VCU School of the ARTS

Faculty Promotion and Tenure Policies and Procedures

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.

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, procedures, and 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.
The University Faculty Promotion and Tenure Policies should also be reviewed.

TABLE OF CONTENTS

Policy Statement and Purpose....1
Who Should Know This Policy....3
Format for the Curriculum Vitae....4
Numeration....6
Policy Specifics and Procedures....6
1.0 Authority and Applicability....6
1.1 Relationship of Schools and Departments to University Promotion and Tenure Policy....6
1.3 Applicability of This Policy....7
2.0 Defining Appointments....7
2.1 Tenured Appointments....8
2.2 Probationary (Tenure-Eligible) Appointments....9
2.2.1 Alterations of the Probationary Period....9
2.2.1.1 Expedited Reviews....10
2.2.2 Evaluation of Faculty with Probationary Tenure Eligibility....10
2.2.3 Linkage....11
2.3 Transition between Tenure-Eligible Positions and Term Appointments....11
2.4 Continuing Review of Faculty....12
2.5 Honorary Titles....12
2.6 Administrative Titles....12
2.7 Notice of Appointments....12
2.8 Joint Appointments with Non-University Agencies....13
3.0 Faculty Ranks and Appointments....13
3.1 General Criteria and Information Supplied by Candidates....13
3.1.1 Timeline....13
3.1.2 Curriculum Vitae....14
3.1.3 Appropriate Credentials and Experience....14
3.1.4 Scholarship....15
3.1.5 Teaching....18
3.1.6 Service....21
3.1.7 Annual Evaluations....22
3.1.8 Workload Distribution....23
3.1.9 Application of Criteria and Criteria Ratings....23
3.2 Unit Criteria....23
4.0 Academic Review Procedures for Promotion and Tenure for Tenured and Tenure-eligible faculty members....24
4.1 Peer Review Committee....25
4.1.1 Committee Formation....25
4.1.2 Evaluation Process....26
4.2 Department Chair....28

4.3 School Promotion and Tenure Committee....28
4.3.1 Committee Election and Term of Office....28
4.3.2 Evaluation Process....29
5.0 Administrative Review Procedures for Academic Personnel Actions.... 29
5.1 The Dean....29
5.2 The Provost....30
6.0 Appeal Process....30
6.1 Committee Composition....30
6.2 Grounds for Appeal....30
6.3 Appeal Procedure....31
7.0 The President and Board of Visitors....32
8.0 Procedure for Termination of Employment of Tenured Faculty Members 32
8.1 Reasons for Dismissal for Cause....32
8.2 Post-Tenure Review....33
8.3 Dismissal for Cause Procedures....33
8.4 Dismissal for Financial Emergency, Reorganization, and Termination of Programs....34
9.0 Procedures for Review and Amendment of this Document.... 34
9.1 Procedures for Review and Amendment of Departmental Appendices....35
10.0 Department Appendices....36
Art Education....37
ARTS Faculty....43
Art History....46
Communication Arts....51
Craft/Material Studies....52
Dance and Choreography....53
Fashion Design and Merchandising....57
Graphic Design....58
Interior Design....63
Kinetic Imaging....64
Music....66
Painting and Printmaking....70
Photography and Film....71
Sculpture and Extended Media....72
Theatre....73
Appendices....2

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

2. <u>LICENSURE, CERTIFICATION, REGISTRATION</u>
    - Granting organization and location.
    - Document number. Date of issuance and expiration date.

3. <u>EDUCATION</u>

- 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 and Tenure Policies 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.

Policy Specifics and Procedures

1.0 Authority and Applicability

1.1 Relationship of Schools and Departments to University Promotion and Tenure Policy

The School of the Arts shall establish and maintain written guidelines for promotion and tenure that are consistent with the *University Faculty Promotion and Tenure Policies and Procedures*. In the event of any conflict between University policy and School or departmental guidelines, University policy shall govern.

Guidelines shall include a process, the composition of committees, procedures for review, and criteria for evaluation promotion relative to the mission of the School and its departments.

The guidelines for all departments and/or schools shall be formulated and reviewed periodically by a committee of the department and/or school. School and departmental promotion and tenure guidelines must be developed with faculty input, approved by a majority vote of the appropriate faculty body, approved by the Dean, and submitted to the Office of the Provost for review and approval prior to implementation.

1.3 Applicability of This Policy

This policy governs tenure-eligible and tenured faculty within the School of the Arts. The provisions of this policy apply to all tenure-eligible faculty hired on or after July 1, 2026. Tenure-eligible faculty hired prior to July 1, 2026, may elect to be evaluated for tenure and, for tenure-eligible assistant professors, promotion to associate professor under the guidelines that were effective at the time of their hiring, provided that such election is made in writing to the Dean and the Office of the Provost by September 1, 2026, or by any subsequent deadline established by University policy. but must make that choice known to their dean and the Office of the provost by September 1st, 2026. Otherwise, they will be evaluated under the provisions of this policy.

For tenured associate professors hired before July 1, 2026, this policy becomes effective three years after approval of the University Faculty Promotion and Tenure Policies and Procedures by the Board of Visitors. Eligible faculty may elect to be considered for promotion under former guidelines through the 2028–2029 promotion cycle, Tenured associate professors hired before July 1, 2026 may choose to be considered for promotion under the former VCU promotion guidelines through the 2028-2029 promotion cycle, consistent with University policy.

Term faculty appointments are governed by the University Term Faculty Promotion Policies and Procedures and corresponding School-level term policies.

2.0 Defining Appointments

All faculty appointments addressed in this document shall be either tenured or probationary (tenure-eligible). Tenure-eligible appointments are full-time appointments. All faculty appointments shall be either tenured, probationary (tenure-eligible), term (non-tenure), or adjunct (non-tenure). Adjunct (non-tenure, non-term) appointments are part-time. All other appointments shall be full-time tenured, probationary (tenure-eligible), or term (non-tenure), or part time tenured or term (non-tenure). In rare instances, tenured faculty may need to reduce their load (and compensation) to 75%, which is the lowest allowable “part time” for tenured appointments. Exceptions to this may be considered on a case by case basis and must be approved by the provost. All

probationary (tenure-eligible) faculty appointments shall be full-time. Additional information regarding Term and part-time appointments can be found in the VCUArts Term Faculty Promotion Policies and Procedures document.

