

**ART EDUCATION DEPARTMENT**  
**FACULTY PROMOTION AND TENURE POLICIES AND PROCEDURES**  
Approved by the School of the Arts Promotion and Tenure Committee

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

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

This document establishes departmental procedures and criteria for promotion and tenure which are consistent with the policies and procedures instituted by the guidelines of the School of the Arts and the university Faculty Promotion and Tenure Policies and Procedures, Virginia Commonwealth University. The criteria reflect the uniqueness of the department as described in the mission statement of the Department of Art Education and address the standards set by the School and University. The departmental guidelines prescribe procedures that assure due process.

This document is to be used in conjunction with VCU Faculty Promotion and Tenure Policies and Procedures and the School of the Arts Faculty Promotion and Tenure Policies and Procedures documents as well as the VCU Faculty Roles and Rewards Policy. Departmental policy may be 'silent' on a subject detailed in the School policy. Candidates for promotion as well as members of review committees should consult and familiarize themselves with each of these documents. At the time of this revision, all departmental policies in this document are consistent with university and school policies. At any time the policies and procedures at one level create inconsistencies with another, it should be noted that department policy defers to school policy and school policy defers to university policy. The exception to this is in the area of specific criteria for promotion that shall be noted later in this document.

Term Faculty refers to those who were identified as Collateral Faculty in previous editions of these guidelines. Tenure is only linked to promotion for full-time faculty. The requirements for promotion at the School level are more rigorous than for the university at large; the departmental policies are consistent with school requirements.

See VCU Faculty Promotion and Tenure Policies and Procedures

[http://www.policy.vcu.edu/sites/default/files/Faculty Promotion and Tenure Policies and Procedures\\_0.pdf](http://www.policy.vcu.edu/sites/default/files/Faculty%20Promotion%20and%20Tenure%20Policies%20and%20Procedures_0.pdf)

VCUarts Faculty Promotion and Tenure Policies and Procedures and Timeline  
<http://arts.vcu.edu/faculty/promotion-tenure-guidelines>

### Introduction and Mission Statement

The Department of Art Education unites exemplary research, teaching, and service in the arts and arts education. Students at the undergraduate and graduate levels are prepared for careers in Art Education and related careers in an ever-changing increasingly diverse and technological world. Through their research, the faculty generates new knowledge, contributes to the profession and continues to maintain a current and innovative program. The department contributes to university and community enrichment through courses and a variety of activities. Active faculty involvement in the profession provides leadership, advocacy and service at all levels and is important to the mission of the department.

### **Format for the Curriculum Vitae**

Candidates may add and/or reorganize sub-categories to best showcase achievements and delete sub-categories for which there are no entries. Information must be listed in the following sequence and identified as international, national, regional, state, community, university, School of the Arts, and department.

#### **A. GENERAL INFORMATION**

##### PERSONAL INFORMATION

Name in full.

Citizenship.

Office Address, telephone number, and e-mail address.

##### LICENSURE, CERTIFICATION, REGISTRATION

Granting organization and location.

Document number. Date of issuance and expiration date.

##### MILITARY SERVICE RECORD (optional).

##### EDUCATION

College and/or university, major, area of concentration, degree, date of degree.

Thesis and/or dissertation titles.

Educational Honors.

##### POSTDOCTORAL TRAINING OR SPECIAL EXPERIENCE, AND HONORS

RECEIVED

(Such as appointments for internships, residencies, fellowships, and specialized study.)

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

PROFESSIONAL PRACTICE/WORK EXPERIENCE (Prior to VCU appointment)

ACADEMIC APPOINTMENTS

**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:

Abstracts and Papers Presented.

Articles.

Published Books, Monographs and/or Chapters

Collections (Identify type such as museum, private, corporate, etc.)

Commissions/Professional Practice/Consultantships.

Curator.

Director/Investigator.

Exhibitions.

Exhibition Catalogues.

Gallery Affiliation/Representation.

