unit criteria or use of impermissible criteria.

9.2 Appeal Process

The University Appeal Committee shall receive all appeals. The candidate must provide a written request to appeal a decision to deny tenure and/or promotion to the chair of the Appeal Committee. The request must specify how proper procedures were not followed, and/or the information that is factually incorrect, and/or inadequate consideration of the unit criteria or use of impermissible criteria. The Appeal Committee will review the documents in question and decide if grounds for an appeal exist.

If the committee decides that adequate grounds for an appeal exist, then it shall contact those review bodies identified in the denial and extend to them the opportunity to respond to the appeal in writing and/or at a scheduled meeting of the Appeal Committee. The Appeal Committee should provide a copy of the appeal to the review bodies and request a written response to the appeal. The candidate may attend all open meetings of the Appeal Committee and may be accompanied by one nonparticipating advisor.

The candidate shall receive the right to address the Appeal Committee at a time convenient for both the candidate and the committee members. Such presentations shall be limited in scope to the specific errors in procedure or judgment alleged in the written appeal request. New subject areas, not addressed in the appeal, may not be introduced.

The candidate may suggest to the Appeal Committee the names of additional witnesses to speak at the hearing. The Appeal Committee may decide that it needs limited additional information of testimony and may call appropriate witnesses. It shall confine any such hearings to those questions or issues specified in the appeal.

After reviewing the record and hearing testimony, the University Appeal Committee shall take one of the following actions and shall forward its recommendation to the president.

- a. Vote to support the appellant. When the Appeal Committee votes to support the appellant, the committee shall forward the file to the president with a letter describing their recommendation with copies to the appellant, the vice-president and the Dean. The letter shall include a rationale for the decision and the number of committee members voting for and against the decision.

- b. Vote to deny the appeal. When the Appeal Committee votes to deny any appeal, the committee shall forward the file to the president with a letter describing the recommendation with copies to the appellant, the vice-president, and the Dean. The letter shall include a rationale for the decision and the number of committee members voting for and against the decision. In the event of a tie vote the appeal is considered denied.
- c. Decide that the candidate's file should be reconsidered at a prior level of review and remand it to the Dean for reconsideration. The Appeal Committee may direct the formation of a new Peer Review Committee using the processes specified in section 7.11 or 7.1.21 of the *VCU Faculty Promotion & Tenure Policy and Procedures* document. When a new Peer Review Committee is ordered or when the addition or deletion of material has altered the file, the file shall go through all previous review steps including new internal letters from all review bodies. New material may be added to the file only by this option.

10.0 The President and Board of Visitors

The president is authorized to recommend faculty promotions and conferral of tenure to the board of visitors. Promotion and tenure of the faculty are made under the ultimate authority and with the final approval of the board of visitors (1.4).

When the president does not support the recommendation of a faculty member for promotion and/or tenure, the president shall notify the board of visitors, the candidate, the provost or vice president for health sciences, and the Dean of this decision in writing. If the president does not support a recommendation for promotion and/or tenure, no further appeal exists within the university.

If the president recommends a faculty member for promotion and/or tenure to the board of visitors and the board does not support the recommendation, the president shall notify the candidate, the provost or the vice president health sciences and the Dean of this decision in writing. If the board does not support the recommendation of a faculty member for promotion and/or tenure, no further appeals exist within the university.

11.0 Procedure for Termination of employment of Tenured Faculty Members

11.1 Reasons for Dismissal

Tenure is designed to protect the academic freedom of individual faculty members who have established themselves during the probationary periods. Tenured faculty members are expected to continue to strive for excellence in all of their academic and scholarly tasks. Adequate reason for dismissal of a tenured faculty member may be established by

a demonstration of any of the following:

- a. Neglect, inability or failure to do the normal and expected satisfactory research, teaching and other services within the areas of presumed professional competence.
- b. Professional incompetence which includes failure to continue scholarly development within the individual's discipline and failure to fulfill School assignments.
- c. Moral turpitude.
- d. Violation of academic or professional ethics.
- e. Unprofessional conduct that significantly adversely affects the functioning of the department, school or university.
- f. Violation of the VCU Rules and Procedures, as adopted by the board of visitors, provided the faculty member has been found guilty of an offense and a penalty of separation has been assessed pursuant to the Rules and Procedures.
- g. Bona fide financial emergency in a department or school, or reorganization or termination of programs as defined by established university policies and procedures.

11.2 Post-Tenure Review

In accordance with 3.4 above, all tenured faculty, including administrative faculty, are evaluated annually, using the established policies and procedures of the School of the Arts. Reviews are conducted at the next administrative level. The annual evaluation examines the faculty member's performance in light of expected contributions as established previously using the university's Roles and Rewards Policy.

The annual evaluation is the core of the university's ongoing post-tenure process, and it should contain a summary rating of excellent, very good, satisfactory, needs improvement or unsatisfactory. On this scale, the appropriate rating for a tenured faculty member whose overall performance in previous years has been "satisfactory" or better, but whose current overall performance was rated "needs improvement" and the current overall performance has not met the conditions for improvement, the appropriate rating is "unsatisfactory."

11.2.1 Post-Tenure Review Panel

Post tenure review is not a process whereby faculty members are being re-tenured. When a tenured faculty member receives one over-all unsatisfactory annual evaluation, a five-member panel of tenured faculty members (at least two of whom are from the

faculty member's department and at least one of whom is from another department) will be appointed to conduct a thorough review of the faculty member's performance. The purpose of this review is to promote faculty development. Within fifteen (15) working days of notification of a panel review, the faculty member and the Department Chair (or Dean where annual review is conducted at the school level) shall each submit lists of five possible panel members to the school's promotion and tenure committee, which will appoint the committee.

The chair of the school promotion and tenure committee will notify in writing the faculty member, the Department Chair and the Dean of the proposed panel. Both the faculty member and the Department Chair (or the Dean when annual evaluations are conducted at the school level) shall have the right to challenge any member of the panel for cause.

Such challenges must be made in writing to the chair of the school promotion and tenure committee within five (5) working days following notification of the proposed panel. The school promotion and tenure committee shall make the final decision on panel composition.

The Department Chair, and/or the Dean, and the faculty member must supply the panel all information pertinent to its task in no more than twenty (20) working days after the appointment of the panel. The information shall include such items as the department's workload policy, any written agreement about the faculty member's role and performance expectations under the university's Roles and Rewards Policy, all annual evaluations and supporting documentation for the period in question, and the faculty member's current vita and statement of activities since the most recent annual evaluation.

The Department Chair, and/or the Dean and the faculty member shall have full access to all of the submitted information and an opportunity to comment on or rebut any of the information within five (5) working days of being notified that the panel's information is completed. During its deliberations, the panel has the right to call for testimony from anyone pertinent to the issues, and the Department Chair and/or Dean and the faculty member shall have full access to whatever testimony is gathered with ample opportunity to comment on or rebut the testimony.

11.2.2 Assessment of Annual Evaluation

The panel first evaluates the faculty member's performance in light of their role in the department. If the panel finds that the faculty member's performance was, in fact, satisfactory during the period in question, it shall issue a report to the chair and the Dean delineating the reasons for its conclusion. The review is thus concluded. The Dean shall monitor the chair's annual evaluations of the faculty member for the next two years and the panel's report will be used in the Dean's evaluation of the chair's performance. Where the annual evaluation is conducted by the Dean, the Dean's annual evaluations of the

faculty member will be monitored by the vice president for academic affairs and the panel's report will be used by the vice president in evaluations of the Dean's performance.

11.2.3 Improvement Plan

If the panel concludes that the faculty member's performance was unsatisfactory during the period in question, the panel, in conjunction with the Department Chair and/or Dean and the faculty member will elaborate a two-year improvement plan intended to aid the faculty member to return to a satisfactory level of performance.

11.2.4 Assessing the Improvement Plan

At the end of the first year of the improvement plan, the panel will either recommend continuation of the plan through the second year, modification of the plan, or if it is evident that no progress has been made toward improvement, it shall recommend to the Department Chair and/or Dean that they initiate dismissal for cause.

At the end of the two-year plan, the panel will reconvene and again conduct a review of the faculty member's performance, using the provisions of the improvement plan and all information pertinent to the faculty member's performance during the period of the plan. If it finds that the faculty member's performance has been satisfactory, it reports its findings to the chair and the Dean, and the review is complete. If the panel finds that the faculty member's performance has been unsatisfactory, it shall recommend to the Department Chair and/or Dean that they initiate proceedings for dismissal based on causes (a) or (b) as detailed in section 11.1.

11.3 Dismissal for Cause Procedures

To initiate the termination of a tenured faculty member for just cause, the Dean shall inform the faculty member and the provost or vice president for health sciences in writing of the proposed termination, the specific reasons for it and the effective date of termination. The Dean must also inform the faculty member that a request for a hearing of the case by the University Appeal Committee must be initiated within 45 working days. In the absence of such a request the Dean's action becomes final.

