



Policies And Procedures



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SCHOOL OF EDUCATION**VISION STATEMENT****Adopted November 10, 2009**

To improve the human condition, the School of Education will strengthen its transformational role in local, national, and international spheres. We will promote learning-centered, innovative practice across the lifespan and in all aspects of development. Our plurality of perspectives and collaborative spirit will inspire our generative approaches to interdisciplinary research, teaching, and service.

Strategic Priorities

- Conduct rigorous scholarship with a national and international impact.
- Build a faculty committed to generative approaches to teaching, research and service.
- Recruit and prepare students of high quality committed to improving the human condition.
- Create and promote interdisciplinary programs, partnerships, and research.
- Secure funding for 21st century infrastructure and tools for advancing knowledge.
- Foster relationships among ourselves, local schools, and other organizations.
- Prepare leaders for innovative, learning-centered education.

ORGANIZATION OF THE SCHOOL OF EDUCATION

Office of the Dean - The Dean of the School of Education serves as the chief academic officer for the school, the chief teacher education officer, and the teacher education certification officer for the university, and is directly responsible for all activities within the School of Education. Other administrators, associate deans, directors and coordinators may be appointed by the Dean and organized into appropriate offices and/or units to facilitate the administrative and programmatic functions of the school.

The Leadership Council is composed of the Dean, Associate Deans, Department Chairs, Directors and the President of the School of Education Faculty Organization or his or her designee. This council meets on a regular basis and is advisory to the Dean.

The Professional Education Coordinating Council (PECC) was established in 2004 by the Provost and Vice President for Academic Affairs to coordinate teacher and school personnel preparation efforts within the University through recommendations to the chief teacher education officer and to the faculties responsible for the preparation of teachers, counselors, and school leaders. In addition, the PECC shares information about programs, trends, issues and projects affecting teacher education. The committee is chaired by the Dean of the School of Education and includes: the Deans of the School of the Arts and the College of Humanities and Sciences or their designees; the School of Education Associate Dean for Academic Affairs and the Associate Dean for Student Affairs; three faculty members from the College of Humanities and Sciences; representatives of the Departments of Counselor Education, Educational Leadership, Special Education and Disability Policy, Health and Human Performance, Teaching and Learning; and three representatives from the School of the Arts: Art Education, Music Education, Theatre Education. The President of the Student Education Association is also a member. Membership from the P-12 community consists of four administrators (building and central office) and four teachers or counselors.

Departments - The School of Education is organized into six academic departments:

Counselor Education

Educational Leadership

Foundations of Education

Health and Human Performance

Special Education and Disability Policy

Teaching and Learning

The department is the basic administrative unit for the School of Education. Each department is responsible for degree and certificate programs, coordination among several programs in its jurisdiction and initiating all personnel actions, and is the basic budget and cost unit. Each department is expected to coordinate staffing across programs and among faculty and to engage in programs of

research and scholarly activity and continuing education. Departments consist of a department chair and program faculty.

Department Chairs - Each department is administered by a department chair who also serves as a member of a program faculty, contributing to a specific program and curriculum. Department chairs serve as the chief administrative official for the six departments and report to the Dean. Department chairs and deans meet monthly as the Chairs' Council.

Program Faculty - Program areas in large departments with multiple programs are established upon recommendation by the faculty to the Dean. The concept of program areas conveys two overlapping elements. The first represents professional specialization in which faculty interests and values are primary. The second represents an organizational scheme that focuses on outcomes and products. Each faculty member within a department shall have primary membership in one program area. Affiliate membership in other program areas is also encouraged. The Dean shall keep the official core faculty roster of the School of Education.

Program Coordinators - Each faculty program group in large departments will elect a person to act as coordinator. The coordinator serves with the same status as any other school-wide committee chairman, and no administrative responsibility or authority is implied. A program coordinator is responsible for working with the department chair in facilitating the necessary work of the core faculty.

Faculty - Faculty in the School of Education are involved in decision making processes related to curriculum, resources and matters which affect faculty and students through standing committees, personnel committees, and task forces, and by election or appointment to University bodies such as the University Council, Faculty Senate, Undergraduate Curriculum Committee, and Graduate Council. In addition, department organizations and SOE standing committees provide considerable faculty monitoring and control of critical functions and policies.

The multiconstituency forum for governance in the School is the faculty meeting called and chaired by the Dean. The School of Education also has standing committees. Each committee includes representatives from the departments, although not all departments are directly represented on all standing committees in a given year. In addition, there is at least one ex officio member on each committee to represent the Dean and to convey the concerns of the Dean to the committee.

Faculty rights and responsibilities within the University are set forth in the VCU Faculty Handbook, <http://www.provost.vcu.edu/faculty/handbook.html> and through subsequently adopted policies and procedures. Faculty members who serve in positions identified by the School of Education to be nontenure track positions will be designated as collateral faculty. Collateral faculty appointments may be either full or part-time, paid or unpaid, and do not lead to tenure. A collateral appointment may be for a term of one to five years with review annually by the Dean.

Faculty holding appointments within the School of Education are governed by all University policies and procedures. <http://www.provost.vcu.edu/policies/>

Tenure and promotion of the faculty of the School of Education are governed by the Promotion and Tenure Procedures and Guidelines, School of Education, revised April, 2009, which are consistent with

the Faculty Promotion and Tenure Policies and Procedures of Virginia Commonwealth University.
<http://www.provost.vcu.edu/announcements/128.html>

Evaluation - An evaluation of each faculty member of the School of Education is conducted annually. The procedures for this process are set forth in “Procedures for Developing the Annual Faculty Evaluation” approved by the School faculty, November, 2005.

The evaluation process for administrators (deans, directors, and department chairs) is conducted annually. Individual evaluation forms are distributed to each member of the faculty to be completed and returned anonymously to the Dean’s Office. Forms returned are reviewed by the Dean and forwarded to the respective administrator being evaluated. The Dean’s evaluations are forwarded directly to the Provost/Vice President for Academic Affairs. Administrators have the responsibility to discuss evaluations annually with the Dean or his designee.