A tenured appointment is an appointment that continues until the faculty member voluntarily leaves the university, is separated pursuant to applicable university policy, or is dismissed for cause as specified in Section 8. Tenure is conferred in accordance with the criteria and procedures established by University policy and these school procedures.

Tenure is granted only at the rank of Associate Professor or Professor.

Affiliate and adjunct appointments are not eligible for tenure.

2.1 Tenured Appointments

A tenured appointment is one that continues until the faculty member voluntarily leaves the University, is separated pursuant to applicable University policy, or is dismissed for cause in accordance with established procedures.
Tenure is conferred based on demonstrated achievement, sustained excellence in scholarship, teaching, and service, Tenure is conferred based on the faculty member's demonstrated capabilities, achievement, and the long-term academic needs of the school and University.

A recommendation for a tenured appointment is initiated only by an academic unit within the school. This document, including the departmental appendices, specifies written criteria and standards for recommending tenure in the School of the Arts. These criteria shall require that recommendations are based on a record of effectiveness in scholarship appropriate to the discipline, teaching, professional growth, and service to the university, the profession, and/or the public. These guidelines also specify each unit's procedures for consultation with external evaluators and how the use of external evaluators is reported to the candidate, in accordance with the requirements for external evaluators in Section 4.1.2.

For new hires who have been tenured at another institution, units may develop special criteria for an expedited process for recommending tenure that considers the individual's expertise, experience, and skills.

A tenured faculty member may elect to be reviewed for promotion in any review cycle. However, a tenured faculty member who is reviewed and denied promotion may not reapply for promotion for two cycles. This ensures adequate time has passed for the dossier to be meaningfully more developed than in the prior review. The restriction on reapplication does not apply to cases in which the faculty member withdraws their application prior to the dean’s recommendation.

2.2 Probationary (Tenure-Eligible) Appointments

Probationary appointments are granted to faculty members with suitable preparation and experience and are appointed in positions identified by the department and/or school as appropriate for tenured faculty.

The maximum period of probationary service for an assistant professor is six academic years, except as noted in 2.2.1. An initial appointment at the rank of professor or associate professor may also be a probationary appointment. The maximum period of probationary service is two years as a professor and three years as an associate professor, except as noted in 2.2.1.

2.2.1 Alterations of the Probationary Period

There are some situations where reductions or extensions in 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 the department chair and/or dean.

A reduced probationary period may be warranted and may be granted due to prior service at an academic institution at the rank of assistant professor or above.

A faculty member may elect to be considered for promotion and tenure before the end of the probationary period.

A tenure-eligible faculty member may request an extension of the agreed-upon probationary period when extenuating circumstances are projected to significantly impede 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 extensions must be made through the unit 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. Extensions may only be granted when faculty have existing evaluations of at least Very Good in both Scholarship and Teaching in the most recent annual evaluation prior to the onset of the extenuating circumstance.

Written approval of the extension by the dean and the provost is required for any alteration of the probationary period. All extensions of the initial probationary period shall be entered in writing in the faculty member's personnel file.

Alterations to the normal probationary period or extensions granted to the probationary period may not be considered as a factor in the tenure and promotion process. The decision to grant tenure and/or promotion is based on the candidate's body of work at the time of evaluation. Extensions give the candidate additional time to develop their body of work so that it meets the criteria, but the criteria shall not be altered based on the number of years they spent in the probationary period.

In no case shall such an altered probationary period exceed 10 years for an assistant professor, five years for an associate professor, and three years for a full professor.

Units must specify and clearly describe the situations for an altered probationary period in their unit guidelines and apply the criteria for the alterations uniformly for all faculty. At the end of the agreed-upon probationary period, the faculty member must be given an appointment with tenure or a one-year terminal appointment.

2.2.1.1 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 (PRC) 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.

2.2.2 Evaluation of Faculty with Probationary Tenure Eligibility

Probationary appointments at the rank of assistant professor must be reviewed periodically for progress toward promotion and tenure (e.g., third-year review) as specified in school or departmental guidelines.

At the time of annual evaluation, there shall be a separate assessment of the candidate's progress toward promotion and tenure. In addition, at the time of annual evaluation, there should be a separate evaluation of the candidate's progress toward promotion and tenure to be included in the candidate's promotion and tenure file.

A faculty member may be reviewed for tenure once before the normal review occurring at the end of the probationary period. Faculty members reviewed for tenure before the end of their maximum 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 maximum probationary period.

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. The decision to terminate a probationary appointment is ultimately made by the provost based on the recommendation of the school dean. A department chair may initiate a recommendation to the school dean for consideration. Notification of terminations of probationary appointments in the first year of employment must be issued by March 1st to become effective at the end of that academic year. Notification of terminations of probationary appointments in the second year of employment must be issued by December 1st to become effective at the end of the academic year. Terminations of probationary appointments in the third year and beyond require a minimum of twelve months' notice prior to the termination date.

2.2.3 Linkage

Tenure-eligible assistant professors shall be reviewed in one process, with both promotion and tenure awarded or denied in a single decision in accordance with the criteria in Section 4.1.2.

Tenure-eligible associate professors may be reviewed for tenure alone or for promotion to professor and tenure simultaneously. These are separate decisions, whereby a decision to deny a promotion does not preclude a decision to award tenure.

2.3 Transition between Tenure-Eligible Positions and Term Appointments

Within the sole discretion of VCU, a tenure-eligible faculty member on a probationary appointment may transfer to a term appointment with the concurrence of the dean, department chair (where applicable), and the faculty member concerned. This transfer terminates the period of probationary service, but the faculty member retains rights consistent with other term appointment guidelines.

2.4 Continuing Review of Faculty

All tenured and tenure-eligible faculty members shall be evaluated annually using criteria established in the guidelines of the school and/or department. The guidelines for all evaluations shall be consistent with and fully incorporate the guidelines in the Faculty Roles and Rewards Policy and should include a separate section outlining the faculty member's progress toward promotion and tenure or promotion, if not fully promoted and tenured.

