

Department of Communication Arts

Faculty Promotion and Tenure Policies and Procedures

INTRODUCTION

The Department of Communication Arts' mission is to empower our students to create and communicate with insight, vision, and voice.

By guiding students to a deeper understanding of past and present artistic practices and methods of visual problem solving, while concurrently fostering a thoughtful awareness of future technologies and theoretical concerns, we increase their ability to devise informed design solutions and present them in a refined and professional manner.

Communication Arts encourages critical thinking, discipline, and entrepreneurship: abilities critical for success in the fast and ever changing world in which we live.

Who Should Know This Policy

All faculty eligible for tenure and/or promotion are responsible for knowing this policy and familiarizing themselves with its contents and provisions. Eligible faculty are also responsible for knowing University and School of the Arts Promotion and Tenure Policies and Procedures.

Format for the Curriculum Vitae

ALL CURRICULUM VITAE SUBMITTED FOR REVIEW WILL USE THE FOLLOWING FORMAT. Candidates may add and/or reorganize sub-categories to best showcase achievements and delete sub-categories for which there are no entries. Consult departmental guidelines for augmentation and clarification.

Candidates shall utilize the sequence below for all CV entries. At the end of each entry (in the areas of Continuing Scholarship and Professional Growth, Teaching and Service) candidates shall identify the entry as international, national, regional, state, community, university, School of the Arts, or departmental in significance.

A. GENERAL INFORMATION

1. PERSONAL INFORMATION

Name in full.

Citizenship.

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

2. LICENSURE, CERTIFICATION, REGISTRATION

Granting organization and location.

Document number. Date of issuance and expiration date.

3. MILITARY SERVICE RECORD (optional).

4. EDUCATION

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

Approved equivalency of graduate degree

Thesis and/or dissertation titles.

Educational Honors.

5. 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.)

6. PROFESSIONAL PRACTICE/WORK EXPERIENCE (Prior to VCU appointment)

7. ACADEMIC APPOINTMENTS

B. CONTINUING SCHOLARSHIP AND PROFESSIONAL GROWTH

8. SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND OTHER HONORS (Explain the significance of all honors.)

9. 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 such as museum, private, corporate, etc.)

Commissions/Professional Practice/Consultancies. **

Curator.

Director/Investigator.

Exhibitions.

Exhibition Catalogues.

Gallery Affiliation/Representation.

Performances.

Public Screenings, terrestrial radio or online Broadcasts(Podcasts).

Recordings, Films, and Video.

Reviews.

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

(Provide a complete list and documentation of work, photographs of work, digital references for online sources, documentation of shows, copies of reviews or other printed matter, interviews, and letters verifying activities and involvement. Identify juried, invitational, solo, or group experiences. Solo is primarily used to indicate exhibitions, performances, and other activities created entirely by the candidate.)

10. 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.

Interviews, published as audio, video or written.

(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.)

11. EDUCATION TOWARDS PROFESSIONAL GROWTH

(Include relevant advanced academic study beyond department requirements such as continuing education for the enhancement of knowledge. Entries in this category may be listed under section A-4 if the candidate prefers.)

Honors Received.

In Communication Arts, professional growth includes activities that keep faculty current and relevant in the professional field, i.e. learning new techniques and methods, proficiency in progressive technology and applications, as well as keeping abreast of new trends in the field.

C. TEACHING

12. 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

(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

13. SPECIAL AWARDS AND OTHER HONORS (Explain significance.)

14. SERVICE TO THE PROFESSION (List membership in professional organizations, societies, offices held and responsibilities, special projects, adjudications)

15. SERVICE TO THE COMMUNITY (List service for organizations, societies, offices held and responsibilities, consultations, presentations, special projects related professional skills)

16. SERVICE TO THE UNIVERSITY (List participation within VCU, committees, oversight of programs, workshops)

17. SERVICE TO THE SCHOOL OF THE ARTS (List committees, projects, presentations, workshops)

18. SERVICE TO THE DEPARTMENT (List committees, leadership roles, special projects or initiatives)

(For any of the above areas include experiences such as activities as a panelist, lecturer, presenter, adjudicator, director [of concert productions, art exhibits], coordinator of professional events, commissions undertaken for the University, School, Department, Community etc., as applicable. Identify juried, invitational, solo, or group experiences. List articles, papers, and documents.)

19. ADMINISTRATIVE APPOINTMENTS/EXPERIENCE (roles as chair, director, dean)

2.0 FACULTY RANKS AND APPOINTMENTS

2.1 GENERAL CRITERIA AND CRITERIA DEFINITIONS FOR TENURED, TENURE-ELIGIBLE, AND TERM FACULTY MEMBERS

The criteria for evaluation of individuals for promotion and/or tenure include (1) Appropriate Credentials and Experience, (2) Demonstrated Continuing Scholarship and Professional Growth, (3) Demonstrated Quality in Teaching, and (4) Demonstrated Performance of Service Responsibilities within the University, School, and Department, and to the profession and broader community. Individual work plans developed in accordance with the Faculty Roles and Rewards policy are integral to evaluating faculty performance on each of these criteria.

1 APPROPRIATE CREDENTIALS AND EXPERIENCE

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

2 CONTINUING SCHOLARSHIP AND PROFESSIONAL GROWTH

The candidate's continuing scholarship, professional growth, and research/creative activities are prerequisites for promotion and tenure; the candidate must demonstrate continuing accomplishments during the probationary period.