Salary - Recommendations for faculty salary originate with the Department Chairs. The Dean and Associate Deans shall review the recommendations, and the Dean shall make final recommendations to the Provost and Vice President for Academic Affairs.

Faculty Workload - Faculty workload in the School is governed by the policies of The Overview of Faculty Workload (See Section Three). Teaching assignments typically originate with the program faculty and are recommended to the Department Chair, who, in turn, recommends assignments to the Dean.

Resource Allocation - The School of Education operates on a modified management-by-objectives plan. During the spring, each department chair and director prepares a statement of goals for the next academic year for the assigned unit or area of responsibility. These goals are reviewed and approved by the Dean for consistency with the School’s long range plan and the University’s goals and mission. Using these materials, the Dean prepares a statement of goals and priorities for the school for that academic year. That document is, in turn, discussed with and approved by the Vice-President for Academic Affairs. An annual report is filed at the end of each academic year by all units to reflect accomplishments of objectives and goals, problems which occurred, and an outline of steps for the following year.

**ADMINISTRATIVE JOB DESCRIPTIONS
SCHOOL OF EDUCATION****Dean, School of Education**

The *Dean* serves as the chief executive officer of the School of Education which includes six departments. Two offices (Business Services and School of Education Associates) report to the Dean. Responsibilities of the Dean include: oversight of the academic programs of the School, duties associated with the management of academic programs, fiscal, personnel and general administration, student personnel matters, and internal and external representation duties associated with the Office. The Dean chairs the faculty of the School, the School's Leadership Council and the School's Chairs' Council. As head of the unit responsible for the overall coordination of the teacher preparation programs at the University, the Dean serves as the chief teacher education certification officer and chairs the Professional Education Coordinating Council.

Associate Dean for Academic Affairs

The Associate Dean for Academic Affairs in the School of Education (SOE) is responsible for the oversight of all certificate, baccalaureate, master's, and doctoral level academic programs. While the primary responsibility is to ensure that SOE programs are in compliance with University policies, specific duties include marketing, recruitment, admissions, appeals, graduation requirements and graduate student funding. Of particular importance is providing the Dean and Department Chairs with accurate and timely information to be used in decision making. Finally, the Associate Dean for Academic Affairs represents the SOE on the Graduate Dean's Advisory Council and on other SOE and University committees as assigned, including the SOE Curriculum and Academic Resources Committee, the Assessment Committee and the Academic Appeals Committee.

Associate Dean for Student Affairs

The Associate Dean for Student Affairs is responsible for coordinating services which support and advance students in the School of Education, including the Student Services Center which primarily includes the functions of undergraduate and graduate clinical placements for practica, student teaching, internships and externships in the metro school divisions; advising support for undergraduate and graduate students prior to formal admission to academic programs; processing of applications for admission to teacher preparation for undergraduate and graduate students; maintaining related scores on comprehensive examinations (Praxis I and II); developing student credential files; initiating transactions associated with student academic progress (e.g., petitions for waivers of academic regulations and changes in course registration); working with student recruitment and related Open House and Family Day programs as well as Summer STAR program; meetings with public school counselors, high school students, prospective transfer students, and school division human resource personnel for SOE candidate recruitment. The Associate Dean for Student Affairs coordinates School of Education preparation for SACS and related assessment reports, serves as liaison to the Department of Education in the certification of candidates' and graduates' applications for state

licensure and is responsible for annual reporting to National Council for Accreditation of Teacher Preparation (NCATE), Title II, and others as assigned. Other areas of responsibility include special activities such as Diploma Presentation Ceremony and Annual Metro Children's Art Exhibit. The Associate Dean for Student Affairs serves on SOE Scholarship and Awards, Academic Appeals and Diversity standing committees and serves on University Academic Regulations Appeals and Student Testing and Registration (STAR) committees.

Associate Dean for Research Services (position currently vacant)

The Associate Dean for Research Services is an active member of the Dean's leadership team and works collaboratively with individual faculty members, departments and Centers of the School in facilitating the School's research and scholarship mission. The Associate Dean for Research Services coordinates research activities within the School and with the University's Office of the Vice President for Research and assists in establishing effective collaborative networks with other University units, school divisions, and local, state, national and international groups. The Associate Dean for Research Services represents the School of Education at meetings related to research activities within the institution. The Office of Research Services provides support for School of Education faculty in establishing an active School research and scholarship agenda by assisting School of Education faculty in identifying collaborative research and scholarship opportunities among School of Education faculty, VCU faculty and staff and community partners; notifying faculty of research and external funding opportunities in specific interest areas; providing professional development opportunities that advance the research and scholarship mission of the School; and supporting faculty in the development, submission and implementation of externally funded research and training grants and projects. The Associate Dean for Research Services maintains an up-to-date data base regarding external funding secured by School of Education faculty. The Associate Dean for Research Services serves as an ex-officio member of the Research and Professional Development standing committee.

Department Chair

The Department Chair has two major categories of role functions and responsibilities. Incumbents in the position are expected to function both as administrators and as faculty members. Broadly conceived, the administrative tasks and responsibilities will vary according to the number of faculty and complexity of programs within a department.