The University Appeal Committee shall begin all requested hearings within 30 working days following receipt of a faculty member's request. At least two-thirds of the Committee must be present at each meeting.

The faculty member shall have the opportunity to attend all meetings of the committee where evidence is received or witnesses are heard. The faculty member shall have the opportunity to cross-examine witnesses, to present evidence and may be accompanied by one nonparticipating advisor.

A complete record of the hearing shall be maintained and available to the parties involved. The hearing shall be closed to the public, except upon mutual agreement by the faculty member, the Dean and the vice president.

The University Appeal Committee shall submit a completed written report to the provost or vice president for health sciences within 30 working days after conclusion of the hearings. If two or more Committee members dissent with the majority report, they must submit a written minority report concurrently.

The provost or the vice-president for health sciences shall review the University Appeal Committee's findings and recommendations and convey a decision with a rationale in writing to the faculty member and to the University Appeal Committee within 10 working days. If the decision is for dismissal, they shall also inform the president.

The president upon written request shall review a decision for dismissal of the faculty member. However, unless the request is made within 15 working days after the provost or the vice-president for health sciences has rendered a decision, the provost's or vice-president's decision shall be final and not subject to further appeal or review.

If a review by the president is requested within the 15 working day period, the president shall review the full record of the University Appeal Committee hearing, the Committee's findings and recommendations and provosts or the vice-president's decision and rationale before rendering a decision. The president's decision is final and not subject to review within the University further.

11.4 Dismissal for Financial Emergency, Reorganization and Termination of Programs

The termination of a tenured faculty appointment because of financial emergency or reorganization or termination of programs must follow established university policies and procedures. Such procedures shall protect the tenure rights of the individual faculty member and must include due process and faculty participation.

11.5 Compensation

Tenured faculty members who are terminated according to policies and procedures governing financial emergency, reorganization, and termination of programs have the right to receive their contractual university salaries for one year from the date of notification of dismissal, except that compensation ends upon commencement of full-time employment elsewhere. If the one-year period expires during an academic semester, the vice president may extend the employment to the end of the semester. Faculty members receiving compensation under these provisions may be required to perform for the university their regular services or services other than those which they

have ordinarily performed so long as these services are professional in nature and appropriate to their educational experience and background.

12.0 Procedures for Review and Amendment of VCUarts Faculty Promotion and Tenure Policies and Procedures

The School of the Arts Promotion and Tenure Committee will review the Faculty Promotion and Tenure Policies and Procedures every six years. Any eligible faculty members in the School of the Arts may propose amendments to the School of the Arts Faculty Promotion and Tenure Policies and Procedures. Eligible faculty are either tenured, hold a tenure track appointment, or term faculty. The School of the Arts Promotion and Tenure Committee will review the proposed amendment to assure that it is consistent with the university promotion and tenure policies and procedures.

The departmental representatives from the School of the Arts Promotion and Tenure Committee will present the proposed amendment(s) in departmental faculty meetings for clarification and discussion. The Chair of the School of the Arts Promotion and Tenure Committee will present the proposed amendment to the Faculty Advisory Committee for consideration. There will be a minimum of thirty (30) days between the submission of a proposed amendment and the distribution of ballots.

The proposed amendment and means of balloting will be distributed to eligible faculty members by email. Ballots will be submitted to the Chair of the Promotion and Tenure Committee within ten (10) working days. The ballots will be tabulated by the School of the Arts Promotion and Tenure Committee. For passage a proposed amendment(s) must receive a simple majority of the votes cast by eligible School of the Arts faculty. The results of the balloting will be announced to the faculty within ten (10) days of the deadline for receipt of the ballots. An approved amendment will become effective in the following academic year.

12.1 Procedures for Review and Amendment of Departmental Appendices

Individual departments may review and amend their own appendices with only the approval of the respective department faculty. The School of the Arts Promotion and Tenure Committee will approve changes to the departmental appendix submitted by the department.

The School of the Arts Promotion and Tenure Committee will review the Faculty Promotion and Tenure Policies and Procedures every six years.

The VCUarts Transitional Promotion and Tenure Policy and Procedures document

was amended to align with the University Transitional Promotion and Tenure Policies and Procedures for faculty hired before 7/01/2026. (Approved by VCU Promotion and Tenure Policy Committee, May 11, 2026).

(This proposed Promotion and Tenure Policy and Procedures document supersedes all other previous Promotion and Tenure Policy and Procedures documents for the School of the Arts. These policies and procedures were voted on and approved by the appropriate faculty, with vote verified on May 6, 2022.)

(Approved by VCU Promotion and Tenure Policy Committee, October 19, 2015).

(Approved by the University Promotion and Tenure Policy Review Committee, February 20, 2009).

(This corrected Promotion and Tenure Policy and Procedures document supersedes all other previous Promotion and Tenure Policy and Procedures documents. August 18, 2008).

13.0 Appendices

(Recommended template for appendix information is on the final document page)

13.0 Appendices

Art Education

Format for the Curriculum Vitae

B. CONTINUING SCHOLARSHIP AND PROFESSIONAL GROWTH

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND OTHER HONORS

(Explain the significance of all honors.)

Distinguish the status of grants by identifying grants applied for and/or received as well as the candidate's role (principal investigator, co-principal investigator, consultant, participant, etc.).

SIGNIFICANT SCHOLARLY AND/OR CREATIVE ACHIEVEMENTS

(Work created by the candidate). Including but not limited to:

Work/Research/Publications related to the field of art education

Identify peer reviewed, non-peer reviewed, invited, self-published/initiated, invitational, solo, collaboration. If a publication is co-authored, list all others in the order on the publication. Solo is primarily used to indicate exhibitions, performances, and other activities created entirely by the candidate. All publications and presentations should be listed in APA format. If a publication from another field is listed, include information related to publication rate and circulation.

The Peer Review Committee places greatest emphasis on peer-reviewed and invited publications, though candidates may include self-initiated publications (e.g., internet or web-based materials) in the application for promotion and tenure. In listing publications on the CV, candidates shall identify each as peer-reviewed, invited, or self-initiated. For peer-reviewed or invited publications/manuscripts in progress, candidates shall indicate the status of work using the following categories:

- In press: article or book is actually being typeset or printed.
- Forthcoming: article or book is in the process of publication but not yet being typeset or printed. Provide name of publisher and estimated date.
- In revision: author is revising article or book in response to one or more of the following: readers' reports solicited by an editor; copy editing.
- Under review: editor has sent out manuscript to peer reviewers.
- In preparation: work is not yet under peer review.

In listing presentations of research that were delivered in an academic context (i.e., conferences, colleges, universities), the candidates shall characterize presentations as juried or invited, and characterize conferences as international, national, regional or local.

13.0 Appendices

(Recommended template for appendix information is on the final document page)

EDUCATION TOWARDS PROFESSIONAL GROWTH

Include relevant advanced academic study beyond department requirements such as continuing education for the enhancement of knowledge, new training in research methods and/or other professional educational opportunities not contributing to formal degrees. Entries in this category may be listed under section A-4 if the candidate prefers.

You shall be required to provide a complete list and documentation of research, publication, conference presentation, papers, artwork, photographs of work, documentation of shows, copies of reviews or other printed matter, interviews, and letters verifying activities and involvement as supplementary materials to validate the listings on your vita. Identify juried, invitational, solo, or group experiences. Solo is primarily used to indicate exhibitions, performances, and other activities completed entirely by the candidate.

C. TEACHING

HONORS related to teaching

(Explain the significance of all honors.)

Material may include syllabus, slides, tests, etc.; course preparation materials may be included as a part of the portfolio submitted with the vitae. Information may be grouped under a) Ongoing Course Development; b) Course Enhancements (such as class field trips, guest lecturers, etc.); and c) other topics to clarify content.

D. SERVICE

OTHER RELEVANT SERVICE

(Such as service to the community)

Verifiable documentation is the core of the curriculum vitae and is essential in order for the review committees to conduct thorough examinations and assessments of the candidate's achievements. Please pay close attention to the VCUarts advice for P & T candidates that notes a candidate may not list an item in more than one category. If a candidate has questions, they should speak with the chair of the Department of Art Education.

A. APPROPRIATE CREDENTIALS AND EXPERIENCE

- a. The candidate must hold a doctoral degree, except as stipulated below.

13.0 Appendices

(Recommended template for appendix information is on the final document page)

- b. To allow departmental flexibility special expertise may be sought in areas such as Art Therapy, Media, etc. In those instances the department could consider appropriate degrees and/or work experience in the area of specialization. **Such instances should be clearly defined in the letter of hire. The candidate may refer to information from that letter for explanation.**

B. CONTINUING SCHOLARSHIP AND PROFESSIONAL GROWTH

The candidate's scholarship, professional growth, and research/creative activities are prerequisites for promotion and tenure. The candidate's performance and record should demonstrate commitment and achievement. It is important to note that art education is a synthesis of valuable divergent skills, philosophies, strategies, and educational pursuits. Care should be taken to allow for individual differences, uniqueness of contribution, philosophy and emphasis, consistent with overall departmental goals. The candidate should demonstrate leadership and professional competence in independent and/or collaborative research that fosters the creation of new knowledge or creative expression.