Performances.

Public Screenings and Broadcasts.

Recordings, Films, and Videotapes.

Reviews.

Work/Research/Publications not 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.

**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.

**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.)

(Documentation in Appendix -- 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. Provide a

complete list and documentation of work and letters verifying activities and involvement. 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**

### 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

### HONORS related to teaching

(Explain the significance of **all** honors.)

(Course Documentation in Appendix -- 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**

SPECIAL AWARDS AND OTHER HONORS related to service (Explain significance.)

### MEMBERSHIP IN SCIENTIFIC, HONORARY, ORGANIZATIONS AND PROFESSIONAL SOCIETIES

Offices Held. (include responsibilities)

Special Projects.

### COMMITTEES

(VCU or similar professional institution or organization.)

Offices Held.

Special Projects.

### ADMINISTRATIVE APPOINTMENTS/EXPERIENCES

OTHER RELEVANT SERVICE (Such as service to the community)

Memberships  
Offices Held  
Special Projects

(Include experiences such as activities as a panelist, lecturer, presenter, adjudicator, director [of education programming, exhibits, workshops], coordinator of professional events etc., as applicable. Identify juried, invitational, solo, or group experiences. List articles, papers, and documents.)

Alternatively, this section could be organized as:

Service to the Profession  
Service to the Community  
Service to the University  
Service to the School  
Service to the Department

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 manual that also 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.

### **Numeration**

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

**See Section 1.0 of the School of the Arts Promotion and Tenure guidelines for information regarding Goals, Objectives and the University guidelines pertaining to the Appointing Authority.**

## **2.0 Faculty Ranks and Appointments**

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

The departmental criteria for promotion and/or tenure outlined in this document shall amplify, and, in all cases, be in accord with those instituted by the university and the School of the Arts. These are (a) appropriate credentials and experience, (b) demonstrated continuing scholarship and professional growth, (c), demonstrated quality in teaching and (d) evidence of quality service to the department, school, university, profession, and broader community. In addition to the policies and procedures set forth in this document,

all candidates for promotion and/or tenure should be familiar with the contents of each of the following documents:

- (i) VCU Faculty Promotion and Tenure Policies and Procedures,
- (ii) VCU Policy on Annual Assessment of Faculty Performance,
- (iii) VCU Faculty Roles and Rewards Policy,
- (iv) School of the Arts Promotion and Tenure Policies and Procedures.

If the departmental document is silent on a topic, the school and university documents shall apply. See:

[http://www.policy.vcu.edu/sites/default/files/Faculty%20Promotion%20and%20Tenure%20Policies%20and%20Procedures\\_0.pdf](http://www.policy.vcu.edu/sites/default/files/Faculty%20Promotion%20and%20Tenure%20Policies%20and%20Procedures_0.pdf)

and

<http://arts.vcu.edu/faculty/promotion-tenure-guidelines/>

#### A. APPROPRIATE CREDENTIALS AND EXPERIENCE

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

#### B. CONTINUING SCHOLARSHIP AND PROFESSIONAL GROWTH

The candidate's scholarship, professional growth, and research/creative activities are prerequisites for promotion and tenure. The candidate's performance and record should demonstrate commitment and achievement. It is important to note that art education is a synthesis of valuable divergent skills, philosophies, strategies, and educational pursuits. Care should be taken to allow for individual differences, uniqueness of contribution, philosophy and emphasis, consistent with overall departmental goals. The candidate should demonstrate leadership and professional competence in independent and/or collaborative research that fosters the creation of new knowledge or creative expression. Scholarship can be in the form of research and discovery, the scholarship of teaching and learning, service-learning or community-engaged research, among other areas. Research and discovery scholarship breaks new ground in the discipline and answers significant questions in the discipline. Community-engaged research is a collaborative process between the researcher and community partner at all stages of the research

process.