Duties include:

Faculty

- Coordinate scheduling and teaching assignments and recommend adjunct faculty to the Dean
- Provide an annual evaluation for each departmental faculty member, in a standard form, noting the contributions made by the faculty member toward achieving professional goals, the goals of the department and the goals of the School
- Submit an annual departmental report and appropriate accreditation and certification documents

- Assure the faculty evaluation process is followed by department faculty
- Advocate with the Dean faculty workload modifications based on changing circumstances (grant acquisition, special tasks, class size)
- Mentor tenure track faculty
- Work with the Dean in faculty recruitment when vacancy or need exists
- Conduct departmental meetings, elections to SOE Standing Committees, and votes for recommending emerita/us status

Program

- Coordinate curriculum
- Ensure program visibility in collaboration with the Advising Center in the Student Services Center
- Develop program initiatives
- Coordinate activities at the department level related to assessment, accreditation, and licensure

Students

- Sign course override permission as appropriate and pertinent program-related items such as program agreement/contract forms
- Determine, when requested by the Advising Center, whether undergraduate courses taken elsewhere are portable and satisfy program requirements
- Determine, when requested by Graduate Studies, whether graduate courses taken elsewhere satisfy program requirements
- Ensure that Grade Appeal Procedures are followed
- Advocate for all departmental program areas

Director of Business Services

The Director of Business Services is responsible for the administrative organizational structure for finances, personnel, and space. Primary duties include managing the financial accounts and budgets in educational and general (E&G) programs, sponsored programs, facilities and administrative cost recoveries (FACR), university funds, and endowments; advising the Dean on multiple topics germane to strategic planning for the School of Education; assisting with revenue enhancement initiatives, including implementing EPT-A agreements. The Director is also responsible for human resources and provides direction for SOE facilities planning and space utilization.

Director of School of Education-Associates

The Director of School of Education Associates is a member of the Leadership Council, administers the Office in scheduling off-campus credit courses, planning and conducting workshops, conferences and other school related meetings, field-related services and information services. The SOE-A Director supervises activities of continuing education staff personnel, including scheduling off-campus credit courses, maintaining personal contact with staff development coordinators in school divisions, promoting and scheduling off-campus credit courses, degree programs and other professional development offerings.

Director of Doctoral Studies

The Director of Doctoral Studies reports to the Associate Dean for Academic Affairs and is a member of the Leadership Council. The director is responsible for the implementation of all policies and procedures related to students in doctoral programs in the School of Education. These include, but are not limited to recruitment, admissions, retention, comprehensive examinations, externship placements, graduate assistant selection and funding and dissertation committees. In addition, the director chairs the Ph.D. Policy Board and the Ph.D. Admissions Committee.

Director of Student Services

The Director of Student Services reports to the Associate Dean for Student Affairs. The director has responsibility for the Student Services Center which is the primary student information office in the SOE. The Director oversees in-take advising, admission to Teacher Preparation, clinical placements, processing of licensure and endorsement applications and the general support of student policies and procedures. In addition, the Director is responsible for SOE data-base entries related to admissions, teacher preparation and clinical experiences. The Director of Student Services serves as an ex officio member of the Assessment Standing Committee and the Curriculum and Academic Resources Standing Committee.

Director of Assessment

The Director of Assessment reports to the Associate Dean for Academic Affairs and is responsible for the management and oversight of all School of Education assessment activities and reports. Duties include implementing the assessment system and ensuring that written procedures are in place; informing and communicating with faculty and department chairs regarding data collection, data analysis, and data interpretation for all academic programs; supporting formulation and submission of accreditation reports; managing the database and distributing regular and periodic reports to program faculty and the School of Education leadership team; distributing and analyzing alumni and employer surveys; advising the leadership team on all assessment system activities and projects. The Director of Assessment serves as an ex officio member of the Assessment Standing Committee and attends Chairs Council and Leadership Council meetings as needed to provide an update on assessment activities.