Scholarship can be in the form of research and discovery, the scholarship of teaching and learning, service-learning or community-engaged research, among other areas. Research and discovery scholarship breaks new ground in the discipline and answers significant questions in the discipline. Community-engaged research is a collaborative process between the researcher and community partner at all stages of the research process.

The Department of Art Education recognizes that community-engaged and service-learning scholarship may take multiple and nontraditional forms. Such research may be represented through impact statements from community partners, program reports, culminating events and testimonies, videos, news reports and other formats. Candidates are advised to include justification statements for such alternative forms of research in their dossier.

Research in art education is varied. It may include analysis of teaching and teaching methods, philosophies and theories, media, technique and other areas. Art education faculty may teach many courses in the undergraduate and graduate programs. To maintain and expand personal artistic skills, they may elect to focus some or all of their research in studio explorations. However, a premium is placed on dissemination of findings by publication, and/or delivery of papers or exhibitions of work through national, state and local arenas.

a. Publication

1. Scholarly publication may include writing books, contributing chapters to books.
2. Writing articles for national professional journals, such as: *NAEA Art Education Journal*, *Studies in Art Education*, *Visual Arts Research*, *International Journal of Art & Design Education*, *Journal of Aesthetics and Art Criticism*, *Journal of Social*

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Theory in Art Education, Journal of Cultural Research in Art Education, Arts Education Policy Review, Teaching Artist Journal, Visual Inquiry: Learning and Teaching Art, Art for Life, and other published journals (online and in-print) and monographs, etc. Scholarly publication in national and international refereed journals is most desirable. Readership, impact, and cultural significance may be taken into consideration provided the candidate explains and validates the importance with support documentation.

3. Writing articles, reviewing, editing or consulting for other national, state, and local publications. Though quality of writing and the status of the journal in which it is published are of high importance, the department also values a continued record of scholarship. Thus, both quality and quantity are factors that are considered during the tenure deliberations.

b. Presented Papers, Seminars, and Workshops

Papers presented or seminars/workshops conducted at national, regional, state and local conferences deserve considered recognition as important professional contributions.

c. Conferences, Conventions, and Exhibitions

International, national, regional and local conferences, conventions, exhibitions, and professional association participation deserve considered recognition as important professional contributions.

Scholarly research is the primary form of research in art education. Presentation and participation at international, national, regional, and local conferences and professional associations deserve recognition as important professional contributions. Other types of scholarship, such as exhibitions, may be included.

Data substantiating the quality of research may include:

- a. identifies important topics/new areas of research in the field
- b. develops research questions pertaining to important topics/new areas of research in the field
- c. publishes articles and books
- d. seeks grant funding related to research interests to extend impact
- e. respects IRB processes

C. TEACHING

An important function of the Department of Art Education is the preparation of art teachers for public and private PreK-12 schools, museum educators, and community program educators. The department also promotes the continuing education of art teachers through in-service and graduate programs, and the education of university art

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and education faculty. With such departmental emphasis, quality of teaching is of fundamental importance in the initial selection, retention, promotion and tenure of faculty members.

A faculty member in the Department of Art Education:

- a. Has a thorough and appropriate knowledge of the discipline
- b. Organizes course information and curricular ideas
- c. Uses appropriate teaching techniques
- d. Communicates and imparts knowledge, skills, and processes appropriate to the discipline
- e. Develops teaching and curricular innovations
- f. Utilizes a fair and impartial process for student evaluation
- g. Maintains high professional, academic, and ethical standards
- h. Remains current in the discipline and relates important advancements in the discipline to students
- i. Maintains high professional, academic, and ethical standards
- j. Remains current in the discipline and relates important advancements in the discipline to students
- k. Inspires students to achieve excellence in the discipline

Data substantiating the quality of teaching must be derived from a variety of sources with no single source serving as the sole criterion. Some of the commonly accepted data sources are:

- a. Cumulative student evaluations (required)
- b. Assessments of candidate by colleagues (required)
- c. Self-assessment of teaching
- d. Student surveys and letters of support (from former students and professionals with first-hand knowledge of the candidate's teaching)
- e. Course materials and documents produced or developed by the candidate submitted by the candidate
- f. Documentation of student and alumni accomplishments in courses and beyond VCU
- g. Documented efforts to improve teaching effectiveness
- h. Classroom observation by department chair and members of the Peer Review Committee
- i. Directing theses and dissertations
- j. Advising

Demonstrated quality of teaching is essential for promotion and tenure.

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Art History

Format for the Curriculum Vitae

8. SIGNIFICANT CREATIVE OR SCHOLARLY ACHIEVEMENTS

The Peer Review Committee places greatest emphasis on peer-reviewed and invited publications, though candidates may include self-initiated publications (such as web-based materials) in the application for promotion and tenure. In listing publications on the CV, candidates shall identify each as peer-reviewed, invited, or self-initiated.

For peer-reviewed or invited publications/manuscripts in progress, candidates shall indicate the status of work using the following categories, as defined in the Chicago Manual of Style (14th edition):

- In press: article or book is actually being typeset or printed.
- Forthcoming: article or book is in the process of publication but not yet being typeset or printed. Provide name of publisher and estimated date.
- In revision: author is revising article or book in response to one or more of the following: readers' reports solicited by an editor; copy editing.
- Under review: editor has sent out manuscript to peer reviewers.
- In preparation: work is not yet under peer review.
- In listing presentations of research that were delivered in an academic context (i.e., conferences, colleges, universities), the candidates shall characterize presentations as juried or invited, and characterize conferences as international, national, regional or local.

2.1 General Criteria and Criteria Definitions for Tenured, Tenure-Eligible, and Term (non-tenure) Faculty Members

1 APPROPRIATE CREDENTIALS AND EXPERIENCE

A PhD in Art History or a related field is the standard academic credential for all tenured and tenure eligible positions in the department. Exceptions may be granted only upon recommendation of the Peer Review Committee and the Department Chair, and with approval of the Dean of the School of the Arts. For Term (Non-tenure) faculty members, exceptions may be granted only upon recommendation of the Department Chair, and with approval of the Dean of the School of the Arts.

2 CONTINUING SCHOLARSHIP AND PROFESSIONAL GROWTH

Accomplishments in the area of scholarship generally fall into one of 4 categories:

- Publications.
- Conference presentations and academic lectures.
- Curated scholarly exhibitions.

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- Grants, fellowships, and other awards.

Evaluators should judge all scholarly work according to the general criteria of quality, impact, and relationship to the candidate's research field as a whole. In this regard, peer-reviewed publications are generally more significant than editorially reviewed or invited, and presentations at conferences of national or international organizations more significant than regional and local ones.

The typical path to tenure and promotion, at VCU as at other Art History departments with graduate programs, is a book-length work, published or at least under contract. For promotion to full professor, the typical path is the completion of a second book-length work that is substantially different from the first one. University presses with strong reputations in the candidate's area of specialization carry the greatest weight in tenure and promotion decisions. Non-university academic presses are equally credible venues for scholarly publication. Trade publishers also issue important scholarly books, even if the books are subject to editorial rather than peer review. A series of related peer-reviewed articles may also be sufficient to earn tenure and promotion. These articles should present a sustained and coherent scope of research, equivalent to book-length publications in breadth and depth. Evaluators should judge the importance of a journal itself according to such criteria as the nature of its review process, its acceptance rate, where its contents are indexed, its sponsorship by a recognized scholarly organization, and, for electronic journals, how it is archived. There should ideally be some evidence of the impact of the book and/or articles on the field such as a published book review or documented citations. Chapters or essays contributed to collections shall be evaluated according to their publisher, the importance of the collection, and the substance of the article. Other publications that contribute to scholarship include, but are not limited to, translations, reference works, reference articles, and textbooks.

Publications in teaching methods and approaches that draw upon sustained research and are meant for broad dissemination in the scholarly community may qualify as scholarship or as teaching. Editorial work that includes significant research, results in coherently structured thematic volumes or special issues, and has a significant impact on the scholarly discourse may also be considered as scholarship.

In the event of co-authored or multi-authored work of any kind, a candidate should submit a statement that details their individual contributions to the whole. In the humanities, the first author listed is not necessarily the principal contributor.

Although external funding is not ordinarily expected of faculty in the humanities, any awards or external fellowships, grants or residencies a candidate receives do offer evidence of the candidate's impact on the field and excellence of their work.