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

Evidence of the quality of such activity is provided by external peer review, as well as documentation and assessment of activities such as participation in conferences, participation in professional associations, publications, presented papers, seminars, consulting, grants, commissions, prizes, artmaking and exhibition, inclusion in public or private collections or other awards supporting scholarly or creative activity. Further, evidence of the quality of community-engaged scholarship may include results of a program, input from a community partner, demonstrated impact on a community, or many other sources.

A candidate's research should possess both sufficient quality and quantity, and demonstrate a pattern of accomplishment. Distinction between local, regional, national and international achievements must be noted. Distinction must be made regarding the process of selection (i.e. peer-reviewed, self-published, invitational, solo or group) when assessing publication and exhibition 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 his or her discipline.

Data on candidates should be collected from all available sources. Such sources may include (but are not limited to) the following:

- Peer evaluation by colleagues within the department, school, and university and by external colleagues.
- Committee evaluation of participation in professional exhibitions, performances, conferences, and contributions to the field of art education through professional associations.

-Committee evaluation of presented papers, seminars, creative endeavors, performances, consultantships, and publications of a professional nature related to the field of art education.

Documentation should be provided by the candidate on the following criteria that demonstrates quality and quantity. These achievements should be carefully documented to indicate a pattern of accomplishment. The documentation should show the significance of each international, national, regional, and local achievement. In all cases, proper evaluative weight shall be given to contributions so that the significance of contributions can be determined. Further explanations of the criteria are below.

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. A premium is placed on dissemination of findings by publication, and/or delivery of papers or exhibitions of work through national, state and local arenas.

a. Publication

1. Scholarly publication may include writing books, contributing chapters to books.
2. Writing articles for national professional journals, such as: *NAEA Art Education Journal*, *Studies in Art Education*, *Visual Arts Research*, *International Journal of Art & Design Education*, *Journal of Aesthetics and Art Criticism*, *Journal of Social 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. Attendance and participation at international, national, regional, and local conferences and professional associations deserve recognition as important professional contributions Other types of scholarship, such as exhibition, may be included.

Data substantiating the quality of research may include:

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

## C. TEACHING

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

#### D. SERVICE

Faculty members are expected to give their time and expertise for the betterment of their department, school and university, their profession and/or the broader community. Service refers to such activities and these may be solicited or unsolicited, paid or unpaid. There are two broad categories of service: professional service and community service. Service includes engaging in the application of learning and discovery to improve the human condition and support the public good. Demonstrated performance in service may include and 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.

Faculty members serve the department, school and university through a variety of elected and/or appointed positions. Professional organizations and the general community also benefit from faculty contributions of a service nature. **For promotion and tenure assessment, professional service in the area of the candidate's expertise is given primary consideration.** Care should be taken to allow for individual differences and emphasis consistent with the general university, school and department goals.

- a. Within the university, school and department faculty are expected to serve on committees and assume professional roles.
- b. Outside the University, faculty may serve their profession and community as time and resources permit. Elected and appointed offices and positions, as well as ad hoc positions, in international, national, regional, and local organizations that contribute to the advancement of art education as a profession and as a discipline are desirable.

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.

Administrative service also refers to those service 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, involving one's religion, or involving one's family, involving one's political goals, etc., should not be considered in evaluating Service.

In cases where an activity could be listed in Continuing Scholarship and Professional Growth, Teaching, or Service, 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.

### **2.1.1 Application of Criteria and Criteria Ratings for Tenured, Tenure-eligible and Term (Non-tenure) Faculty**

Faculty member 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. 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.

#### **The candidate's activities in Continuing Scholarship and Professional Growth shall be rated according to the following categories:**

##### Excellent Continuing Scholarship and Professional Growth

A rating of excellent denotes a sustained pattern of exemplary accomplishment, making a high level contribution to the discipline.

##### Very Good Continuing Scholarship and Professional Growth

A rating of very good signifies accomplishments of notable substantial quality over several years.