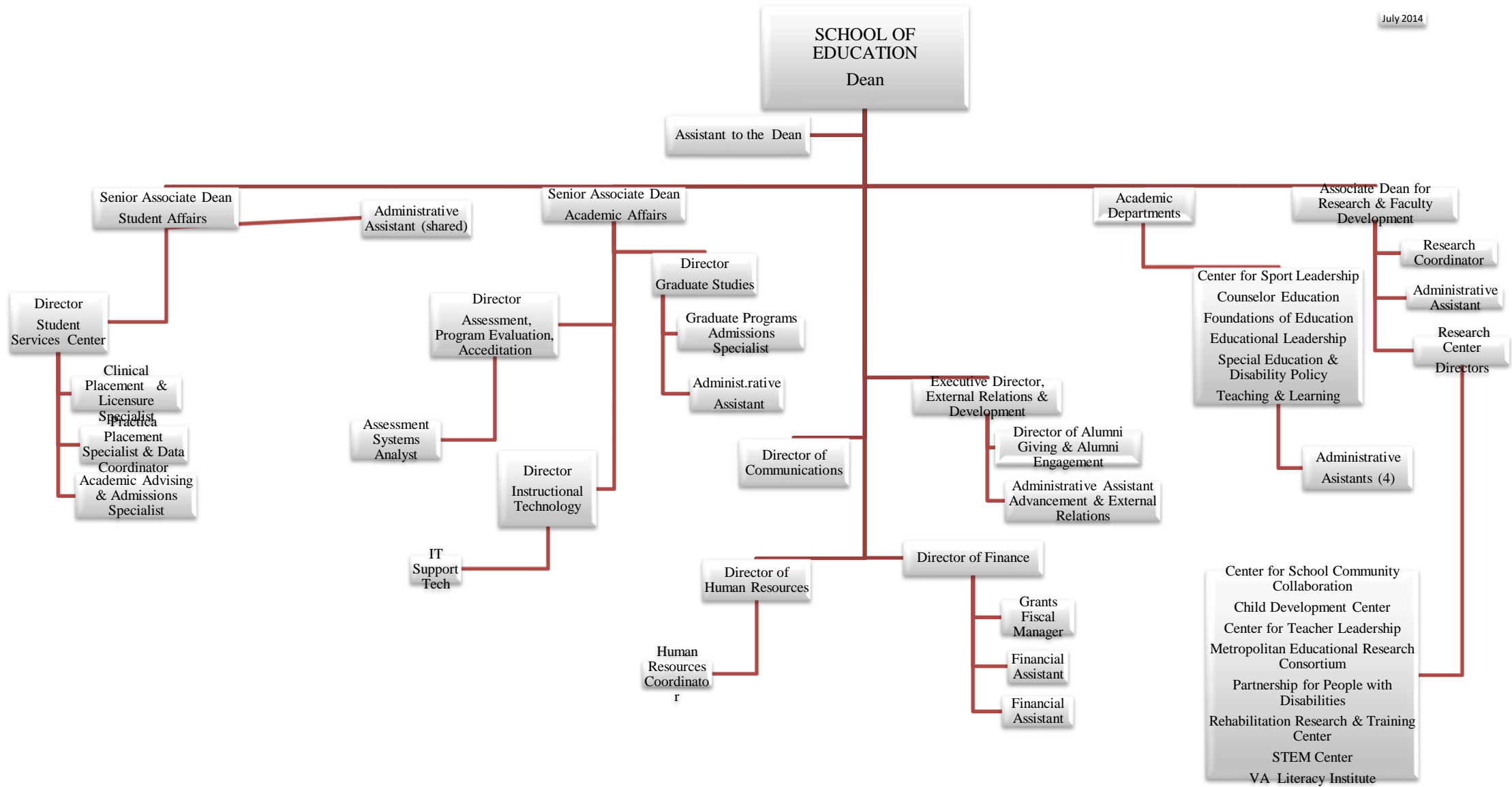
Director of Instructional Technology

The Director of Instructional Technology reports to the Associate Dean for Academic Affairs and is responsible for facilitating the instructional technology needs of faculty and staff in the School of

Education. In addition, this position is responsible for all facets of writing and implementing technology policies and procedures and supervision of technologies used for communication, database management, enrollment, degree processing, productivity and instruction. This position provides chief oversight of the open student computer lab, the Infusio Lab and the Distance Education classroom.

Director of the Child Development Center

The Director of the Child Development Center reports to the department chair of Teaching and Learning for programmatic oversight and to the Director of Business Services for budgetary matters. The Director oversees all facets of a nationally accredited and state approved Child Development Center. The Director provides a quality educational development program for children including those with special needs. The Director also collaborates in the development of grant proposals to secure external funding. With a maximum population of 85 children and a staff of 15, the Child Development Center serves as a lab school for the School of Education. The Center serves children ages 16 months through 6 years in an active, inclusive environment.



UNIVERSITY POLICIES

The following is a list of the Virginia Commonwealth University Board of Visitor's approved policies.
<http://www.provost.vcu.edu/policies/>

A

Academic Rights and Responsibilities
 Academic Regulations Appeal Committee
 Acceptance and Administration of Contributions
 Administrative and Professional Faculty and Faculty
 Holding Administrative Appointments
 Affiliate Faculty Appointments – Policies and Procedures
 Alcohol and Drug Policy (Procedures, Agreement Monroe
 Park Campus, Agreement MCV Campus)
 Annual Assessment of Faculty Performance
 Art on Campus

B

Bylaws, The University Council

C

Conflict of Interest Policy, Office of Research
 Conflict of Interest Policy: Procedures for Compliance with
 the Virginia State and Local Government Conflict of
 Interest Act
 Commonwealth and University Professorships Policy
 Consensual Relationships Policy
 Corporate-Sponsored Research Agreements, Policy on
 Course Credit Active Duty Military Students

D

Declaration of Financial Emergency
 Degree Revocation, VCU Procedures for Degree
 Revocation
 Discrimination/Harassment Complaint Procedure and Form
 Drug Free Schools and Workplace Policy

E

Endowed Chairs and Professorships, Policy for Private
 Support

F

Faculty Bonus Award Policy
 Faculty Grievance and Appeal Procedure
 Faculty Guide to Student Conduct in Instructional Settings
 Faculty Promotion and Tenure Policies and Procedures
 Faculty Roles and Rewards
 Faculty Salary Administration Guidelines
 Faculty Sick Leave Reporting Policy
 Faculty Transfers (collateral to tenure track; tenure track to
 collateral), Guidelines For
 FERIP Agreement, sample copy
 FERIP, Faculty Early Retirement Incentive Program
 FERIP Guidelines

G

Gifts of Art to VCU, Policy on

H

Honorary Degree Policy
 Honor System, Virginia Commonwealth University
 Human Resources Policies and Procedures

I

Identity Theft Prevention Policy
 Intellectual Property Policy
 Institutes and Centers, Policy for Framework of

M

Misconduct in Research and Scholarly Activities, Policies
 and Procedures for

N

Non-discrimination on the Basis of Disability

O

Outside Professional Activity and Employment, Research
 and Continuing Education
 Outside Professional Activity and Continuing Education,
 Request for Approval, CP-1 form
 Outside Professional Activity and Continuing Education,
 Report on, CP-2 form

P

Parental Notification for Dependent Students Receiving
 Mental Health Treatment
 Policy on creating and establishing university policy
 Prohibition of Sexual Harassment
 Promotion and Tenure Policies and Procedures, Faculty

R

Reaffirmation of VCU's Equal Opportunity Policy
 Recognition of Donors and Friends, Policy Guidelines for
 Release of the Educational Record of a Dependent Student
 Reporting Suspected University-related
 Misconduct/Noncompliance and Protection from Retaliation
 Research Data Ownership, Retention, and Access
 Responsible Conduct in Research and Scholarship Policy
 Rules and Procedures of Virginia Commonwealth
 University

S

Solicitation of Private Funds for Non-Sponsored Program
 Purposes
 Student Sexual Misconduct Policy
 Study-Research Leave

T

Textbook selection and adoption
 Textbook Sales Policy
 Threat Assessment and Violence Prevention

AN OVERVIEW OF FACULTY WORKLOAD

School of Education

The role of the School of Education is to nurture thought and scholarly pursuit, to protect and promote good educational practice, to educate competent professional practitioners, and to contribute to scholarly productivity and service to the profession. The purpose of this overview is to provide a general reference for the expectations of a full-time faculty member and guidelines for the administration of faculty workloads. It is based on Faculty Expectations and Workload Guidelines, adopted in September, 1986, Task Force on Faculty Load Report and Recommendation, adopted in September, 1989, Load Policy for Doctoral Education, adopted in September, 1986 and Load Policy adoptions approved in May, 2006. At its best, workload represents all the professional activities in which the faculty member engages; it is broader than the combination of teaching, scholarship, and service. For practical reasons, workload is translated into the most easily measurable of these activities, class-hours/week.