3 TEACHING

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Instruction in the Department of Art History takes various forms: traditional lecture courses; seminars; independent study which involves “one-to-one” interaction between student and teacher in directed research courses, supervising qualifying papers, and directing theses and dissertations. Demonstrated competence in teaching is essential for promotion and tenure.

The candidate:

- Has a thorough and appropriate knowledge of the discipline.
- Effectively organizes the course information and curricular ideas.
- Uses appropriate teaching techniques.
- Communicates and imparts knowledge, skills, and processes appropriate to the discipline.
- Remains current in the discipline and relates important advancements in the discipline to students—as appropriate to the level of the class.

Each candidate may supply the Peer Review Committee with a list of student evaluators. The committee, in turn, may also contact students of its own selection. Only the committee can solicit individually written evaluations from students currently enrolled in a class taught by the candidate, or current thesis advisees or assistants, though students may decline to evaluate the candidate. The Peer Review Committee Report shall include department faculty colleagues’ assessment of the candidate; only signed evaluations and letters shall be accepted.

4 SERVICE

Service refers to activities contributing directly or indirectly to the development of the department, school, university, profession, or community. Such activities may be solicited or unsolicited, paid or unpaid. The candidate shall list service activities according to the following four categories:

- Department, school, and university service refers to activities within VCU, such as work on committees, overseeing programs, consulting with committees or peers, presenting lectures, conducting workshops, providing instruction beyond assigned teaching load, and providing other services or assistance. Department service also includes student advising.
- Administrative service refers to those service duties that are normally expected of individuals holding administrative positions such as chairs, directors, or deans.
- Service to the profession refers to undertakings such as participating or holding office in professional associations and societies, professional adjudications and other professional contributions made as a result of professional endeavors. It also includes serving as a conference session chair or discussant, member of a conference planning committee, member of an editorial board, peer reviewer for journals or publishers of academic research, and author of book reviews.
- Community service. See School policy for the definition of relevant community service.

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3.2.3 Evaluation of Probation for Tenure-eligible Faculty

The candidate shall prepare their curriculum vitae according to the format for tenure review required by the School of the Arts, ensuring that no single activity is listed more than one time on the c.v. The candidate shall provide support material for each of the areas as described below.

Continuing Scholarship and Professional Growth:

- Submit copies of publications, indicate publications as peer-reviewed or invited
- For publications/manuscripts in progress, indicate the status of work, and provide documentation where appropriate, using categories defined in CV Section 10 above.
- Indicate presentations of research that were delivered in an academic context (i.e., conferences, colleges, universities). Characterize presentations as juried or invited, and characterize conferences as international, national, regional or local. Provide documentation (i.e., conference program, letters of invitation/gratitude).
- List grant proposals submitted (VCU and beyond); indicate if proposals were awarded; provide documentation of submission and award, if granted.

Teaching:

- Submit copies of all class syllabi and course evaluations.
- Provide a personal narrative that describes teaching philosophy, evaluation processes that ensure fair and impartial assessment, and teaching or curricular innovations.
- Include copies of classroom observation assessments. Two tenured department faculty members shall conduct classroom observation of the candidate during the second semester of the candidate's first and second years of teaching. Faculty observers shall provide a written assessment that addresses the criteria listed in the Teaching section above.
- Indicate teaching workshops attended, if applicable.
- List authors, titles, and completion dates (or indicate "in progress") of MA qualifying papers, theses and dissertations directed.
- List thesis and dissertation authors, titles, completion date (or indicate "in progress") for which candidate has served as a committee member.
- Provide names of graduate and undergraduate student advisees with whom candidate has met.

Service:

- List service activities according to the four categories outlined above under Appropriate Credentials and Experience.
- Provide substantiating documentation for service to the profession.

3.4 Continuing Review of Faculty

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At the beginning of each academic year every department faculty member, in consultation with the departmental chair, shall determine in writing an individual work plan for the year which sets forth the specific percentages of the faculty member's efforts with regard to Continuing Scholarship and Professional Growth, Teaching, and Service. At the close of each academic year, each faculty member shall submit a written self-evaluation to the Department Chair. The Department Chair shall provide, and discuss with the faculty member, a written evaluation and ranking of the faculty member's performance at the outset of the following academic year. The annual evaluation shall contain a summary rating of "Excellent," "Very Good," "Satisfactory," "Needs Improvement," or "Unsatisfactory." The evaluation shall then become a part of the faculty member's permanent file.

7.1 Promotion and Tenure Initiated at the Department Level

Set up by the Department Chair, the Peer Review Committee shall be composed of three tenured faculty members within the Department of Art History, one tenured faculty member from outside the department. All members of the committee participate in the vote. The Department Chair shall appoint the chair of the Peer Review Committee. In the event the department does not have three tenured faculty members, more than one tenured faculty member from other departments shall serve on the Peer Review Committee.

After being notified of the composition of the committee, the candidate has the right to challenge any member for just cause. If challenging the composition of the committee, the candidate must submit the challenge in writing within five working days from the date of notification. A faculty member may decline to serve on the committee, if there is a good reason for doing so. If a challenge or self-disqualification is warranted, the Department Chair shall replace the member. Should the Department Chair reject the challenge by the candidate, the Department Chair must communicate in writing to the candidate the reason for doing so. Although it should remain confidential (between the Department Chair and the candidate) the Department Chair shall include any communication concerning the challenge of a committee member in the Department Chair's report.

12.0 Procedures for Review and Amendment of this Appendix

The Department of Art History appendices to the school policy shall be reviewed at least every six years by a committee appointed by the Department Chair to consist of faculty who are either term faculty, are tenured, or hold tenure track appointments. Any term, tenured, or tenure-eligible faculty member in the Department of Art History may propose an amendment to the departmental policies and procedures, which shall be voted upon by the eligible faculty members and passed by a majority vote.

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ARTS Faculty

1.0 Goal, Objectives and Authority

The School of the Arts has initiated an ARTS Faculty designation for faculty whose practice, teaching, or assignment, is shared between departments and disciplines, and therefore, outside the conventional department structure. ARTS Faculty typically split their teaching load between two or more departments and model the convergence of artistic disciplines that characterizes contemporary practice. ARTS Faculty are not necessarily interdisciplinary in their research, but they possess the breadth of knowledge and elasticity to effectively teach in more than one discipline, or administer interdisciplinary programs.

Faculty hired into tenure-eligible positions as ARTS Faculty have the same rights, privileges and expectations as their tenure-eligible colleagues situated in singular departments. ARTS Faculty promotion and tenure cases will be evaluated by a peer review committee comprised of faculty from multiple departments, and will be hired, tenured and promoted through a process overseen by the School of the Arts Dean's Office, rather than through a single department's proprietary review process.

ARTS Faculty may be affiliated with two or more departments within the school or university and should be regarded as having the same stature and recognition as faculty hired through affiliated School of the Arts departmental search processes. The specific responsibilities (teaching loads, committee assignments, etc.) of the departmental affiliations will be determined by the department chair(s) and/or program director(s) in consultation with the associate dean, and the faculty member. The associate dean or dean's designee is the final arbiter in ensuring that a faculty's composite work plan is fair, equitable and not disproportionate to other departmental faculty assignments.

This document sets forth the policies, procedures and criteria for promotion and tenure consistent with those established by Virginia Commonwealth University and the School of the Arts. The purpose of this document is to grant tenure track ARTS Faculty the same opportunities, and uphold the same standards as departmental faculty, while acknowledging that their teaching and service needs to be assessed at the school, rather than departmental, level.

ARTS Faculty who are candidates for promotion and/or tenure should use these guidelines in conjunction with the policies of the university and the school.

2.1 General Criteria and Criteria Definitions for Tenured, Tenure-eligible, and Term (non-tenure) Faculty Members

3 TEACHING

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In addition to the teaching requirements for all School of the Arts faculty, ARTS Faculty who teach in more than one program must be evaluated comprehensively, with reviews incorporated from the affiliated departments. ARTS Faculty are expected to develop teaching methods that incorporate their own creative ideas and reflect their individual strengths and areas of expertise, though they may be assigned non-elective required courses, i.e. Art Foundation. Teaching should be evaluated with an understanding of expectations and limitations with regard to individual assignment histories.

3.4 Continuing Review of Faculty

At the beginning of each academic year, each ARTS Faculty develops an “Individual Work Plan” in consultation with the chairs/directors of her/his affiliated departments and the associate dean. Because ARTS Faculty frequently split their teaching and service between two or more programs, it is critical that her/his affiliated chairs/directors work with the candidate at the beginning of the year and agree upon a fair teaching load, distribution of service and other departmental commitments. The shared nature of affiliated appointments means that a single chair won’t always know the full extent of an ARTS Faculty’s teaching load and service obligations, and it is the role of the associate dean or dean’s designee to be the final arbiter of teaching and service commitments.