2.5 Honorary Titles

The president and/or Board of Visitors (or designee) may designate the rank of university professor, commonwealth professor, or emeritus professor as deemed appropriate. The voting privileges of faculty holding honorary titles shall be specified in the guidelines of the units where they are appointed.

2.6 Administrative Titles

Faculty members may be assigned administrative titles designating administrative responsibilities held in addition to any tenured/tenure-eligible or term (non-tenure) faculty rank concurrently held.

Administrative titles and compensation for administrative responsibilities are held independently of any concurrently held faculty rank. Periodic reviews of a faculty member's performance as an administrator are separate and independent of academic reviews conducted for faculty promotion and/or tenure under this document.

Administrative titles and responsibilities are held for specific terms or at the discretion of a superior administrative officer. Removal from an administrative position does not impair any rights the administrator held as a faculty member.

It is not possible for an administrator to earn tenure based on an administrative title.

2.7 Notice of Appointments

Every faculty appointment or change in status shall be specified in a written notice of appointment issued by or on behalf of the Provost and/or the Board of Visitors.

The notice shall include the faculty rank, academic unit(s), type of appointment, period of appointment, whether the appointment is full-time, and salary. For tenure-eligible appointments, the notice shall include the length of the probationary period and the tenure review date.

2.8 Joint Appointments with Non-University Agencies

A joint appointment with a non-university entity does not fiscally obligate the University for salary or benefits supplied by the non-university entity in the event of a change in the relationship between the faculty member and the external entity.

Joint appointments with a non-university entity require written approval from the relevant University administrative units and the external entity. Such documentation shall specify the responsibilities and privileges of the faculty member in each appointment context.

3.0 Faculty Ranks and Appointments

This document applies to faculty appointments at the ranks of Assistant Professor, Associate Professor, and Professor within the School of the Arts.

Tenure-eligible and tenured appointments are governed by this policy. Term appointments are governed by the University Term Faculty Promotion Policies and Procedures and corresponding school-level term policies.

3.1 General Criteria and Information Supplied by Candidates

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. Faculty should be evaluated based on their assigned load, and any adjustments to the workplan should be considered as individuals move through the promotion and tenure process.

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.

The narrative statements describing scholarship, teaching, and service shall not exceed 6,000 words in total.

3.1.1 Timeline

School and departmental guidelines must establish a timeline by which candidates declare their candidacy for promotion and/or tenure in accordance with University guidance.

For nine- or ten-month faculty, required steps must be completed before annual contracts end in May. For twelve-month faculty, required steps must be completed by the end of the fiscal year prior to submission of documentation for promotion and/or tenure.

The timeline shall include, at minimum:

- Faculty declaration of candidacy for promotion and/or tenure
- Formation of the peer review committee, including identification of a chair
- Identification of potential external reviewers
- Invitations sent to external reviewers
- Faculty provision of materials for external review to be shared by the PRC chair.

The timeline must be included in school or departmental guidelines or otherwise communicated to candidates with at least 45 days advance notice prior to declarations of candidacy.

After declaring candidacy, the peer review committee is formed and the candidate submits the dossier in accordance with school and departmental guidelines. Unit guidelines may add specificity to the dossier requirements below, but may not reduce or waive any requirements in this policy.

3.1.2 Curriculum Vitae

Candidates must supply a comprehensive curriculum vitae documenting their body of work across their academic career.

The exact format of the CV may vary by discipline, and unit guidelines may specify certain format stipulations. However, the CV must document performance in all areas of the candidate's workload, including teaching, scholarship, and service. When possible, the CV should include links to evidence and artifacts. There is no length limitation on the CV.

3.1.3 Appropriate Credentials and Experience

Tenured and tenure-eligible faculty must hold a terminal degree to be appointed at the rank of assistant professor or to be promoted to the rank of associate professor or professor.

In cases of extraordinary professional accomplishment, the provost, at the request of the dean, may make an exception to this requirement. Tenure-eligible or tenured faculty hired prior to July 1, 2026, are not required to hold a terminal degree to be granted tenure and/or be promoted to the rank of associate professor or professor.

Accepted terminal degrees include those recognized by the Fulbright Scholar Program. Degrees on this list qualify as terminal for the purposes of promotion. If a faculty member holds a degree not listed that they believe should be recognized as a terminal degree for the purposes of seeking promotion, they may submit a written request with documentation to the dean who will make a recommendation and request to the Office of the Provost for consideration. More information on this policy can be found in the University Faculty Promotion and Tenure Policies and Procedures in section 3.1.3.

3.1.4 Scholarship

Demonstrated continuing scholarship, professional growth, and national or international contributions.

Faculty members must be consistently engaged in productive and creative scholarly activity in areas relevant to the goals and mission of the university. They must make a substantive contribution to the body of knowledge in their discipline, or in an interdisciplinary capacity, that reflects high standards of quality in creativity, scholarship, and professional competence and demonstrates national or international recognition. They must demonstrate leadership and professional competence in independent and/or collaborative scholarship that leads to the creation of new knowledge or creative expression. Scholarship may take multiple forms, including the following:

- Research and discovery scholarship, which breaks new ground in the discipline and answers significant questions in the discipline;
- Scholarship of teaching and learning, including applied research regarding various pedagogies, student learning and assessment practices, or development and dissemination of materials for use in teaching beyond one's own classes;
- Integration of research, which examines knowledge in a broader context, focusing on synthesizing, interpreting, and connecting data, most often in an interdisciplinary way. Examples include a comprehensive literature review, or a textbook used in multiple fields of study;
- Translational or community-engaged research through collaborative processes between the researcher and community partner at all stages of the research process. Examples are community-based participatory and action research; or

- Creative activity, including original works in fine and performing arts, and literary, graphic, and digital arts.

Scholarship Statement and Evidence

Scholarship Statement and Evidence: Candidates must supply a scholarship statement that articulates their line or lines of scholarship, providing a narrative rationale for their work and its significance, influence, and national or international reputation. The statement must emphasize the significance of the candidate's work. When possible, linking to scholarly artifacts within the CV may suffice. However, candidates may also choose to supply five or more exemplar scholarly artifacts.

School of the Arts Guidelines

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.

Demonstrated continuing scholarship, professional growth, and national or international contributions.