Expectations

Consistent with the nature of a full-time academic appointment and University and School Policies and Procedures, as stated in the School of Education Guidelines for Tenure and Promotion (See Section Six), it is anticipated that faculty members will:

1. Provide (credit or CEU) instruction appropriate to the member's background and training. Included in this category are activities such as academic advising, supervision of clinical practice, course, program, and curriculum development in the core and department, participation in administration and reading of examinations, and other activities related to the instructional program.
2. Conduct research and scholarly activities, i.e., formal activities designed to either expand the knowledge base to the practitioner or to extend the knowledge base of education. It is expected that each faculty member will periodically communicate to appropriate groups the findings of his/her research and scholarly inquiry. Full-time teaching exclusively in a graduate program and membership in the graduate faculty carries with it greater expectations for significant research and scholarly productivity than does teaching exclusively at the undergraduate level. Graduate faculty, nonproductive in research or scholarly activities, may be required to assume a greater institutional load.
3. Participate in or provide service activities, e.g., the provision of professional expertise toward the improvement of school and university governance, professional associations and affiliations, or to schools and agencies served by this professional school. This includes non-credit community services and activities.

4. Engage in professional development and renewal activities, i.e., activities designed to expand or extend faculty knowledge or recent developments in the areas of expertise, or to improve the quality of their professional contributions. Fostering career development over the long term requires a load policy that encourages, rather than discourages, specialization, both temporary and permanent, and the development of unique opportunities and talents.

Workload Guidelines

The following guidelines recognize that faculty workload is, at best, an elusive concept, difficult to quantify and, in some respects, antithetical to faculty life. However, for the purpose of formal reporting and for administrative decision-making regarding additional compensation, the following guidelines will be considered operative for faculty occupying state-supported positions. These guidelines are based upon the concept of four instructional assignments each semester or eight assignments in an academic year.

Each faculty member should, consistent with the School's Annual Evaluation Plan (See Section Four), annually review progress and make plans for an appropriate workload with his or her Department Chair. Plans should include attention to all phases of a faculty member's responsibilities. Variations from the proscribed teaching assignments each semester need to be negotiated between the individual faculty member and his or her Department Chair.

Full-time faculty shall teach between 6 and 12 semester hours each semester, or 15 to 24 semester hours per academic year. In accordance with the Task Force on Faculty Load Report and Recommendation, adopted in 2006, the current norm in regard to teaching is a 2/3 or 3/2 teaching load per academic year. Courses are expected to be of at least minimal size. Faculty load is determined in consultation with the Department Chair (See #5a in Section 9) and is based upon faculty interest, productivity and departmental needs and resources.

- For supervision of student teaching; three to four interns or student teachers shall be equivalent to one course.
- Supervision of seven to nine externs will be the norm for programs in which initial licensure is not expected.
- Except under unusual circumstances, supervision of independent study at the graduate or undergraduate levels shall not be considered as part of one's instructional load.
- Off-campus credit courses are treated the same as courses taught on-campus. It is anticipated that a faculty member may teach a course off-campus as part of his or her instructional load annually. It is possible to treat additional off-campus courses, beyond a full load, as "overload."
- Advising is acknowledged in faculty load assignments.
- Summer teaching loads shall be consistent with approved summer school guidelines.

Full summer employment includes responsibilities for necessary academic advising, comprehensive examinations, and other instructional activities.

In order to maintain awareness that advising and teaching doctoral students and service on program committees are valued activities within the School, annual faculty reports will include special identification of doctoral activities within the categories of teaching, advising and service. This special identification should help insure that the value of advanced graduate education is recognized along with contributions to undergraduate and graduate teaching and advising.

Load Credit for Dissertation Involvement

Involvement in doctoral dissertations is an important part of a faculty member's role in a doctoral-granting institution. However, dissertations also entail a significant commitment of time and energy, a commitment which, like instruction, fits under the broad heading of "Student Related Responsibilities." As such, involvement in dissertations may be viewed as meeting part of a faculty member's "Instructional load."

Assumptions:

1. Mentoring a dissertation involves commitment of time and energy during the course of the writing stage. The writing stage may occur any time from onset of EDUS 890, or the major paper sequence in the RMS program, through final defense.
2. Different committee roles typically entail different levels of time and energy commitment. The largest commitment is typically by the dissertation chair. The second level of commitment is typically by the committee's methodologist. Additional committee members generally have a lower level of commitment of time and energy.
3. If students are actively writing, they should be able to finish within a defined time frame.

Load Assignments:

1. Faculty serving as chair or methodologist during the writing stages of one or more dissertations shall be assigned a 2/2 instructional load during the year in which writing occurs.
2. The 2/2 load may begin in either fall or spring depending on the time at which the student(s) enter(s) the writing stage.
3. A reduced load will only be granted for a period of one year for any given student. However a faculty member mentoring multiple students may stagger credit for students provided students are still enrolled during the year in which reduced load is sought.
4. Faculty may continue to receive load reductions through grant buyouts, but in no case will faculty instructional loads be reduced below a 1/1 load.

Exceptions

The most significant factor to bear in mind is that exceptions, when properly justified, are always possible and, often desired. For example, first year faculty without teaching experience or with limited teaching experience may be given a reduced teaching load. Faculty who chair three dissertations to completion receive a subsequent reduction of one course in one semester. Flexibility is required to

create and implement a workload guideline that anticipates all the elements of a faculty workload which may exist or which might occur as a result of new opportunities. All involved have the responsibility to review the task with flexibility.

Responsibilities

Faculty members - It is the responsibility of every faculty member to satisfy the internal and external monitors of their activities, which requires contributing at least an equal share to the maintenance and development of the school's programs. Faculty should also be sensitive to the need for a balance among the several areas of accountability for promotion, tenure, and merit review inherent in academic life as listed under Expectations.