Once the Individual Work Plan is approved and signed by the affiliated chairs, it becomes a part of the faculty member’s permanent file. The Individual Work Plan serves as the basis for evaluation of the faculty member’s work for a given academic year. Evaluation of a faculty member’s performance in relation to the Individual Work Plan shall take into consideration not only the faculty member’s accomplishments but also the weight assigned to each work category in the work plan. Each chair of a candidate’s affiliated department should write an end of the year evaluation to be submitted to the associate dean or dean’s designee, who will synthesize the reports in a final evaluation that also includes the overall perspective of the School of the Arts.

7.0 Academic Review Procedures for Promotion and Tenure for Tenured, Tenure-eligible and Term (Non-tenure) Faculty

Specific to ARTS Faculty : Recommendations for promotion and tenure are initiated at the departmental level, with the associate dean/dean’s designee functioning as the equivalent of a lead department chair in collaboration/consultation with the chair(s)/director(s) of the candidate’s affiliated department(s)/program(s).

7.1.1 Peer Evaluation

Specific to ARTS Faculty : The associate dean/dean’s designee works with the candidate’s affiliated chair(s)/director(s) to appoint a tenure promotion peer review committee. The

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peer review committee will be comprised of four members – three tenured faculty members, with one faculty from each affiliated department/program and an additional member from the school or university. If appropriate faculty representation from each affiliated department/program is not possible, the remaining required number of eligible faculty should come from other departments in the school or university. All members of the committee are voting members. The peer review committee conducts the initial review of candidates for tenure and/or promotion, in keeping with the school's Faculty Promotion and Tenure Policies and Procedures.

7.1.2 Department Chair

Specific to ARTS Faculty : After receiving the final report from the peer review committee, functioning as the equivalent of a department chair, the associate dean or dean's designee will review the report, request supplementary material as needed, confirm the qualification of external evaluators and their positions within the profession, and add a written recommendation. The associate dean's recommendation (for or against) is equivalent to the letter that is normally written by a chair in the departmental review process. The candidate's complete file is forwarded to the School of the Arts Promotion and Tenure Committee.

7.1.3 School Promotion and Tenure Committee Evaluation

Specific to ARTS Faculty : The school promotion and tenure committee shall receive the file from the associate dean/dean's designee and review the file, referencing the school's guidelines to complete its written report of proceedings, with a recommendation for/against promotion and/or tenure.

11.0 Procedure for Termination of employment of Tenured Faculty Members

11.2.1 Post-Tenure Review Panel

In addition to the requirements for all School of the Arts faculty, the makeup of the committee for a Post-Tenure review panel will include one faculty from each affiliated department/program and additional members from the school or university to fill the five-member panel. If appropriate faculty representation from each affiliated department/program is not possible, the remaining required number of eligible faculty should come from other departments in the school or university.

Specific to ARTS Faculty : The school promotion and tenure committee shall receive the file from the associate dean/dean's designee and review the file, referencing the school's guidelines to complete its written report of proceedings, with a recommendation for/against promotion and/or tenure.

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12.0 Procedures for Review and Amendment of [VCUarts Faculty Promotion and Tenure Policies and Procedures](#)

Specific to ARTS Faculty: These guidelines will be reviewed by the Promotion and Tenure committee every six years. At any time, a faculty member may put forth a written recommendation to the dean's office for a change in the ARTS Faculty promotion and tenure guidelines. The recommendation will be considered by the dean's office and then passed on to the School of the Arts Promotion and Tenure Committee for approval and become effective in the next academic year.

Communication Arts

Communication Arts Peer Review Committees will follow the SOTA policy as written.

7.1 Promotion and Tenure Initiated at the Department Level

Given the nature of the work in the field of Communication Arts, often involving clients, it is likely that the primary focus of creative work will be in professional practice, commissions and consultancies, although not exclusively. Published work may be illustrations or designs within books, magazines, films or video games. Review committee members should also consider the complexity of the work produced in addition to the quantity of work presented.

Craft/Material Studies

8. SIGNIFICANT CREATIVE OR SCHOLARLY ACHIEVEMENTS

The Peer Review Committee places greatest emphasis on peer-reviewed and invited exhibitions, publications, awards, grants, fellowships, conference presentations, academic lectures, and discipline specific workshops though candidates may include self-initiated publications (such as web-based materials) in the application for promotion and tenure. In listing achievements on the CV, candidates shall identify each as peer-reviewed, invited, or self-initiated.

2.1 General Criteria and Criteria Definitions for Tenured, Tenure-Eligible, and Term (non-tenure) Faculty Members

1 APPROPRIATE CREDENTIALS AND EXPERIENCE

A MFA in a related field is the standard academic credential for all tenured and tenure eligible positions in the department. Exceptions may be granted only upon

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recommendation of the Peer Review Committee and the Department Chair, and with approval of the Dean of the School of the Arts. For Term (Non-tenure) faculty members, exceptions may be granted only upon recommendation of the Department Chair, and with approval of the Dean of the School of the Arts.

Dance and Choreography

MISSION OF THE DEPARTMENT OF DANCE AND CHOREOGRAPHY

Virginia Commonwealth University Department of Dance and Choreography (VCU Dance) is a pre-professional program that provides students with numerous opportunities for individual artistic growth in a community setting that cultivates innovation, collaboration, and professionalism. VCU Dance seeks to create a diverse and invigorating educational environment designed to prepare students for the challenges and possibilities of a professional career as informed and engaged artists in the field of dance.

Format for the Curriculum Vitae

B. CONTINUING SCHOLARSHIP AND PROFESSIONAL GROWTH

8. SIGNIFICANT CREATIVE OR SCHOLARLY ACHIEVEMENTS

- Choreography/Performance for public presentation both internal and external to the university.
- Teaching and/or presentations at professional conferences, symposiums, panels, through organizations and institutions external to the university. External teaching is only considered scholarship when it requires rigorous creative or intellectual exploration on the part of the candidate, or when the teaching contributes to the field of dance.
- Research presentations at venues appropriate to the individual's practice. Examples include: traditional spaces, community spaces, theaters, museums, galleries, film/video and animation festivals, live music and performance stages, as well as new and emerging spaces including, but not limited to, public art locations, new media conferences, the World Wide Web, and other related venues.
- Publication of dance and related research in peer-reviewed journals, papers, and in on-line formats.
- Evidence of research that generates a capacity for external funding.
- Evidence of research that advances the understanding of dance and movement techniques.
- Evidence of research that advances the field through an interdisciplinary approach; which can include new and emerging technologies that contribute to performance, design, and new media art.

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D SERVICE

- Presentation of special events such as concerts by other artists, benefits or workshops.
- The Department will give strong consideration to service where it involves direction of departmental productions or special projects that support departmental dance productions, and recruitment of prospective students.

2.1 General Criteria and Criteria Definitions for Tenured, Tenure-Eligible, and Term (non-tenure) Faculty Members

2 CONTINUING SCHOLARSHIP AND PROFESSIONAL GROWTH

Criteria to include but is not limited to:

- Choreography/Performance for public presentation both internal and external to the university.
- Teaching and/or presentations at professional conferences, symposiums, panels, through organizations and institutions external to the university. External teaching is only considered scholarship when it requires rigorous creative or intellectual exploration on the part of the candidate, or when the teaching contributes to the field of dance.
- Research presentations at venues appropriate to the individual's practice. Examples include: traditional spaces, community spaces, theaters, museums, galleries, film/video and animation festivals, live music and performance stages, as well as new and emerging spaces including, but not limited to, public art locations, new media conferences, the World Wide Web, and other related venues.
- Publication of dance and related research in peer-reviewed journals, papers, and in on-line formats.
- Evidence of research that generates a capacity for external funding.
- Evidence of research that advances the understanding of dance and movement techniques.
- Evidence of research that advances the field through an interdisciplinary approach; which can include new and emerging technologies that contribute to performance, design, and new media art.

Procedures

2.0 Faculty Ranks and Appointments

2.1 General Criteria and Criteria Definitions for Tenured, Tenure-Eligible, and Term (non-tenure) Faculty Members

Scholarship, professional growth, research or creative activities are prerequisites for promotion and tenure. The activities and accomplishments should demonstrate a

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commitment and contribution, which reflect high standards of quality and competence. The candidate must show continuing accomplishments during the probationary period. Continuing Scholarship and Professional Growth must be evaluated as excellent, very good, satisfactory or unsatisfactory as defined in the School of the Arts Promotion and Tenure Policy and Procedures.

The basic features of scholarly and professional work should include one or more of the following:

- high level of discipline-related expertise
- innovation
- results that can be documented and peer reviewed, and that have significance or impact.

It is the responsibility of each dance faculty member to establish and sustain an ongoing individual plan of research or creative endeavors.