Faculty members must be consistently engaged in productive and creative scholarly activity in areas relevant to the goals and mission of the university. They must demonstrate continuing scholarship, professional growth, and make a substantive contribution to the body of knowledge in their discipline, or in an interdisciplinary capacity, that reflects high standards of quality in creativity, scholarship, and professional competence and demonstrates national or international recognition. They must demonstrate leadership and professional competence in independent and/or collaborative scholarship that leads to the creation of new knowledge or creative expression. Scholarship may take multiple forms, including the following:

- Research and discovery scholarship, which breaks new ground in the discipline and answers significant questions in the discipline;
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- Integration of research, which examines knowledge in a broader context, focusing on synthesizing, interpreting, and connecting data, most often in an interdisciplinary way. Examples include a comprehensive literature review, or a textbook used in multiple fields of study;

- Translational or community-engaged research through collaborative processes between the researcher and community partner at all stages of the research process. Examples are community-based participatory and action research; or

- Creative activity, including original works in fine and performing arts, and literary, graphic, and digital arts.

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.

3.1.5 Teaching

Demonstrated Quality in Teaching. Faculty members must demonstrate sustained quality and effectiveness in teaching appropriate to the mission of the School and discipline.

Teaching shall be evaluated based upon the impact of the faculty member's instruction, including evidence of student learning, course design, curriculum development, mentoring, advising, and other activities that contribute to student intellectual and professional development.

Teaching may include community-engaged teaching, clinical teaching, and other pedagogical models consistent with disciplinary practice.

Teaching Statement and Evidence

Candidates must provide a teaching statement summarizing their contributions in the area of teaching. Candidates must supply evidence to support their teaching effectiveness. For faculty who teach courses, student end-of-course evaluations must be included, including full, unredacted student comments.

School and departmental guidelines shall describe how course evaluations and other evidence of teaching effectiveness will be considered. Evidence of efforts toward continuous improvement in teaching effectiveness must be included as specified in unit guidelines. Acceptable evidence may include peer observations, syllabi, student work (with identifiers removed), assessment of student learning outcomes, and other documented indicators of teaching effectiveness. Peer review committees may consider trends and themes from course evaluation data, or they may consider benchmarking scores and comments while accounting for key contextual factors as described in the Assessing Teaching Effectiveness Report - a link to this report can be found in the University policy at 3.1.5.

School of the Arts Guidelines

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 programing. 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:

A. Has a thorough and appropriate knowledge of the discipline

B. Organizes the course information and curricular ideas

C. Has appropriate teaching techniques

D. Communicates and imparts knowledge, skills, and processes appropriate to the discipline

E. Develops the intellectual and creative abilities of the students

F. Demonstrates concern for students

G. Develops teaching and curricular innovations

H. Utilizes a fair and impartial process for student evaluation

I. Maintains high professional, academic, and ethical standards

J. Advises students effectively (when such responsibilities are assigned)

K. Remains current in the discipline and relates important advancements in the discipline to students

L. 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:

a. Assessments of candidate by colleagues (required)

b. Self-assessment of teaching

c. Student surveys

d. 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 as 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

k. Unredacted 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.*

3.1.6 Service

Demonstrated performance in service

Faculty members are expected to contribute service appropriate to their rank, discipline, and the mission of the school and university.

Service may include participation in school, university, professional, community-engaged, and disciplinary activities. Service includes the application of scholarly and professional expertise in ways that advance the institution, the profession, and the broader community.

Service Statement and Evidence

Candidates must provide a service statement summarizing their service contributions. This statement must include a description of unit- or university-level service, professional and community-engaged service and/or clinical service.

Documentation of service beyond the curriculum vitae and narrative statement is generally not required unless clarification is requested during the review process or the service role is unusually time-intensive, innovative, or externally impactful.

School of the Arts Guidelines

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.*

3.1.7 Annual Evaluations

Annual evaluations are not included in the promotion and tenure dossier, as they serve a distinct administrative purpose.

Annual evaluations assess productivity within a given year and are separate from evaluation of the candidate's cumulative body of work for promotion and/or tenure. However, where additional context is necessary, summary commentary regarding annual evaluations may be included in the chair's or Dean's evaluation report.

Statements regarding progress toward promotion and/or tenure provided during annual evaluation or third-year review should be included in the promotion and tenure file.

3.1.8 Workload Distribution

The dossier must include clear documentation of the workload distribution across time at VCU. This may be presented as a table that shows the percentage distribution per category for each year of VCU faculty employment.

Faculty with prior service at other institutions may choose to include documentation of workload distributions at those institutions as well.

3.1.9 Application of Criteria and Criteria Ratings

The evaluation of candidates for promotion and/or tenure shall result in a rating in each area of responsibility: scholarship, teaching, and service. Credentials and experience shall be rated as satisfactory or unsatisfactory. All written reports and evaluations of tenure and tenure-eligible faculty performance ratings shall use this terminology.

Units shall define the criteria and standards by which ratings are assigned in each area consistent with this policy.

Promotion to **Associate Professor** and conferral of tenure require:

- A rating of ***Excellent*** in Scholarship
- At least a rating of ***Very Good*** in Teaching
- At least a rating of ***Satisfactory*** in Service

Promotion to **Professor** requires:

- A rating of ***Excellent*** in Scholarship
- At least a rating of ***Very Good*** in Teaching
- At least a rating of ***Very Good*** in Service

A rating of ***Unsatisfactory*** in any area precludes promotion and/or tenure.

Units shall define the criteria and standards by which ratings are assigned in each area consistent with this policy.

3.2 Unit Criteria

The detailed unit guidelines shall amplify the general criteria of the university and include special criteria unique to a given unit.

The individual unit guidelines shall define the scholarship, teaching, and service criteria and define what is meant by ratings of Excellent, Very Good, Satisfactory, and Unsatisfactory in each area. These criteria must emphasize national and international recognition.

These guidelines shall be developed with input from unit faculty and approved by the unit's faculty, the school dean, and the Office of the Provost. After approval, the guidelines should be provided to all new faculty members and filed with the school and the Provost's Office.

Unit criteria for Scholarship, Teaching and Service appear in Section 3.1.4 through 3.1.6 above, under the subheadings School of the Arts Guidelines.

4.0 Academic Review Procedures for Promotion and Tenure for Tenured and Tenure-eligible faculty members

In no case may a chair or dean serve on any peer review committee or school promotion committee. Individuals may vote on any given case at only one level of review.