##### Satisfactory Continuing Scholarship and Professional Growth

A rating of satisfactory represents achievements in research/creative activities that suggest future potential for sustained growth and development.

##### Unsatisfactory Continuing Scholarship and Professional Growth

A rating of unsatisfactory 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.

#### **The candidate's teaching shall be rated according to the following categories:**

##### Excellent Teaching

A rating of excellent denotes a sustained pattern of exemplary accomplishment in teaching, making a high level contribution to students.

##### Very Good Teaching

A rating of very good signifies teaching accomplishments notable for substantial quality over several years.

##### Satisfactory Teaching

A rating of satisfactory represents achievements in teaching activities that suggest future potential for sustained teaching growth and development.

##### Unsatisfactory Teaching

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

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

Excellent Service

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

Very good Service

A rating of very good signifies service accomplishments notable for ongoing quality and quantity

**2.1.1. A. Ratings for Promotion**

**Continuing Scholarship and Professional Growth Criteria for Promotion to Each Academic Rank:**

**For promotion from instructor to assistant professor**, the candidate must show skills in Continuing Scholarship and Professional Growth and exhibit potential for continued development in this area.

**For promotion from assistant to associate professor**, the candidate should have attained a sustained and recognized level of Continuing Scholarship and Professional Growth. The candidate must have continued to demonstrate potential in this area, currency in the discipline and commitment to personal growth in the field.

**For promotion from associate professor to professor**, the candidate must demonstrate a continuing, high level of proficiency and pattern of accomplishments in Continuing Scholarship and Professional Growth as recognized by colleagues and peers.

**Teaching Criteria For Promotion to Each Academic Rank:**

**For promotion from instructor to assistant professor**, the candidate must demonstrate criteria from among those listed in "Factors to be Considered in Evaluating Teaching" and exhibit potential for the development of further effectiveness as a classroom/studio teacher.

**For promotion from assistant to associate professor**, the candidate should have demonstrated the teaching capability indicated by the potential shown above in "For promotion from instructor to assistant professor" and must have shown leadership in departmental curricular development and program enhancement. Furthermore, the candidate must have continued to demonstrate through teaching the candidate's currency in the discipline and a commitment to personal growth in the field.

**For promotion from associate professor to professor**, the candidate must demonstrate a high level of proficiency in teaching recognized by colleagues and peers as well as

students current and past.

**Service Criteria for Promotion to Each Academic Rank:**

**For promotion from instructor to assistant professor**, the candidate must exhibit service accomplishments and show potential for continued contributions in the area.

**For promotion from assistant to associate professor**, the candidate should have attained a sustained and recognized level of service. The candidate must have demonstrated the potential for continued service.

**For promotion from associate professor to professor**, the candidate must demonstrate a high level of continued involvement in service as well as a commitment for future service contributions.

The criteria of Appropriate Credentials and Experience must be rated as either satisfactory or unsatisfactory, and to rise to the next academic rank, candidates must be rated satisfactory on Appropriate Credentials and Experience. The following chart displays the minimum criteria (in terms of satisfactory, very good or excellent) for each academic rank for Continuing Scholarship and Professional Growth, Teaching and Service.

**2.1.1. B Basic Promotion Criteria for Academic Rank**

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

Listed above are the basic criteria for each rank; care should be taken in all considerations to allow for and to promote individual differences and emphasis consistent with the goals of both the department and school. Ratings of Excellent must be in the area(s) of Teaching and/or Scholarship and Professional Growth.

**Appointment, Promotion to Assistant Professor**

Promotion to assistant professor requires suitable preparation and experience in the discipline, satisfactory performance of all academic duties, and demonstrated potential for further professional development in Continuing Scholarship and Professional Growth, Teaching and Service. From among the criteria of Continuing Scholarship and Professional Growth, Teaching and Service, the candidate for assistant professor must be ranked at least “satisfactory” on two of these criteria and at least “very good” on one of these criteria.