In the Department of Dance and Choreography, factors considered for Continuing Scholarship and Professional Growth include but are not limited to:

- choreography for public presentation inside and outside of the university
- professional work included in juried concerts or screenings
- commissions of choreography
- broadcast, distribution, or public screening of original video dance (or film) work
- presentation of dance research at peer reviewed conferences, and professional meetings
- publication of dance research (books, periodicals, CDs, DVDs, videos) academic and professional awards
- continued exploration of dance and movement techniques
- Guest teaching done outside of the university in major festivals, conferences or highly visible “showcase” venues, or teaching outside the university that is done on a consultant basis. Teaching external to the University is considered scholarship only when it requires rigorous creative or intellectual exploration on the part of the candidate, or when the teaching contributes to the field of dance.

A record of sustained achievements is necessary. Evaluation must indicate the type of activity, the scope and significance, quality of work and potential for further development. Local performances in highly recognized or juried venues may be considered as regional. A differentiation between local, regional, national and international must be documented.

3 TEACHING

A teacher in the Department of Dance and Choreography is an artist and/or scholar who brings creative, intellectual and technical expertise of dance to the studio, performance

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space or classroom. Demonstrated quality in teaching is essential for promotion and tenure.

4 SERVICE

The candidate's service to the university, school, department, profession, and broader community is also a criterion for promotion and tenure. Candidates are evaluated according to the criteria stated in the school's Faculty Promotion and Tenure Policy and Procedures. Areas of service that are unique to the Department of Dance and Choreography includes presenting of special events such as concerts by other artists, benefits or workshops. The Department will give strong consideration to service where it involves direction of departmental productions or special projects that support departmental dance productions, and recruitment of prospective students.

Fashion Design and Merchandising

2.1 General Criteria and Criteria Definitions for Tenured, Tenure-Eligible, and Term (non-tenure) Faculty Members

Appropriate Credentials and Experience

A MFA or MBA in a related field is the standard academic credential for all tenured and tenure eligible positions in the department. Exceptions may be granted only upon recommendation of the Peer Review Committee and the Department Chair, and with approval of the Dean of the School of the Arts. For Term (Non-tenure) faculty members, exceptions may be granted only upon recommendation of the Department Chair, and with approval of the Dean of the School of the Arts.

2.2.2 FASHION ADDENDUM;

Activities and accomplishments to be considered in evaluating recognition shall be documented and peer reviewed. They might include but are not limited to these four areas of practice:

Speculative Practice:

Self-initiated investigations and experiments into issues related to the artifacts and processes of design and merchandising as well as their impact on the broader culture. These investigations question and extend the boundaries of the field through scholarly writing, studio work, interfaces, and actions, untethered to the marketplace.

Pedagogy:

Research that manifests itself in the form of analysis of teaching design and merchandising and teaching methods, philosophies, theories, and histories.

Professional Practice:

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The application of design and/or merchandising knowledge in the professional arena for clients commissioned and implemented within a culture of commerce. As design and merchandising is an inherently collaborative activity, professional practice or consultancies are valued as highly as speculative practice

Community-engaged Practice:

Research that is a collaborative process between a researcher and community partner/s which invests all parties in the development of new practices and knowledge, and initiates projects or processes with collaboration in all aspects of the research.

Graphic Design

MISSION OF THE DEPARTMENT OF GRAPHIC DESIGN

The Department of Graphic Design encourages the agency of students through the competencies of collaboration, research, making, and cultural literacy. We are actively engaged in expanding the field and developing the discipline. We value responding to the reality of our time, the study of the historical past to inform the now, and believe strongly that the strength of design is its ability to strategically speculate on future forms.

The Department provides both an undergraduate and graduate education, where we value sharing a diversity of backgrounds, skill sets, competencies, and experiences. The program honors a continuum of difference and is curious about how differences can bring us into meaningful dialog where students develop acuties to articulate complex ideas, concepts, systems, and processes through visual representation. Students are prepared—as individuals and collaborators—to be practitioners with agency, not limited by the confines of current professional practices.

The following augments and is calibrated numerically to information in the School Policies and Procedures.

Procedures

2.1 General Criteria and Criteria Definitions for Tenured, Tenure-Eligible, and Term (non-tenure) Faculty Members

1 APPROPRIATE CREDENTIALS AND EXPERIENCE

The Master of Fine Arts degree is the terminal degree for faculty in the Department of Graphic Design. As outlined in the School of the Arts Promotion & Tenure Policies and Procedures, certain equivalencies—including significant creative, professional, and scholarly accomplishments in design—may be substituted.

With a range of ways to engage in design as a practice, it is recognized that the design industry remains primary to the discipline. In this context faculty in the Department of

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Graphic Design are expected to possess and pursue a balance between academic rigor, innovative practice, and professional experience. Faculty hired without equivalent professional experience are expected to structure activity toward an achievement of mastery in the discipline beyond what might be assumed by academic preparation.

Design is a body of activities carried out with the view to produce and develop artifacts and knowledge to broaden the disciplinary field and thus provide value for the broader culture. It is important to note that design is a synthesis of valuable divergent skills, philosophies, strategies, and educational pursuits and that its practice is situated on a spectrum. In a university environment characterized by academic freedom and individual autonomy, it is the responsibility of each faculty member to establish and maintain an individual research program of Continuing Scholarship and Professional Growth. It is not the prerogative of the university, school, or department to place limitations or definitions upon the creative/scholarly directions explored by each faculty member within their discipline. Care should be taken to allow for individual differences, uniqueness of contribution, philosophy, and emphasis, consistent with overall departmental goals and contemporary design practice.

2 CONTINUING SCHOLARSHIP AND PROFESSIONAL GROWTH

Faculty research areas in the Department of Graphic Design include, but are not limited to Scholarship, Professional Praxis, Speculative Praxis, and Pedagogy.

Scholarship. Research that makes original and innovative contributions to the field should be manifested in forms that allow for distribution and circulation with measurable impact through networks of local, regional, national, and international significance.

Professional Praxis. The application of design in the professional arena for clients commissioned and implemented within a culture of commerce. As design is an inherently collaborative activity, creative performance in a variety of collaborative or consultative roles is valued and encouraged.

Speculative Praxis. Self-initiated investigations and experiments into issues related to the artifacts and processes of design as well as their impact on the broader culture. These investigations question and extend the boundaries of design through the making of cultural interventions and polemic objects, interfaces, and actions, untethered to the marketplace.

Pedagogy. Research that manifests itself in the form of analysis of teaching design and teaching design methods, philosophies, theories, and histories.

These areas of activity should be assessed and validated through the lenses of engagement, promulgation, and recognition. The range, reach, or scope of sustained

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engagement, substantive promulgation, and critical recognition shall serve as primary indicators of significance for design faculty and Peer Review Committee.

In evaluating areas of activity, the consistency of the engagement and the ongoing involvement in the discipline should be considered. The scope of the promulgation should be considered in regard to the reputation and reach of the network in which it circulates. The degree of critical analysis brought by the organizers of the recognition shall be of prime importance. The stature of the organizers (publisher, institution, editor, curator, juror...) should also be used to evaluate significance. Distinction between local, regional, national, and international achievements must be noted.

It is the responsibility of the candidate to decide the appropriate category under which their work is included. The work can be included in one category only. The candidate's direct role in any work of a collaborative or consultative nature must be clearly demarcated. Commissions from professional practice that require problem-solving abilities beyond merely technical or production assistance shall be classified as "Continuing Scholarship and Professional Growth." Those commissions requiring solely technical and production skills shall be classified as "Service." Commissions where creative direction with students receiving course credit for roles in the project will be considered under "Teaching."

Faculty are required to report their research as part of the university's annual report process, as such the candidate should make available to the Peer Review Committee all possible representative evidence of research activity, both published and unpublished.

3 TEACHING

Excellence in teaching shall be evaluated with the following in mind:

Faculty shall structure courses to develop the agency of students through the competencies of collaboration, research, making, and cultural literacy and shall prepare students to be practitioners not limited by the confines of current professional practices.

Faculty shall maintain high standards in the evaluation of each student's ability to achieve the learning outcomes of a course. Grading mechanisms should utilize a rigorous framework that focuses on student learning, ensures objectivity, and maintains grade consistency across multiple semesters. Faculty shall maintain high standards in the evaluation of students' aesthetic decision-making, communication effectiveness, critical thinking, as well as technical and presentation skills.

Faculty shall reassess the relative effectiveness of personal teaching methods and course content on a regular basis. This shall often result in the development of new courses, content, and methods. Faculty shall assume responsibility for each course taught, including:

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- coverage of assigned course content
- achievement of course objectives
- interface of each course with other curriculum components

Faculty shall maintain flexibility in teaching methods and the curriculum to acknowledge individual student needs and goals.

The Peer Review Committee shall evaluate the quality of the candidate's teaching through the assessment of letters from present and former students, course materials for all classes taught, student course evaluations, and peer observation letters for the period under review.

The candidate shall submit all course material organized chronologically and provide descriptions of contributions to the total instructional process, including, though not limited to, project innovations, curriculum development, and student mentoring.