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 recommendations for promotion and tenure are initiated at the school level, the review process begins at the school level. The candidate shall develop a file following the guidelines established by the unit. The completed file shall be forwarded to the peer review committee to conduct a substantive evaluation of the candidate's record and performance.

No individual may vote on a case more than once. This means that the same individual may not serve on a peer committee and a school promotion committee. When individuals serve on a peer or school promotion committee and the university promotion and tenure appeals committee, they must recuse themself from the university-level vote. All documents, reports, and discussions related to candidates for tenure and/or promotion are strictly confidential and may not be shared or discussed with anyone outside of the processes described in this policy, unless otherwise required by applicable law.

Please also refer in this section to Faculty Promotion and Tenure Policies and Procedures

4.1 Peer Review Committee

4.1.1 Committee Formation

The dean or designee shall form 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. The chair of the committee is appointed by the dean or designee (e.g. department chair). All committee members must be at or above the rank sought by the candidate. For promotions to the rank of professor, the chair of the peer review committee must hold the rank of professor. In the event that there is an inadequate number of tenured faculty from within a department to meet this criterion, the dean or designee may solicit members from another unit, unless unit guidelines specify a different process.

Students may not serve in any capacity on peer review committees. Student feedback on teaching shall be elicited through other teaching evaluation practices, and student feedback on aspects such as mentorship may be collected by schools through other processes used to evaluate faculty. The committee may consider any form of student feedback that is supplied as part of the dossier, or/and provided by the department chair or dean.

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 dean or designee shall consider any such challenges and determine whether to replace that member.

The dean or designee 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:

a. Oversee the election of a secretary who will record the minutes and document all committee proceedings.

b. 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.

c. Assign tasks and establish deadlines.

4.1.2 Evaluation Process

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. Only the peer review committee shall solicit and receive external evaluations.

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 summarize the rationale for their recommendation on each criterion.

The committee must recommend in favor of promotion to associate professor and tenure or tenure only when the overall rating for Scholarship is Excellent, Teaching is at least Very Good, and Service is at least Satisfactory. The committee must recommend in favor of promotion to professor when the overall rating for Scholarship is Excellent, Teaching is at least Very Good, and Service is at least Very Good. The committee must recommend against promotion and/or tenure if the overall ratings do not meet these thresholds. The final evaluation in each category is determined by the highest category at which there is a majority vote (for example, if there were five members with two voting Excellent, one voting Very Good, and two voting Satisfactory, then the overall rating is Very Good. Committee ratings below the level of Very Good must be accompanied by a written explanation for that rating or vote.

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 or dean designee functions, in the process, in relation to the department chair the way the chair functions in relation to a faculty member. Thus, the dean or dean designee 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. External evaluators must be individuals with expertise in the candidate's field or a closely related scholarly field, be from outside VCU, and be individuals who can provide an independent review of the candidate's work. Persons who have co-authored publications, collaborated on research, or been institutional colleagues or academic mentors/advisors of the applicant shall be excluded from consideration as external evaluators. Candidates may also provide names of potential external reviewers who should not be solicited.

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. The peer review committee report shall maintain an electronic list of all individuals solicited for external 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, and whether the individual agreed to provide an evaluation letter. All external evaluators must be faculty at or above the rank sought by the candidate, and at least three should be from Very High Research Activity (R1) institutions. An additional 2 letters may be from other types of institutions. In cases where external reviewers are chosen from other types of peer institutions, the PRC will seek approval from the dean or their designee. A minimum of five external letters must be received for review.

The candidate will submit a list of six or more names of potential evaluators that shall include the address, department, 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 six 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.

Candidates will provide materials for dissemination to external reviewers. The materials for external review should include, but are not limited to, the faculty member's curriculum vita and four to six artifacts representative of the faculty member's scholarship. External review materials may not be altered once they are shared with evaluators.

The external evaluators will be selected from the merged list of at least twelve 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.

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.

4.2 Department Chair

After receiving the file from the peer committee, the chair of the department shall review the file using the unit guidelines, request supplementary material as needed, add a written recommendation, and forward the recommendation, the file, and the peer committee report to the school promotion and tenure committee. As noted in 3.1.7, the department chair may also provide summary comments regarding the annual evaluations in cases where additional context is needed. If included, such comments must summarize relevant patterns. The department chair's evaluation is independent of the peer committee, though the chair shall consider the peer review committee recommendation as evidence.

4.3 School Promotion and Tenure Committee

4.3.1 Committee Election and Term of Office

Each school shall select a school promotion and tenure committee as provided by the guidelines of the school. The school guidelines shall allow for both election by the faculty and appointment by the dean or their designee to the School Promotion and Tenure committee.

The committee shall consist of no fewer than three tenured and at least one term faculty, and will evaluate both tenure and term promotion cases. In term promotion cases, at least one member must be term faculty. None of the committee members shall hold an administrative title at the level of department chair or above.

Members of the school promotion and tenure committee shall serve staggered three-year terms. Those who have served three consecutive years are eligible to serve again for one year, if needed. In the event that committee vacancies occur, the dean may appoint a faculty member or an interim election may be held to fill the incomplete term. Each year, the committee shall elect a chairperson from its members.

4.3.2 Evaluation Process

The school promotion and tenure committee shall receive the file from the chair of the department and review the file using the guidelines of the school as a reference. The committee shall review prior recommendations and enter a written report of its proceedings, including the results of a secret ballot with evaluations in scholarship, teaching, and service, for or against recommending promotion and/or tenure, and the rationale for the recommendation. The report shall also include the results of a vote by secret ballot. The vote and resulting overall recommendation shall follow the procedures and criteria outlined for the peer review committee in Section 4.1.2.

The file shall be forwarded to the dean of the school.

5.0 Administrative Review Procedures for Academic Personnel Actions

5.1 The Dean

After receiving a file, the dean reviews the file and adds a recommendation that includes, but is not limited to, 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, excluding external letters, 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 recommendation without the letters from the external reviewers unless disclosure of these letters is required by law, 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 (if one is provided) and all recommendations and letters to the vice-president for academic affairs.