**Appointment, Promotion and/or Tenure to Associate Professor**

Promotion to associate professor requires a terminal degree or equivalent, a sustained, demonstrated pattern of accomplishments in the areas of Continuing Scholarship and Professional Growth, Teaching and Service.. Candidates for the rank of associate

professor must have achieved sufficient quality and quantity of sustained endeavors which enable them to be judged as (1) effective, conscientious, and impartial teachers, (2), creative, independent, and productive artist/researchers, and (3) individuals who have produced meaningful service. From among the criteria of Continuing Scholarship and Professional Growth, Teaching and Service., the candidate for associate professor must be ranked “excellent” in either Continuing Scholarship and Professional Growth or in Teaching and at least “very good” in the other two areas. Candidates must be effective researchers and teachers and show a pattern of accomplishment in scholarship that indicates progress toward a national or international reputation in their discipline.

### **Appointment, Promotion and/or Tenure to Professor**

Promotion to Professor requires a terminal degree or equivalent. Promotion to this rank is a significant achievement that demonstrates exceptional contributions in Continuing Scholarship and Professional Growth, Teaching and Service.. Promotion to Professor shall be reserved for those who have been recognized nationally by their peers for their professional achievements. From among the criteria of Continuing Scholarship and Professional Growth, Teaching and Service., and service, the candidate for professor must be ranked “excellent” in Continuing Scholarship and Professional Growth and also in Teaching and at least “very good” in Service.

Candidates must be effective researchers and teachers and show a pattern of distinguished accomplishment in scholarship that indicates progress toward a national or international reputation in their discipline. When the rank of professor is being considered, factors in evaluating national or international significance may include but are not limited to the following:

- a. books or articles in respected professional journals by or about the candidate
- b. grants, fellowships, prizes and awards of substantive consequence
- c. exhibitions in prestigious galleries and museums
- d. international exhibitions
- e. reviews by critics having national prominence
- f. representation of work in significant public and private collections
- g. presentation of papers, workshops, or seminars at national professional conferences
- h. election to office of a national professional organization
- i. assessment by external evaluators stating that the quality of the candidate’s work is equivalent to other work being presented on a national level
- j. the significance of the credentials of the external evaluators

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

Faculty with Term appointments are valued members of the faculty and are eligible for promotion following the same criteria and procedures described above. An initial description of the criteria for promotion of term faculty shall be agreed upon in writing at

the time of hiring by the term faculty member and the department chair. If the duties of a term faculty member change upon renewal of the contract, annually, or at the end of a multi-year contract, the term faculty member and the department chair will agree upon any changes in writing.

It is the duty of the chair to initiate and establish these agreements in both instances.

The voting rights of the faculty when considering promotion of Term faculty shall be the same as when considering promotion and/or tenure for tenure-eligible faculty, and promotion for tenured faculty.

### **3.0 Defining Appointments**

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

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

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

The total period of appointment at the instructor rank shall not exceed seven years.

Term positions are non-tenurable ranks. For school level term appointments, the dean determines which position shall be determined as term. For departmental level appointments, the dean and department chair shall make such designations. Assignments of term positions are based upon school needs, position descriptions, and budgetary allocations. A term (non-tenure) appointments shall always be at the rank of professor, associate professor, assistant professor, or instructor. Should a term faculty member subsequently be reassigned to a tenurable position, the years of service as a term faculty member are not counted as part of the probationary period though activities during this time are considered in the review.

A tenured appointment is an appointment that continues until the faculty member either voluntarily leaves the University or is dismissed for cause as specified in Section 11 of the VCU Faculty Promotion & Tenure Policy and Procedures document. Tenure is conferred by criteria and procedures established by the university document and

supplemented by school and appropriate department guidelines. Tenure is granted only at the rank of associate professor or professor. Tenure is conferred based on the faculty member's demonstrated capabilities, academic achievement and the University's anticipated long-term academic needs.