Cumulative student course evaluations shall be viewed as representing one perspective on the quality and clarity of ideas and information conveyed and shall be viewed as an overall representative pattern rather than for any particular complaints or compliments in isolation. Student growth is best evidenced by the cumulative review of examples which provides a valuable means for assessing the quality of studio, lecture, and seminar courses.

4 SERVICE

Service encompasses but is not limited to collegial participation on university, school, and department committees, other assigned duties, contributions to the larger community, and holding office or membership in professional bodies. The Peer Review Committee may solicit written peer evaluations for consultation to ascertain a candidate's range of their contributions.

When the Peer Review Committee solicits written evaluations regarding Continuing Scholarship and Professional Growth, Teaching, and Service, the list of contributors should include a minimum of 20 student names and 20 alumni names, and no minimum of colleague names to be supplied by the candidate no later than early summer in the year of review. Written evaluations by a candidate's advisees shall be examined to ascertain the soundness and accuracy of mentoring.

2.1.2 Application of Criteria and Criteria Ratings for promotion for Term (Non-tenure) Faculty

The weighting of the candidate's mix of duties is established in the approved, annual Individual Work Plan and assessed by the chair in the candidate's annual report. Any

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changes of terms—upon renewal of the contract, annually, or at the end of a multi-year contract—shall be agreed to by the term faculty member and the Department Chair in writing.

7.1.1 Peer Evaluation

External Evaluation

External evaluators shall be asked to evaluate Continuing Scholarship and Professional Growth and permitted to comment on significant service accomplishment(s) that intersects with a candidate's overarching research trajectory. External evaluators shall not make recommendations for or against tenure and/or promotion.

Peer Review Committee Recommendations

The recommendation must be based on a balanced evaluation of all factors and consistent with the rationale given in the report.

The report must fully discuss all criteria, putting them into perspective in the candidate's discipline.

It must state the evaluation, give a full discussion of the reasons, and report the vote on the Peer Review Committee's assessment in terms of each criterion. The report must record the secret ballot with an anonymous count of the committee's final vote and must be signed by all committee members. All views must be stated in the report; if there is a minority report, it should be circulated to all committee members before submission. A unanimous vote is not required. The committee should make a definitive recommendation if possible; however, genuine divergence should be reported.

The report shall be forwarded to the Department Chair, who shall make their own evaluation and recommendation. Both evaluations and recommendations as well as the candidate's complete file shall be forwarded to the School of the Arts Promotion and Tenure Committee.

The Department Chair, School of the Arts Promotion and Tenure Committee, and/or Dean may return the report to the Peer Review Committee for clarification or additional information.

12.0 Procedures for Review and Amendment of this Document

Any faculty member can propose an amendment to this appendix by forwarding the proposed amendment to all members of the department at least 15 days before the next faculty meeting and asking the Department Chair to place the proposal on the agenda for said meeting.

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Refer to section 12.0 of *The School of The Arts Faculty Promotion & Tenure Policies and Procedures* for the procedure for proposing amendments to that document.

When university or school policy changes, requiring alteration to this document, or if the Department Chair desires a revision, the chair shall appoint an ad hoc committee to prepare a proposal for revision to submit to the faculty as designated above.

A majority vote of the full-time departmental faculty is required to amend this document.

Interior Design

2.1 Appropriate Credentials and Experience

The appropriate credential in the Department of Interior Design is the Masters degree. Acceptable degrees are MFA or the MS in Interior Design, MArch, or MFA's in related fields. Notable experience in practice may be substituted in lieu of the terminal degree if approved by the Dean and Senior Director at the time of hire.

12.0 Procedures for Review and Amendment of this Document.

The Department will review its appendices to the *School of the Arts Faculty Promotion and Tenure Policies and Procedures* on at least a biennial basis to consider amendments.

Kinetic Imaging

MISSION OF THE DEPARTMENT OF KINETIC IMAGING

Kinetic Imaging is a program for students who want to expand the fields of video art, animated arts, sound art, emerging media, installation, interactivity, coding and mediated performance through the production of work that explores the artist's relationship to culture and society.

Format for the Curriculum Vitae

8. Significant Creative or Scholarly Achievements:

The Peer Review Committee places greatest emphasis on peer-reviewed and invited publications, though candidates may include self-initiated publications (such as web-based materials) in the application for promotion and tenure. In listing publications on the CV, candidates shall identify each as peer-reviewed, invited, or self-initiated.

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2.1 General Criteria and Criteria Definitions for Tenured, Tenure-Eligible, and Term (non-tenure) Faculty Members

2 CONTINUING SCHOLARSHIP AND PROFESSIONAL GROWTH

The Department of Kinetic Imaging is a fine arts department made up of faculty and students who take interest in video, animation, sound, and art that investigates and integrates new and emerging technologies. This work may be produced, curated or published in both solo and collaborative efforts, that reflect not only the conceptual nature of the field but also the complexity of working in interdisciplinary methods. The venues in which these works are presented include traditional spaces, such as museums, galleries, film/video and animation festivals, live music and performance stages, as well as new and emerging spaces including, but not limited to, public art locations, new media conferences, the Web, and other related venues as appropriate to the individual's practice. Kinetic Imaging is a field that is never static, as the ideas, technologies, and platforms are constantly undergoing change, reinvention, and transformation. We evaluate excellence by peer review, external evaluation, and social and/or cultural impact.

4 SERVICE

The candidate shall submit to the chair of the Peer Review Committee a list of names and contact information of persons (within and outside the university) competent to comment on or assess their contributions.

2.1.2 Application of Criteria and Criteria Ratings for promotion for Term (Non-tenure) Faculty

Current University policy.

If the duties of a term faculty member change upon renewal of the contract, annually, or at the end of a multi-year contract, the term faculty member and the Department Chair will agree upon any changes in writing. It is the duty of the chair to initiate and establish these agreements in both instances.

3.2.3 Evaluation of Probation for Tenure-Eligible Faculty

The Chair shall charge a committee of three tenured faculty members, which can include a tenured faculty member from a related department as appropriate. This committee shall convene in February to review the candidate's materials.

12.0 Procedures for Review and Amendment of this Document

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The Department of Kinetic Imaging Guidelines shall be reviewed at least every six years by a committee appointed by the Department Chair to consist of faculty who are either tenured or hold tenure track appointments. An amendment to the departmental guidelines may be proposed by any eligible faculty member in the Department of Kinetic Imaging faculty. The amendment shall be voted upon by the eligible faculty members. An amendment shall be passed by a majority vote.

Music

2.1 General Criteria and Criteria Definitions for Tenured, Tenure-Eligible, and Term (non-tenure) Faculty Members

1 APPROPRIATE CREDENTIALS AND EXPERIENCE

The candidate must hold the appropriate terminal degree or its equivalent. In the field of music, the terminal degree is the Ph.D., DM, or DMA. A candidate who does not hold the terminal degree may be considered in the case of significant professional experience.

2 CONTINUING SCHOLARSHIP AND PROFESSIONAL GROWTH

Data substantiating the quality of Continuing Scholarship and Professional Growth must be derived from a variety of sources with no single source serving as the sole criterion. Some of the commonly accepted data sources in the Virginia Commonwealth University Department of Music are:

- Evidence of quality publications, including (but not limited to) books, recordings, and publications in peer-reviewed professional journals and collections. This includes manuscripts in draft and substantial review-essays.
- Evidence of performance and professional activities at a high artistic level in impactful venues in the United States and/or other countries.
- Evidence of performances and professional activities at a high artistic level with professional music organizations.
- Evidence of performances and professional activities at a high artistic level at Virginia Commonwealth University, the local community, or the Commonwealth of Virginia.
- Evidence of national recognition as a scholar, composer, performer, educator, clinician, or other creative artist. For promotion to professor, national recognition is required.
- Published reviews of publications, performances, and other artistic activity.
- Peer evaluations by colleagues within the department, school, and university, and by colleagues within the profession who are external to this university.
- Assessment of professional accomplishments such as performances, and/or presentations at conferences, etc., where such participation contributes to the field.
- Invited performances (the invitation process considered to be peer-review)

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- Evaluations of publications, presented papers, seminars, poster sessions, creative activities, professional practice, and/or consultations.
- Evidence that the candidate has remained current in the field and maintained an ongoing program of professional growth.
- Scholarly editions of music published or accepted for publication.
- Presentations and clinics, both invited and competitive, at regional, national, or international meetings or for a similar professional gathering.
- Compositions, published and unpublished.
- Recitals on campus and elsewhere, including solo performances and performances with chamber groups, orchestras, or other ensembles.
- Performances related to scholarship.
- Creative activity such as mixed media, stage direction, and stage design.
- Guest conducting appearances.
- Development of new technologies.
- Grants and contracts for research and/or creative activities.
- Awards and honors for research/creative activity.