5.2 The Provost

The provost shall receive and review files from the dean and add a recommendation that includes, but is not limited to, addressing the university's fiscal and long-range planning impact of the proposed academic personnel action.

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

If the administrative review of the provost does not support promotion and/or tenure, the provost 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 15 working days from notification to appeal the decision of the provost.

6.0 Appeal Process

6.1 Committee Composition

The University Appeal Committee shall consist of at least one tenured faculty member from each school, none of whom may hold administrative titles at the level of department chair or above. No school shall have more than three members serving on the committee at any given time.

To fill a vacancy, the president shall appoint each committee member from a list composed of three names jointly recommended by the President of the Faculty Senate and the dean of the school with the current committee vacancy. The president shall designate the chair of the committee.

The members of the committee shall serve staggered three-year terms. In the case of vacancies due to unfulfilled terms, the president shall make appointments to fill the uncompleted terms. Persons who have served a complete three-year term are ineligible for reappointment for three years.

Members of the University Appeal Committee may serve on a concurrent peer review or school promotion and tenure committee, and must recuse themselves from any case from their home department.

6.2 Grounds for Appeal

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

1. The proper procedures in this policy were not followed, and the procedural error had a material impact on the outcome.

2. New evidence (including factually incorrect information not provided by the candidate) is discovered after the decision of the provost, and the evidence was not available before the decision of the provost, and the candidate could not have discovered the evidence by the use of reasonable diligence.

6.3 Appeal Procedure

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 Office of the Provost. The request must specify how proper procedures were not followed and how that materially affected the outcome, and/or specify the new evidence and detail why the evidence was not available or discoverable before the decision of the provost. The Office of the Provost shall forward the written appeal to the Appeal Committee.

The University Appeal Committee will review the documents in question and will meet to discuss whether grounds for an appeal exist. The vote shall be by secret ballot.

If a majority of the Appeal Committee votes that grounds for an appeal exist, then the candidate shall have the right to address the Appeal Committee at a time convenient for both the candidate and committee members. Such presentations shall be limited in scope to the specific grounds for appeal alleged in the written appeal request. New subject areas not addressed in the appeal may not be introduced. The candidate may be accompanied by one nonparticipating advisor who may not speak to the committee or present evidence. The candidate may suggest to the Appeal Committee the names of additional witnesses to speak at the hearing, but the committee determines whether or not to call additional witnesses. The Appeal Committee may decide whether it needs limited additional information or testimony and may call appropriate witnesses for a hearing. The committee shall invite the dean of the relevant school to provide evidence, and the committee may also contact those individuals or review bodies identified in the denial for additional information or to provide evidence at the hearing. It shall confine any such hearings to those questions or issues specified in the appeal that are based on the grounds for the appeal.

After reviewing the record and hearing testimony, the University Appeal Committee shall take one of the following actions based on a vote by secret ballot.

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 provost, and the dean. The letter shall include a rationale for the recommendation and the number of committee members voting for and against the recommendation.

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 their recommendation, with copies to the appellant, the provost, and the dean. The letter shall include a rationale for the recommendation and the number of committee members voting for and against the recommendation. In the event of a tie vote, the appeal is considered denied.

For each case reviewed by the Appeal Committee, the president will review the materials provided and the recommendation from the Appeal Committee, and render a decision. The decision will be shared with the candidate, the Appeals Committee chair, the dean, and the provost. The president's decision is not appealable within the university.

7.0 The President and Board of Visitors

The president is authorized to approve promotions of tenured and tenure-eligible faculty. The president is also authorized to recommend conferral of tenure to the Board of Visitors. Tenure of the faculty is made under the ultimate authority and with the final approval of the Board of Visitors (1.2).

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, 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 of Visitors does not support the recommendation, the president shall notify the candidate, the provost, and the dean of this decision in writing. If the Board of Visitors does not support the recommendation of a faculty member for promotion and/or tenure, no further appeals exist within the university.

8.0 Procedure for Termination of Employment of Tenured Faculty Members

8.1 Reasons for Dismissal for Cause

Tenure is designed to protect the academic freedom of individual faculty members who have established themselves during 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 customary and expected satisfactory teaching, research, 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 university assignments.

c. Serious misconduct that impairs the ability of the faculty to carry out their professional duties or that substantially negatively affects the operation of the unit or university.

d. Violation of university policy or academic or professional ethics.

e. Unprofessional conduct that significantly adversely affects the functioning of the department, school, or university.

8.2 Post-Tenure Review

Post Tenure Review is described in a separate policy.

8.3 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 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 the hearing.

The faculty member shall have the opportunity to attend the hearing. 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.

The recommendation of the University Appeal Committee (in the form of a recommendation to the provost) shall be by majority vote. The University Appeal Committee shall submit a completed written report to the provost within 30 working days after conclusion of the hearing.

The provost 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 Office of 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 has rendered a decision, the provost'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 the provost's decision and rationale before rendering a decision. The decision of the Office of the President shall be final and not subject to further appeal or review.

8.4 Dismissal for Financial Emergency, Reorganization, and Termination of Programs

In the case of dismissal for financial emergency, reorganization, and termination of programs, the Procedures for Declaration of Financial Emergency and Consequent Reduction, Reorganization, or Elimination of Programs Requiring Termination of Faculty Members policy will apply.

9.0 Procedures for Review and Amendment of this Document

Changes in the Faculty Promotion and Tenure Policies and Procedures may be initiated at the request of the president, the provost, the Faculty Senate, the University Council, or upon petition by 20% of the tenured and tenure-eligible faculty. Upon such a request, the president shall appoint an ad hoc faculty committee to review issues and recommendations regarding appointment, promotion, and tenure policies and procedures and, if necessary, to recommend modifications.

Any members of the university community may raise issues or recommend a review of these policies and procedures. They must address such requests to the university president, who shall refer them to the Faculty Senate and University Council. Any changes in the Faculty Promotion and Tenure Policies and Procedures of VCU shall take effect only after review through the university governance system.

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 policies and procedures;

- 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 twenty (20) business 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) 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.

9.1 Procedures for Review and Amendment of Departmental Appendices

Individual departments may review and amend their own appendices, as long as they are consistent with the university promotion and tenure policies, with only the approval of the respective department faculty. The Dean will approve changes to the department appendix and submit to the office of the Provost for final review and approval.