Professional experience is required of faculty in the Department of Communication Arts. Faculty are expected to structure their research activity toward an achievement of mastery of the discipline beyond what might be assumed by academic preparation.

Scholarly and creative 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 new knowledge or creative expression.

Scholarship can be in the form of research and discovery scholarship, the scholarship of teaching and learning, service-learning or community-engaged research.

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

Evidence of the quality of such activity is provided by 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. 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 his or her discipline.

In recognition of the richness and diversity of curriculum offerings and faculty backgrounds, faculty research areas in Communication Arts include, but are not limited to:

- the development of art/design and communication theory,
- scholarly inquiry and publication,
- creative exploration in studio art/design,
- research and study that contribute to the dissemination or application of more effective teaching techniques,
- types of continuing research necessary to remain current in relation to new developments in the faculty member's discipline

- professional contracts, commissions and consultant opportunities in the Communication Arts industries, i.e. organizations, corporate, or business clients

Often, creative/research activity culminates in presentations through means such as publications, lectures, exhibitions, and in the production of digital media such as films or games.

Professional assignments that are executed for the non-profit sector without remuneration and that the candidate does not designate as research, should be listed under Service. The work can be included in one category only.

Information should be collected from all available sources of continuing scholarship and professional growth such as:

- 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 exhibitions, performances, and/or presentations at conferences, etc., where such participation contributes to the field.
- Evaluations of publications, presented papers, seminars, creative activities, professional practice, and/or consultantships. When professional assignments are executed without rigorous or exploratory requirements, with or without remuneration, such work shall be listed as service.
- Evidence that the candidate has remained current in the field and maintained an ongoing program of professional growth.
- Annual report required by the University made available to the Peer Review Committee including all evidence of research activity, as well as published and unpublished work for which the candidate wishes to be reviewed.

3 TEACHING

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

Teaching shall be evaluated based primarily upon the impact of the faculty member's teaching in programs relevant to the mission of his/her academic unit.

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,
- to other mechanisms of enhancing learning and educational programming.

Mentoring, and other forms of beneficial interactions between the candidate and learners, may be given appropriate weight as part of the teaching criteria as determined by the academic unit.

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

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

- Has a thorough and appropriate knowledge of the discipline
- Organizes the course information and curricular ideas
- Has appropriate teaching techniques
- Communicates and imparts knowledge, skills, and processes appropriate to the discipline
- Develops the intellectual and creative abilities of the students
- Demonstrates concern for students
- Develops teaching and curricular innovations
- Utilizes a fair and impartial process for student evaluation
- Maintains high professional, academic, and ethical standards
- Advises students effectively (when such responsibilities are assigned)
- Remains current in the discipline and relates important advancements in the discipline to students
- Inspires the student to achieve excellence in the discipline

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

- Cumulative student evaluations which are required for every course and are required for the peer review process
- Assessments of candidate by colleagues (required)
- Self-assessment of teaching
- Student surveys
- Letters of support from former students and professionals with first-hand knowledge of the candidates teaching
 - Letters of support received by the review committee may be in either electronic or paper form.
 - Note: personal correspondence submitted by the candidate cannot be accepted on the same level as letters collected by the peer review committee, and should not be quoted in the final report.
- Course materials and documents produced or developed by the candidate as submitted by the candidate
- Documentation of student and alumni accomplishments in courses and beyond VCU
- Documented efforts to improve teaching effectiveness
- Classroom observation by department chair and members of the Peer Review Committee
- Directing theses and dissertations
- Advising

4 SERVICE

Faculty members are expected to give their time and expertise for the betterment of their department, school and university, their profession and/or the broader community. Collegiality, defined as the ability to collaborate and cooperate constructively towards common purpose, is expected while participating in the service of the department, school and university.

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 a 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.

In cases where an activity could be listed in either service, teaching or continuing scholarship and professional growth, 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.

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 should not be considered in evaluating Service.

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 continuing scholarship, professional growth, and research/creative activities 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.

Satisfactory Service

A rating of satisfactory represents achievements in service activities that suggest

future potential for sustained growth and development.

Unsatisfactory Service

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

2.1.1. 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 teaching, continuing scholarship and professional growth, and service.

2.1.1.B Basic Criteria for Promotion and Tenure

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

* 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 teaching continuing scholarship and professional growth and service. From among the criteria of teaching, continuing scholarship and professional growth 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 teaching, continuing scholarship and professional growth, 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 teaching, continuing scholarship and professional growth, and service, the candidate for associate professor must be ranked “excellent” in either 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 teaching, continuing scholarship and professional growth, 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 teaching, continuing scholarship and professional growth, and service, the candidate for professor must be ranked “excellent in 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 to be considered 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 highly valued members of the faculty and are eligible for promotion following the same criteria and procedures described above. The weighting of the candidate's mix of duties is stated in the approved annual Individual Work Plans and assessed by the chair in the candidate's annual report.

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.

For the following sections of the Faculty Promotion and Tenure Policies and Procedures, the Communication Arts department will adhere to the current University and School of the Arts documents.

- 3.0 Defining Appointments
- 5.0 School of the Arts Promotion and Tenure Committee
- 7.0 Academic Review Procedures for Promotion and Tenure of Tenured, Tenure-eligible and Term (non-tenure) Faculty
- 8.0 Administrative Review Procedures for Academic Personnel Actions
- 9.0 Appeal Process
- 11.0 Procedure for termination of employment of Tenured Faculty Members
- 12.0 Procedures for Review and Amendment of this Document