### **3.1 Tenured Appointments**

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

A recommendation for a tenured appointment is initiated only by an academic unit within the school. For initial appointment recommendation with tenure the candidate, must, prior to appointment, undergo a tenure review by the Search Committee and the School of the Arts Promotion and Tenure Committee, which shall convene for this purpose. This review shall be conducted using the appropriate departmental and school guidelines. The School of the Arts Promotion and Tenure Committee shall promptly submit its recommendation to the dean, along with the recommendation of the Search Committee.

### **3.2 Probationary (tenure-eligible) Appointments**

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

The maximum period of probationary service of an assistant professor is six academic years. At the end of this six-year period, the faculty member must be given an appointment with tenure or a one-year terminal appointment.

**See sections 3.2.1 of the School of the Arts Tenure and Promotion document for additional information related to expedited reviews.**

#### **3.2.2 Extensions of the Initially Agreed Upon Probationary Period**

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

must be made through the school within one year of the onset of the extenuating circumstances.

### **3.2.3 Evaluation of Probation for Tenure –eligible Faculty**

In the third year of the probationary period for tenure-eligible faculty member whose initial appointment was at the rank of assistant professor, a review shall be conducted to evaluate progress toward tenure. The faculty member shall present a current curriculum vitae following the approved Department of Art Education promotion and tenure format, and a self-evaluation to the department chair. The self-evaluation shall be based on school and department Promotion and Tenure criteria and shall include his or her professional plans for the rest of the probationary period. An ad hoc committee composed of no fewer than three tenured full time art education faculty shall be appointed by the chair.

The committee shall conduct an examination of the faculty member's progress toward meeting the Criteria for Promotion and Tenure as stated in the school's *Faculty Promotion and Tenure Policy and Procedures* and in this document. Confidentiality shall be maintained throughout the committee's review. The committee's written assessment shall include, but not be limited to, the following:

- a. Individual work plans and annual evaluations
- b. Official copies of student evaluations of instruction
- c. Signed evaluations by department faculty

The ad hoc committee's full report shall be submitted to the department chair and shall become a part of the candidate's file. The report shall include a recommendation regarding continued probation or termination, as well as the numerical vote for the committee's recommendation. The evaluation provides a rating of excellent, very good, satisfactory, needs improvement, or unsatisfactory in each category and also a summary rating. The department chair shall use the ad hoc committee's report to advise the candidate. (See timeline: <http://arts.vcu.edu/faculty/promotion-tenure-guidelines/>)

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

By January 20th, the candidate shall submit current curriculum vitae, class syllabi, and a record of support materials for the areas of Continuing Scholarship and Professional Growth, Teaching, and Service as appropriate to the department. It is essential that the curriculum vitae contain verifiable documentation. The candidate shall also provide a statement that outlines activities intended for the remaining three years before tenure

review, in the areas of Continuing Scholarship and Professional Growth, Teaching, and Service and may include a personal statement.

The Chair shall charge a committee of three tenured faculty members, which can include a tenured faculty member from a related department as appropriate. This committee shall convene in February to review the candidate's materials. The committee shall review the materials and meet with the candidate. This meeting shall afford the opportunity to discuss the candidate's work, their understanding of the mission of the department, and to review the candidate's job description. The candidate should be prepared to ask questions relating to his progress. The committee should not make prescriptive comments or remarks that could be construed as promises. The committee may request additional materials, as needed, including peer evaluations and teaching evaluations, and should obtain first hand information in all areas whenever possible.

The committee shall prepare a final report that is submitted to the department Chair and to the candidate no later than April 30. The Chair shall use the committee report to advise the candidate. The committee report remains in the department as part of the candidate's permanent file. A decision to terminate a probationary appointment may be made during any year of the probationary period and need not wait until the end of the normal probationary period.