Core faculties - It is expected that the core faculties will recommend a master schedule that is realistic, permits the maximum use of faculty resources, and will facilitate the generation of appropriate numbers of student credit hours. This expectation requires attention to providing classes at times optimally available to students, not necessarily to the most convenient times for idiosyncratic faculty schedule.

Department Chair - It is the responsibility of the department chair to administer the School of Education load policy in cooperation with each faculty member and core. The determination of load assignment allows for flexibility within teaching, research, and service to permit differential staffing. After careful analysis of all available data, including historic records, the department chair approves and recommends the department master schedule and monitors class size with care to maintain enrollment projections and productivity. He or she also provides faculty consistent feedback through the annual evaluation process regarding distribution of effort as it relates to expectations for promotion, tenure, salary, retention, etc.

Adopted October 16, 1992

Edited June 26, 2003

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Revised February, 2006

Edited February, 2010

Revised November, 2011

PROCEDURES FOR DEVELOPING THE ANNUAL FACULTY EVALUATION

Purpose of the Annual Evaluation Process

To provide the faculty member with an opportunity to take the initiative in determining the direction of his or her performance.

To provide for the faculty member's active participation in the evaluation process.

Work Plan and Annual Evaluation

Step 1 Formulation of the Initial Work Plan

From early March to mid April as a part of the Annual Review process, department chairs will discuss with the faculty members proposed Initial Work Plans. Department chairs may suggest revisions to the submitted Work Plans. If there is disagreement with the proposed revisions, the faculty member may submit a rejoinder that will be attached to the department chair's suggested revisions of the Work Plan.

By May 15, department chairs will submit to the Dean all Initial Work Plans with any proposed rejoinders by the faculty. The Dean will review all submitted documentation and will approve Initial Work Plans by June 15. Any changes made by the Dean will be discussed with the department chair and the faculty member.

One of the first department faculty meetings for the Fall Semester will include an open discussion of each faculty member's approved Work Plan. The intent of this meeting will be to review the mission and goals of the department and to provide each faculty member the opportunity to relate how individual work plans foster the achievement of department goals as well as meet the mission of the School (VCU Faculty Roles and Rewards Policy - <http://www.provost.vcu.edu/policies/facroles.html>). This discussion is intended to foster a sense of collective cooperation and collegiality among department faculty and to more clearly articulate to the School and the University the collective goals of the unit. When appropriate, approved Work Plans may be shared in program groups rather than in the larger department faculty meeting. Each department will determine the format for review of approved Work Plans.

Any changes in Work Plans will be reviewed by the department chair and submitted to the Dean by September 15. The Dean will review and approve revised Work Plans by September 30.

Any requests by faculty for differentiated loads must be submitted to department chairs. Department chairs will discuss the load request with the faculty member. Department chairs may also recommend a differentiated load to a faculty member. If the faculty member disagrees with the proposed differentiated load, the faculty member may submit a written response to the chair's recommendation. The request for differentiated loads will be submitted by the department chair to the Dean and will include the initial request, the department chair's recommendation, and, if applicable, the faculty member's response to the department chair's recommendation. The Dean will

review all requests and will assign differentiated load based upon how the differentiated load will assist in meeting Department and School goals.

Step 2 Re-Evaluation of the Approved Work Plan

1. By December 1, a conference will be held if either the faculty member or department chair desires one for the purpose of re-evaluating the approved Work Plan. The department chair, in consultation with the faculty member, will schedule the time for the meeting.
2. Any changes in Approved Work Plans will be submitted to the Dean for approval by December 15.

Step 3 Final Activity Report and Annual Review

1. Faculty will develop a Final Activity Report and Initial Work Plan for the next academic year for submission to the department chair from late March to mid April of each academic year.
2. The department chair will meet with the faculty member from late March/mid April regarding the Annual Review and in preparation for formulating the Annual Evaluation.

Following the conference, the department chair will develop a narrative that addresses the extent to which the faculty member met work plan goals and objectives and the contribution of the accomplishments of the faculty member to the achievement of the department's goals. While the Annual Evaluation will focus on the faculty member's contribution to department goals and objectives, the department chair's narrative will be framed in the context of the faculty member's overall contribution, including the achievement of School and University goals.

The narrative will be a concise overview of the faculty member's performance for a single year.

3. By May 1, the department chair will submit the Annual Evaluation to the faculty member for a signature of acknowledgement. The faculty member, if desired, may comment in writing on the department chair's assessment. Such comments must be filed within one week of receipt of the department chair's evaluation. The Annual Evaluation and any written response by the faculty member will be included in the faculty member's professional file.
4. The Approved Work Plan (for the current year), the Final Activity Report, the department chair's Annual Evaluation, and any written comments by the faculty member will be submitted to the Dean by May 15.

Step 4 Recommendations for Merit Salary Increases and/or Bonus Pay

By August of the next academic year, department chairs submit recommendations for merit salary increases and/or bonus pay for each faculty member in the department utilizing approved university guidelines for faculty eligibility. Department chairs meet with the Dean and Associate Deans to discuss faculty recommendations for merit increases or bonus awards. The Dean and Associate Deans subsequently meet to review all recommendations by department chairs and to develop the final recommendations for the School of Education. The Dean presents the recommendations to the Provost.

INITIAL WORK PLAN SAMPLE

School of Education

May 1, _____ - April 30, _____

INITIAL WORK PLAN

Name: _____ **Rank:** _____

Department: _____ **Graduate Faculty:** **Yes:** ___ **No:** ___

Preparing the Initial Work Plan

Faculty should identify specific and measurable goals in each of the four areas of faculty responsibility (teaching, research and scholarly activity, service, and professional development), and relate identified goals to the goals of the department, school, and/or university. Attach a narrative that describes specific strategies and timelines for accomplishing the identified goals and describe how the identified goals will assist in the accomplishment of the goals of the department, school, and/or university. In addition, the narrative should describe how individual goals will advance the faculty member’s discipline and enhance professional development over time.