3 TEACHING

A teacher in the Department of Music is an artist and/or scholar who brings creative, intellectual, and technical expertise of the discipline to the classroom, studio, or performance space. Teaching in the Department of Music takes place in the following situations: one-on-one teaching situations between student and teacher; ensemble courses with a number of VCU students directly involved along with the teacher in the intellectual or creative process; and traditional lecture courses.

In addition to the factors listed in the School of The Arts main document, mentoring of students in the Department of Music and other forms of beneficial interactions between the candidate and learners may be given appropriate weight as part of the teaching criteria.

Data substantiating the quality of teaching must be derived from a variety of sources with no single source serving as the sole criterion. In addition to those listed in the main School of the Arts Promotion and Tenure Document, some of the commonly accepted data sources in the Virginia Commonwealth University Department of Music are:

- Peer evaluations based on class or lesson observations, student recital hearings and juries, or on other performances or activities of students.
- Teaching awards and recognition.
- Peer comments on the level of educational value, artistic quality, and success of students who perform solo or chamber recitals or who have significant solo roles in ensembles (for faculty members whose duties involve teaching and preparing students for these performances).

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- Unsolicited comments from students and colleagues indicating the influence of the candidate's teaching.
- Documented evidence of recruitment and/or retention of students.
- Grants for curriculum development.
- Work with the Center for Teaching Effectiveness.
- Involvement in coaching and mentoring.
- Mentoring.
- Independent Studies.
- Evidence of recognition as a pedagogue (based on materials such as publications and reviews, work with national educational institutions or committees, and student awards).
- Workshops, festivals and lectures, including evaluations of presentations and materials.
- Evidence of teaching outside of VCU, including invited teaching opportunities.

Painting and Printmaking

2.1 General Criteria and Criteria Definitions for Tenured, Tenure-Eligible, and Term (non-tenure) Faculty Members

1 APPROPRIATE CREDENTIALS AND EXPERIENCE

Appropriate credentials in the Department of Painting and Printmaking are the Masters degree.

Photography and Film

Format for the Curriculum Vitae

8. SIGNIFICANT CREATIVE OR SCHOLARLY ACHIEVEMENTS

The Peer Review Committee places greatest emphasis on peer-reviewed and invited publications and exhibitions, though candidates may include self-initiated publications and exhibitions (such as web-based materials) in the application for promotion and tenure. In listing publications/exhibitions on the CV, candidates shall identify each as peer-reviewed, invited, or self-initiated.

2.1 General Criteria and Criteria Definitions for Tenured, Tenure-Eligible, and Term (non-tenure) Faculty Members

1 APPROPRIATE CREDENTIALS AND EXPERIENCE

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A MFA in a related field is the standard academic credential for all tenured and tenure eligible positions in the department. Exceptions may be granted only upon recommendation of the Peer Review Committee and the Department Chair, and with approval of the Dean of the School of the Arts. For Term (Non-tenure) faculty members, exceptions may be granted only upon recommendation of the Department Chair, and with approval of the Dean of the School of the Arts.

Sculpture and Extended Media

2.1 General Criteria and Criteria Definitions for Tenured, Tenure-Eligible, and Term (non-tenure) Faculty Members

1 APPROPRIATE CREDENTIALS AND EXPERIENCE

The candidate must hold a Master of Fine Arts degree, which is the accepted terminal degree, or possess equivalent professional experience. Factors to be considered for equivalency of the M.F.A. degree may include, but are not limited to, the following: a. recognition in their field; b. exhibition record; c. creative work; d. teaching experience; e. publications; f. unique qualifications that may fulfill a special need in the department. When a candidate without the terminal degree is considered for hiring, the terms and/or qualifications for equivalence shall be clearly stated in writing. Equivalencies are determined by search committee, the Department Chair, and the Dean, as stated in the school's Faculty Promotion and Tenure Policy and Procedures.

Theatre

2.1 General Criteria and Criteria Definitions for tenured, Tenure-Eligible, and term (non-tenured) Faculty Members

1 APPROPRIATE CREDENTIALS AND EXPERIENCE

The candidate is expected to hold an appropriate terminal degree, ordinarily the MFA or a doctoral degree or commensurate professional experience. Professional equivalencies are determined at the time of hire by the Dean and Department Chair and may include a degree or diploma of an equivalent nature earned at recognized institutions or proven outstanding accomplishments in the professional field.

2 CONTINUING SCHOLARSHIP AND PROFESSIONAL GROWTH

Standards for Research/Creative Activities

The promise or attainment of a national or international reputation within one's discipline is a key criterion for tenure and/or promotion. The following definitions of

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what the faculty of the School of Performing Arts considers to be national and international activity are offered as an aid to faculty candidates, internal reviewers, and external reviewers. In all cases it is the responsibility of the candidate to provide suitable documentation to make the case for the significance of research and creative activity.

1. The geographical location of an activity or venue (e.g., performance, presentation, production, publication) is not the sole or even most important determinant of the activity's national or international scope.

Factors more important in determining whether an activity is local, regional, national, or international in scope include the following:

2. The professional prestige of the venue or presenting organization. A musical or theatrical performance (includes design/production, performing, acting, conducting, directing, performance of script or score, etc.) in which the presenting organization has a national or international reputation, membership, or scope; will be considered a national or international activity regardless of the geographical location of the venue.
3. Likewise, the membership and distribution of a publisher or presenting organization will be considered. A publication in a journal, paper or digital, with a national or international membership and distribution will be considered a national or international activity. Acceptance rates, impact factor, and similar indices may also provide evidence of the rigor of the publishing outlet.
4. The rigor of the selection process or reviews will be considered. The process of peer review; contracts; submissions of proposals; and systematic, professional evaluation are important determinants of and may be considered as evidence of the rigor of the selection process. For instance, in the case of self-published items (books, musical scores, recordings, videos, etc.), professional reviews, sales, the number of performances, downloads, etc., should be considered as evidence in determining the importance or scope of the activity.

Documenting Research and Creative Activity

Due to the broad range of sub-disciplines in theatre, documentation will differ from candidate to candidate and activity to activity. Documentation of traditional research and publication activities should follow commonly accepted formats and may include excerpts, contracts, etc.

The creative process may be documented by the graphics and organizational materials prepared in the planning of the production and by the visual and aural record of the production. Together, such work is considered creative/research activity. It is the responsibility of the candidate to provide evaluators with evidence of their abilities.

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Folder materials should be of high quality and demonstrate the range of responsibilities inherent in the position of the faculty member being evaluated.

Dossier materials documenting a creative activity might include, but are not limited to:

1. Research materials and/or analysis.
2. Renderings and technical drawings.
3. Blocking and/or choreography notation.
4. Production photographs, video, audio, etc.
5. Supporting materials that document the organization of information, budgets, or personnel.
6. Supporting materials that document process and execution of production.
7. Published reviews (understanding that reviews are not always available for every production/every aspect of production).
8. Statement of production concept, lesson plans/outlines, and/or self-evaluation of the work.
9. Documentation of integration of arts/artists into community dialogue and/or revitalization.
10. Documentation of innovations in approach or solution.

2.1.1. Basic Criteria for Promotion and Tenure

For all categories (Appointment, Promotion to Assistant Professor, Appointment, Promotion to Associate Professor, Appointment, Promotion to Professor), the following holds true:

Due to the nature of professional theatrical work the candidate's achievements and accomplishments to date are to be considered in this review, not just those since the last promotion or date of hire. Credits which are in process but not yet realized/published are to be considered as a demonstration of future potential.

3.2.3 Evaluation of Probation for Tenure-eligible Faculty

Composition of the Third Year Review Committee:

The committee shall be composed of three tenured faculty members from the Department of Theatre or a related field (at least one member of the committee must be from the Theatre department).

7.1 Promotion and Tenure Initiated at the Department Level

Composition of the Committee:

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The minimum number of members to be appointed to the review committee shall be four, including at least two tenured faculty members from inside the department or a related field, and one tenured faculty member from outside the department.

Template examples for appendix information:

Department Example # 1

Format for the Curriculum Vitae

8. SIGNIFICANT CREATIVE OR SCHOLARLY ACHIEVEMENTS

The Peer Review Committee places greatest emphasis on peer-reviewed and invited publications, though candidates may include self-initiated publications (such as web-based materials) in the application for promotion and tenure. In listing publications on the CV, candidates shall identify each as peer-reviewed, invited, or self-initiated.

2.1 General Criteria and Criteria Definitions for Tenured, Tenure-Eligible, and Term (non-tenure) Faculty Members

1 APPROPRIATE CREDENTIALS AND EXPERIENCE

A MFA or MBA in a related field is the standard academic credential for all tenured and tenure eligible positions in the department. Exceptions may be granted only upon recommendation of the Peer Review Committee and the Department Chair, and with approval of the Dean of the School of the Arts. For Term (Non-tenure) faculty members, exceptions may be granted only upon recommendation of the Department Chair, and with approval of the Dean of the School of the Arts.