This proposed Faculty Promotion and Tenure Policies 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 School of the Arts Promotion and Tenure Committee, with the vote verified on May 11, 2026.

This proposed Faculty Promotion and Tenure Policies 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 the vote verified on June 2, 2026.

10.0 Department Appendices

This section of the School of the Arts Promotion and Tenure Policy contains information specific to individual departments within the unit.

Template examples for appendix information:

Department Example:

Format for the Curriculum Vitae

8. <u>SIGNIFICANT CREATIVE OR SCHOLARLY ACHIEVEMENTS</u>

The peer review committee places greatest emphasis on [example: 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.

Policies and Procedures

3.1.3 Appropriate Credentials and Experience

[INSERT ACCEPTABLE DEGREE(S)] in a related field is the standard academic credential for all tenured and tenure-eligible positions in the [NAME OF] department. Exceptions may be granted only upon recommendation of the dean or designee and with approval of the provost of the School of the Arts.

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.

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.

Policies and Procedures

3.1.3 Appropriate Credentials And Experience

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

b. In cases of extraordinary professional accomplishment, the provost, at the request of the dean as petitioned by the department, may make an exception to this requirement. 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. **Any requests related to the terminal degree requirement must be submitted by December 1st of the year before they intend to apply for promotion and/or tenure. Once an exception is approved for an individual faculty member, it will apply to future promotions for that individual faculty member in the current academic appointment.**

3.1.4 Scholarship

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. <u>Publication</u>

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 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

3.1.5 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 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.

ARTS Faculty

Policies and Procedures

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.

3.1.5 Teaching

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.

4.0 Academic Review Procedures for Promotion and Tenure for Tenured and Tenure-eligible faculty members

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).

4.1 Peer Review Committee

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 peer review committee will be comprised of at least three tenured faculty with one tenured faculty from outside the department 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.

4.2 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.

4.3 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.

9.1 Procedures for Review and Amendment of Departmental Appendices

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.

Art History

Format for the Curriculum Vitae

8. SIGNIFICANT CREATIVE OR SCHOLARLY ACHIEVEMENTS

The Art History Department places greatest emphasis on peer-reviewed publications and presentations, both juried and invited. Consideration is also given to other types of scholarly publication, such as online resources, forums, and portals.

On the CV, candidates shall indicate whether publications were juried or invited and the type of review before publication (peer, editorial, or otherwise). Presentations of research in an academic context (i.e. conferences, colleges, universities) shall be identified as juried or invited, and the venue or sponsoring organization as international, national, regional, or local.

For all research projects and publications in progress, candidates shall indicate the status of work using the following categories:

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

Policies and Procedures

2.2.2 Evaluation of Faculty with Probationary Tenure Eligibility

The candidate shall prepare their curriculum vitae according to the format for tenure review required by the School of the Arts and employ the above definitions. They should ensure that no single activity is listed more than once. The candidate shall provide the following support material.

- Copies of publications

- Documentation of presentations, such as conference programs, announcements, letters of invitation or thanks.
- Documentation of work in progress to support the research narrative, such as a timeline, project overview(s), specific research activities, and editorial activities.
- Copies of all class syllabi and course evaluations.
- A personal narrative that describes teaching philosophy, evaluation processes that ensure fair and impartial assessment, and teaching or curricular innovations.
- 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.
- Documentation of teaching workshops attended, if applicable.
- Documentation of service roles that are unusually time-intensive, innovative, or externally impactful.

3.1.3 Appropriate Credentials and Experience

A PhD in Art History or a related field is the standard academic credential for all tenure, tenure-eligible, and term 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 eligible) 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.

3.1.4 Scholarship

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

- Publications.
- Conference presentations and scholarly lectures.
- Curated scholarly exhibitions.
- 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; a mix of juried and invited publications and presentations is appropriate.

Presentations at national or international conferences are more significant than regional and local ones. The distinction is based on location and/or prominence and status of the organizing body.

The typical path to tenure and promotion, at VCU as at other Art History departments with graduate programs, is a strong record of ongoing publication usually including 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 significant 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. There should ideally be some evidence of the impact of the candidate's publications on the field such as published book reviews or documented citations.

Evaluation of articles, chapters, or essays shall weigh the significance of each publication according to the substance of the contribution, the importance of the collection or outlet, and/or the publisher or sponsoring organization. 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, the 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.

3.1.5 Teaching

Instruction in the Department of Art History takes various forms: traditional lecture courses; seminars; independent study involving one-to-one interaction between student and teacher, supervising Qualifying Papers, and serving on thesis and dissertation

committees outside the department. Demonstrated effectiveness in teaching is essential for promotion and tenure. This includes:

- Effective organization of course content and assignments
- Teaching techniques appropriate to the course content, course level, and learning outcomes
- Imparting knowledge and developing skills appropriate to the course level and learning outcomes.
- Ongoing efforts to improve teaching effectiveness

Documentation of teaching effectiveness may include the following:

- All syllabi, examples of assignments, and other teaching materials
- All available course evaluations with all unedited student comments.
- Letters of support from current and former students and advisees with first-hand knowledge of the candidate's teaching and advising. Only the committee may solicit such letters and will do so from a list compiled in consultation with the candidate.
- Documentation of attendance at teaching workshops and faculty development activities focused on pedagogy.
- Signed assessments by department colleagues of the candidate's contribution to the department's teaching mission.

Note: student course evaluations are to be used to identify trends and themes within the performance of a single faculty member. They are not to be used for benchmarking of scores or comments or to compare faculty with each other within or outside the department.

3.1.6 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 and school service also includes informal advising on academic or professional development and studio visits.

- Administrative service refers to service duties normally expected of individuals holding administrative positions such as chair, director, or dean.

- Service to the profession includes offices in professional associations, conference session chair or discussant, service on conference planning committee or editorial board, peer reviewer for academic journals or publishers, author of book reviews.

- Community service. See School policy for the definition of relevant community service.

- Documentation of service is not required beyond the CV and narrative, unless clarification is requested during the review process. However, candidates should include brief supporting materials for service roles that are unusually time-intensive, innovative, or externally impactful

4.1.1 Committee Formation

Set up by the Department Chair, the Peer Review Committee shall be composed of three tenured faculty members within the Department of Art History, and 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.