The narrative is an important component of the Initial Work Plan in that it provides the opportunity to justify and amplify how individual goals and planned activities will advance the mission of the department, school, and/or university.

Weighting of Areas of Responsibility

AREA OF RESPONSIBILITY	RELATIVE WEIGHTING
TEACHING	
RESEARCH AND SCHOLARLY ACTIVITY	
SERVICE	
OTHER:	

Descriptive Summary of Faculty Responsibilities

Signature of Faculty Member

Signature of Department Chair

TEACHING

A. GOALS

1.	
2.	
3.	
4.	

(hit the tab key to add additional lines)

B. ASSIGNED LOAD

(List course teaching assignments and any activity for which differentiated load has been assigned)

1.	Summer _____		
	Course	Hours	# of Students
a.			
b.			
c.			
d.			

2.	Fall _____		
	Course	Hours	# of Students
a.			
b.			
c.			
d.			

3.	Spring _____		
	Course	Hours	# of Students
a.			
b.			
c.			
d.			

C. List any other specific assignments related to teaching

1.	
2.	
3.	

- D. List any planned teaching innovations including the utilization of technology in teaching and learning.

1.	
2.	
3.	
4.	

- E. ADVISING

	<u>Number</u>
Undergraduate	_____
Masters	_____
Doctoral Advisees	_____
Doctoral Committee Chair	_____
Doctoral Committee Member	_____

II. RESEARCH AND SCHOLARLY ACTIVITIES

- A. GOALS

1.	
2.	
3.	
4.	

- B. PROPOSED PUBLICATIONS

(List publication in APA or other appropriate style for your discipline. In narrative, describe your specific efforts if multiple authors are listed. Provide publication timeline.)

- C. PROPOSED PRESENTATIONS

- D. PROPOSED GRANTS

III. SERVICE

A. GOALS

1.	
2.	
3.	
4.	

B. PROPOSED DEPARTMENT, SCHOOL, UNIVERSITY COMMITTEES
(Indicate any committees where you will hold a leadership role)

C. PROPOSED PROFESSIONAL ORGANIZATION COMMITTEES AND OFFICES HELD

D. PROPOSED SERVICE PRESENTATIONS OR FUNCTIONS
(List any workshops, non-product presentations, panels, board service, etc)

IV. PROFESSIONAL DEVELOPMENT

A. GOALS

1.	
2.	
3.	
4.	

B. LIST ANY PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES
(Include professional conferences, university and non-university workshops)

FINAL ACTIVITY REPORT SAMPLE

School of Education
 May 1, 2006 - April 30, 2007
 FINAL ACTIVITY REPORT

Name: _____ Rank: _____

Department: _____ Graduate Faculty: Yes: _____ No: _____

Preparing the Final Activity Report
 Faculty should list their accomplishments for the preceding year in the areas of instruction, scholarship, service and professional development. A narrative must be attached that reflects the faculty member's perspectives on the accomplishment of identified goals listed on the Approved Work Plan for each of the areas of responsibility. The narrative should be utilized to identify the depth and quality of achievement of each identified goal and to place the accomplishments in the context of their relationship to department, school and university goals.

The narrative is an important component of the Final Activity Report in that it provides the opportunity to justify and amplify how accomplished individual goals and activities advanced the mission of the department, school and/or university.

Identified Weighting of Areas of Responsibility

AREA OF RESPONSIBILITY	RELATIVE WEIGHTING
TEACHING	
RESEARCH AND SCHOLARLY ACTIVITY	
SERVICE	
OTHER	

Descriptive Summary of Faculty Responsibility

2006-2007 Final Activity Report

Name: _____

I. Teaching

Continue to scroll down.

A. INSTRUCTION

1. List On Campus and Off Campus Course Numbers and Title. Indicate OL for off-campus overload.

Summer 2006	Course Number	Course Title	Credit Hours	Enrollment	OL

Fall 2006	Course Number	Course Title	Credit Hours	Enrollment	OL

Spring 2007	Course Number	Course Title	Credit Hours	Enrollment	OL

2006-2007 Final Activity Report

Name: _____

I. Teaching

2. List any other specific assignments for which differentiated load was received.

Assignment	% Effort	Semester

3. List any special teaching strategies employed this year; for example, incorporation of technology, adopting a case

B. ADVISING

1. Number of Students

Undergraduate		Doctoral Committee Chaired	
Masters		Doctoral Committee Member	
		Doctoral Advisees	

2. Other Activities Related to Advising:

2006-2007 Final Activity Report

Name: _____

A. List work accepted for publication this year.

Books

Author(s)	Editors	Year	Title (sentence structure)	Edition	City	Publisher
Xxxxxx, X., Xxxxx, X., & Xxxxxx, X.	(Eds.)	(xxxx)	A guide to...	(3rd ed.)	Boston, MD:	Allyn & Bacon

Name: _____

A. List work accepted for publication this year.

Book Chapters

Author(s)	Year	Chapter Title (sentence structure)	In Authors Xxxxx, X., & Xxxx, X.	Editors (Eds.)	In Book Title (sentence structure)	Edition	City	Publisher
Xxxx, X., & Xxxx, X.	(xxxx)	The impact of....	Xxxxx, X., & Xxxx, X.	(Eds.)	Planning in the community	(3rd ed.)	Boston, MD:	Allyn & Bacon

2006-2007 Final Activity Report

Name: _____

List work accepted for publication this year.

Scroll down for more journal categories.

National/International Journal Publications

Author(s)	Year	Title of Article	Publication/Journal	Vol	Pages	Refereed or Non-refereed
Xxxxxx, X., Xxxxx, X., & Xxxxxx, X.	(2006)	Type in sentence case	Type This One in Title Case	25(1)	123-144	Refereed or Non-refereed

Regional/State Journal Publications

Author(s)	Year	Title of Article	Publication/Journal	Vol	Pages	Refereed or Non-refereed
Xxxxxx, X., Xxxxx, X., & Xxxxxx, X.	(2006)	Type in sentence case	Type This One in Title Case	25(1)	123-144	Refereed or Non-refereed

2006-2007 Final Activity Report

Name: _____

List work accepted for publication this year.