**See sections 3.2.4 of the School of the Arts Tenure and Promotion document for additional information related to.**

**See Sections of 3.3 for information regarding Transition between Tenure Track Positions and Term Appointments in the University T and P document.**

### **3.4 Continuing Review of Faculty**

Continuing review of faculty is an integral part of the promotion and tenure process. Faculty members in the Art Education Department must be evaluated annually in keeping with the *School of the Arts Faculty Promotion and Tenure Policy and Procedures* and the university's *Faculty Roles and Rewards Policy 7.0 Academic Review Procedures for Promotion and Tenure*

**See Sections of 4.0 for information regarding the University Promotion and Tenure Policy Review Committee in the University T and P document.**

**See Sections of 5.0 for information regarding committee election and term of office in School of the Arts T and P Guidelines.**

### **5.1 Committee Election and Term of Office**

Each department in the school elects one tenured faculty member to serve on the School of the Arts Promotion and Tenure Committee. Only full-time faculty members are

eligible to vote. None of the members shall hold an administrative title of department chair or above. Members serve staggered three year terms. Individuals who have served three consecutive years are ineligible to serve again for one year. If a representative becomes a candidate for promotion, the representative must resign from the committee. Should vacancies occur, an election shall be held to fill the incomplete term. This election shall be held in the department from which the membership vacancy occurred. Annually a committee chair and a secretary shall be elected by the committee from its membership.

**See Sections of 6.0 for information regarding appeals in the University T and P Guidelines.**

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

### **7.1 Promotion and Tenure Initiated at the Department Level**

The department chair shall notify tenure candidates of their eligibility by letter. The chair shall appoint a peer review committee with total faculty representation to consist of at least three tenured faculty from within the department, when possible, and at least one tenured faculty from outside the department. To complete the committee there must also be at least one student representative. The student member of the committee shall have full voting rights. The chair of the committee is appointed by the department chair. The department chair shall notify the candidate of the proposed peer review committee, and the candidate shall have the right to challenge any member of the committee for cause. Such challenges must be made in writing to the department chair within five working days following the date the candidate is notified of the committee composition. The chair shall charge the committee with strict confidentiality in all deliberations, evaluate the reports, return them to the committees for further clarification when necessary and forward reports along with the departmental chair's written evaluation and recommendation to the Dean of the School of the Arts.

#### **7.1.1 Peer Evaluation**

The peer review committee shall conduct a substantive evaluation of the candidate's record and performance, including all accumulated student evaluations, individualized work plans developed in accordance with the Faculty Roles and Rewards Policy, prior reviews and written internal and external evaluations. Only the peer review committee shall solicit and receive external evaluations. 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 committee shall state, in final reports, the qualifications of external evaluators and their positions within the profession.

Typically the period of review is from the time of hire or from the last promotion.

Activity prior to this demonstrates a sustained pattern of activity and accomplishment and may be considered.

The peer review committee shall add a written report to the candidate's file, which shall include the numerical results of a secret ballot for or against recommending promotion and/or tenure and the rationale for the recommendation. The peer review committee shall forward the file to the department chair.

In the case of a department chair being recommended for tenure and/or promotion, the dean functions, in the process, in relation to the department chair the way the chair functions in relation to a faculty member. Thus, the dean should initiate the review process, form the peer review committee, notify the chair of the proposed committee, and review the 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 in rank. Evaluators shall be selected from a list compiled by the peer review committee, including names of potential evaluators recommended by the candidate. The full list shall be reviewed by the candidate who may make an objection to particular potential reviewers on the list. The candidate, however shall not be informed of the final selection of the three reviewers (chosen from the agreed upon list. Each candidate shall have a minimum of three external evaluators. Each shall be carefully selected to insure that all areas of the candidate's expertise are examined by qualified reviewers. External reviewers must be individuals with expertise in the candidate's field or a related scholarly field, be from outside VCU, and be an individual who can provide an independent review of the candidate's work. Although preferred, external evaluators need not have the same or higher academic rank for which the candidate is being considered. Persons who have co-authored publications, collaborated on research, or been institutional colleagues or academic mentors/advisors of the applicant should normally be excluded from consideration as outside evaluators. The peer review committee report shall list all individuals solicited for letters and identify each person as either named by the candidate or named by the committee, and identify the relationship of the external reviewer to the candidate. The external reviewer must describe the nature of his/her relationship with the candidate in the review letter.