9.1 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.

Communication Arts

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

Policies and Procedures

3.1.3 Appropriate Credentials and Experience

The Masters of Fine Arts (MFA) is the terminal degree within the field of Communication Arts. Eligible candidates must hold either a terminal degree, or its equivalent. A Masters equivalency may be granted if the candidate's professional work and representative portfolio evidence a significant and consistent level of contribution to the profession.

3.1.4 Scholarship

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, designs, and visual communication within books, magazines, films, video games and evolving communication platforms. Review committee members should also consider the excellence, impact, complexity, quantity, visibility and scope of the work produced.

Craft/Material Studies

Format for the Curriculum Vitae

8. <u>SIGNIFICANT CREATIVE OR SCHOLARLY ACHIEVEMENTS</u>

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.

Policies and Procedures

3.1.3 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 recommendation of the Peer Review Committee and 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. <u>SIGNIFICANT CREATIVE OR SCHOLARLY ACHIEVEMENTS</u>

- 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.

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.

Policies and Procedures

3.1.4 Scholarship

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.

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

3.1.5 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

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

3.1.6 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

Policies and Procedures

3.1.3 Appropriate Credentials and Experience

A degree in one of the disciplines listed in the Fulbright Terminal degree document 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.

3.1.3.1 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:
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 learn 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.

Policies Procedures

3.1.3 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 and Procedures, certain equivalencies—including significant creative, professional, and scholarly accomplishments in design—may be substituted. 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.

Faculty hired without an equivalent terminal degree are expected to structure activity toward an achievement of mastery in the discipline beyond what might be assumed by academic preparation. In this context faculty in the Department of Graphic Design are expected to demonstrate a balance between academic rigor, innovative practice, and professional experience.

3.1.4 Scholarship

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. 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, and philosophy consistent with overall departmental goals and contemporary design practice. 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, distribution, and recognition. The range, reach, or scope of sustained engagement, distribution, and critical recognition shall serve as primary indicators of significance for design faculty and the 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 production 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.

3.1.5 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:

- 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.

3.1.6 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.

3.1.9 Application of Criteria and Criteria Ratings

The weighting of the candidate's mix of duties may be established in an annual Individual Work Plan. It is assessed by the chair in the candidate's annual report. Any 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.

4.1.2 Evaluation Process

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.

9.1 Procedures for Review and Amendment of Departmental Appendices

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.

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

Policies and Procedures

3.1.3 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.

9.1 Procedures for Review and Amendment of Departmental Appendices

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

B. <u>CONTINUING SCHOLARSHIP AND PROFESSIONAL GROWTH</u>

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.

Policies and Procedures

3.1.3 Appropriate Credentials and Experience

The candidate must hold a Master of Fine Arts or a Doctor of Philosophy degree, which are both accepted terminal degrees. If a faculty member holds a degree not listed that they believe should be recognized as a terminal degree for the purposes of seeking promotion, they may submit a written request with documentation to the dean, who will make a recommendation and request to the Office of the Provost for consideration. Any requests related to the terminal degree requirement must be submitted by December 1st of the year before they intend to apply for promotion and/or tenure.

A candidate may also possess equivalent professional experience to the MFA or PhD degree. In cases of extraordinary professional accomplishment, the provost, at the request of the dean as petitioned by the department, may make an exception to this requirement. Tenure-eligible or tenured faculty hired prior to July 1, 2026, are not required to hold a terminal degree to be granted tenure and/or be promoted to the rank of associate professor or professor.

Factors to be considered for equivalency of the MFA or PhD 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."

9.1 Procedures for Review and Amendment of Departmental Appendices

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

Policies and Procedures

3.1.3 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.

3.1.4 Scholarship

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. The suggested load in this area for Faculty in the School of the Arts is Tenured (30-40%), Tenure-Track (40%) and Term (0-10%%). 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)
- 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.

3.1.5 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. The suggested teaching load for Faculty in the School of the Arts is Tenured (50%), Tenure-Track (40%), and Term (60-80%). One 3-credit course is the equivalent of 10% of total load. Instructional experiences vary in the Music department and are weighted according to NASM guidelines.

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).
- 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.

3.1.6 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. The suggested Service load for Faculty in the School of the Arts is Tenured (10-20%), Tenure-Track (20%), and Term (any remainder not allocated to teaching or scholarship). In addition to those listed in the main School of the Arts Promotion and Tenure Document, Service in the Department of Music may include:

- Demonstrated effort aligning with the VCU Music strategic vision, mission and values statements.
- Recruiting events, visits, or efforts (include a detailed list)
- Committee Membership or Leadership (list all and role)
- Leadership in or Service to Professional Organizations
- Adjudication or Contest Events
- Participation in Department Shadow Days, Preview Days or Open Houses
- Recital Hearings (does not include students studying with the faculty member)

Note: Attendance at all faculty meetings (full department, area, and committee) and audition days, and timely submission of all requested department documents is expected service in the music department.

3.1.8 Workload Distribution

The suggested workload percentages for Teaching, Scholarship and Professional Growth and Service in the School of the Arts are below:

- Tenured Faculty: 50% Teaching/ 30-40% Scholarship and Professional Growth 10-20% Service
- Tenure-Track Faculty: 40% Teaching/ 40% Scholarship and Professional Growth / 20% Service
- Term Faculty: 60-80% Teaching/ 0-10% Scholarship and Professional Growth / the remainder in Service

Painting and Printmaking

Policies and Procedures

3.1.3 Appropriate Credentials and Experience

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

Photography and Film

Policies and Procedures

3.1.3 Appropriate Credentials and Experience

An 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.

3.1.4 Scholarship

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.

4.1.1 Committee Formation

Peer Review Committees shall be comprised of three tenured faculty members: two from within the department and one from outside the department.

Sculpture and Extended Media

Policies and Procedures

3.1.3 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 the search committee, the Department Chair, and the Dean, as stated in the school's Faculty Promotion and Tenure Policy and Procedures.

Theatre

Policies and Procedures

2.2.2.1 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).

3.1.3 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.

3.1.4 Scholarship

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 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. 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; and

10. Documentation of innovations in approach or solution.

4.1.1 Committee Formation

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