Only the peer review committee shall solicit and receive external evaluations. All letters from external evaluators shall be confidential unless disclosure is required by law. This policy shall be conveyed to the external reviewers when letters are solicited. All solicited letters 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/or 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.

### **7.1.2 Department Chair**

After receiving the file from the peer review committee, the department chair reviews the file using departmental policies and procedures as a reference, requests supplementary material as needed, states the qualifications of external evaluators and their positions within the profession, adds a written recommendation and forwards the recommendation, the file, and the peer review committee report to the school promotion and tenure committee.

### **7.1.3 School of the Arts Promotion and Tenure Committee Evaluation**

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

**See Sections 7.2-7.2.1 of the School of the Arts Tenure and Promotion Guidelines regarding Promotion and Tenure Initiated at the School Level and Peer Evaluation of School Level Tenure-eligible or Term Faculty**

### **7.2.2 School Promotion and Tenure Committee Evaluation**

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

## **8.0 Administrative Review Procedures for Academic Personnel Actions**

**8.1 The Dean** After receiving a file, the dean reviews the file and adds a recommendation addressing the fiscal and programmatic impact of the proposed academic personnel action on the school. Addressing programmatic impact shall at least involve a review of the substantive case being made for tenure or promotion, and may further include other programmatic issues such as the long-term direction of the program,

the role of the faculty member in realizing the mission of the department, and the faculty member's competence in fulfilling this role. The dean forwards the original file to the vice president for academic affairs. A copy of the file, complete with all reviews and recommendations, is given to the candidate. If the recommendation is not supported by either the peer review committee, the chair of the department 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 consideration. When promotion and/or tenure is not recommended, the dean informs the candidate of this decision. At this time the dean also gives the candidate a copy of the file, complete with all reviews and recommendations and notifies the candidate of the right to add a written statement to be included in the file. The candidate has ten (10) working days after notifications by the dean to add a statement to the file. The dean forwards the original file, containing the candidate's written response and all recommendations and letters to the vice-president for academic affairs.

**See Section 8.2 of the School of the Arts Promotion and Tenure guidelines for information regarding the Vice President of Academic Affairs administrative review procedures for academic personnel actions.**

**See Section 9 of the School of the Arts Promotion and Tenure guidelines for information regarding the appeal process.**

**See Section 10 of University Promotion and Tenure guidelines for information regarding the President and Board of Visitors.**

**See Section 11 of the School of the Arts Promotion and Tenure guidelines for information regarding termination of employment of tenured faculty members.**

#### **12.0 Procedures for Review and Amendment of this Document**

The Art Education Promotion and Tenure Guidelines may be amended by a majority vote from the entire full-time art education faculty on a motion presented to the entire full-time art education faculty. All proposed changes shall be circulated at least one week prior to any vote being held.

**See Section 12 in its entirety of the School of the Arts Promotion and Tenure guidelines for information regarding Procedures for Review and Amendment of this Document.**

VCU Faculty Promotion and Tenure Policies and Procedures

[http://www.policy.vcu.edu/sites/default/files/Faculty Promotion and Tenure Policies and Procedures\\_0.pdf](http://www.policy.vcu.edu/sites/default/files/Faculty%20Promotion%20and%20Tenure%20Policies%20and%20Procedures_0.pdf)  
<http://www.policy.vcu.edu/sites/default/files/Faculty Promotion and Tenure Policies and>

[Procedures 0.pdf](#)

VCUarts Faculty Promotion and Tenure Policies and Procedures and Timeline

<http://arts.vcu.edu/faculty/promotion-tenure-guidelines/>  
<http://arts.vcu.edu/faculty/promotion-tenure-guidelines/>

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