Scroll down for more journal categories.

Published Abstracts/Proceedings

Author(s)	Year	Title of Article	Publication/Journal	Vol	Pages	Refereed or Non-refereed
Xxxxxx, X., Xxxxx, X., & Xxxxxx, X.	(XXXX)	Type in sentence case	Type This One in Title Case	25(1)	123-144	Refereed or Non-refereed

Non-Peer Review Reports

Author(s)	Year	Title of Article	Publication/Journal	Vol	Pages
Xxxxxx, X., Xxxxx, X., & Xxxxxx, X.	(XXXX)	Type in sentence case	Type This One in Title Case	25(1)	123-144

2006-2007 Final Activity Report

Name: _____

List papers presented at state, regional, national or international organization meetings or conferences.

National/International Presentations

Presenter(s)	(Year, Month)	Title of Presentation	Conference/Meeting	City, State, Country
Xxxxxx, X., Xxxxx, X., & Xxxxxx, X.	(2006, March)	Type in sentence case	Type This One in Title Case	Halifax, NS, Canada

Regional/State Presentations

Presenter(s)	(Year, Month)	Title of Presentation	Conference/Meeting	City, State, Country
Xxxxxx, X., Xxxxx, X., & Xxxxxx, X.	(2006, March)	Type in sentence case	Type This One in Title Case	Halifax, NS, Canada

2006-2007 Final Activity Report

Name: _____

C. List grants and contracts funded (amounts and agencies), proposal pending or not funded that were submitted this year.
 Scroll down for more grant categories

External Funded Grants

PI Last Name	Sponsor Name	Project Title	Total Award	Comment

School/University Funded Grants

PI Last Name	Sponsor Name	Project Title	Total Award	Comment

2006-2007 Final Activity Report

Name: _____

C. List grants and contracts funded (amounts and agencies), proposal pending or not funded that were submitted this year.

Grants Submitted and Pending

PI Last Name	Sponsor Name	Project Title	Total Award	Comment

Grants Submitted But Not Funded

PI Last Name	Sponsor Name	Project Title	Total Award	Comment

Name: _____

III. SERVICE - List Service Activities

Scroll down for more service categories

Department Level Service

Activity	Role	Duration	Comment

School Level Service

Activity	Role	Duration	Comment

Name: _____

III. SERVICE - List Service Activities

University Level Service

Activity	Role	Duration	Comment

Professional Service Activities

Activity	Role	Duration	Comment	Level - click on cell for list

Name: _____

III. SERVICE - List Service Activities

Community Service (Non-PreK-12)

Activity	Role	Duration	Comment

2006-2007 Final Activity Report

Name: _____

PreK-12 Activities

Collaborating Partnership	Title of Activity	Formal/ Informal	Partnership Type	SOE Department, Center or Institute Involved	Person Responsible	Comment (your involvement)

2006-2007 Final Activity Report

Narrative

(Separate Word Document)

Name _____

Instruction

Research and Scholarly Activity

Service

Professional Development

CRITERIA FOR ANNUAL EVALUATION OF FACULTY

PURPOSE

The overall purpose of annual evaluation of faculty is to assess the performance and advance the growth and development of each faculty member and the mission of the department, school, and university. The ultimate goal is to build and sustain a culture of excellence in teaching, scholarship, and service. To that end, the annual faculty evaluation provides two opportunities: 1) faculty self-assessment on the accomplishment of approved work plan goals; and 2) evaluation of the faculty member's work in the context of meeting the missions of the department, school, and university as well as the appropriate academic discipline. Based upon approved work plans/final activity reports and the guiding principles reflected in the *School of Education Procedures and Guidelines for Promotion and Tenure* and the *University Roles and Rewards Policies*, the annual evaluation provides a yearly performance assessment that fosters on-going faculty development, promotes work plans that are personally meaningful and consistent with institutional missions, and provides feedback relative to meeting expectations for future promotion, tenure, and merit decisions. It is incumbent upon department chairs to clearly delineate expectations for faculty and to mentor faculty members toward effective accomplishment of approved goals.

The following more specific purposes provide direction for the annual evaluation of faculty:

- To enhance faculty development by promoting self-assessment
 - ♦ Assists faculty in understanding the contribution of their work to the achievement of personal and department goals
 - ♦ Provides opportunity for the faculty member to evaluate work and place a value on the work accomplished
 - ♦ Gives an opportunity for the faculty member to communicate goals to be accomplished over time and to determine the fit of work accomplished with longer-term goals
- To provide evaluation and feedback to enhance faculty development
 - ♦ Acknowledges and supports faculty work and contributions
 - ♦ Offers constructive feedback
 - ♦ Informs the faculty member of progress in meeting promotion and/or tenure guidelines
 - ♦ Gives qualitative feedback on work accomplished
 - ♦ Provides an opportunity to review faculty work over time and to provide feedback on the continuity of the faculty member's work and progression
 - ♦ Offers opportunity for mutual understanding of faculty member's work from the evaluator's perspective and from the faculty member's perspective

- ♦ Targets resources to support faculty improvement
- To place the faculty member's work in the context of contributions to the mission of the department, school, university, and the individual's academic discipline
- To assess and evaluate the faculty member's activities and performance
 - ♦ Provides a rating of the faculty member's annual performance
 - ♦ Informs salary merit determinations
 - ♦ Gives information concerning progress for advancing in rank and/or for obtaining tenure
 - ♦ Informs, when appropriate, post-tenure review
 - ♦ Offers information to shape the formation of subsequent year goals and objectives

CRITERIA FOR EVALUATION

The general criteria established in each area of faculty responsibility are intended to guide the faculty member's annual activity and to clarify value placed on work products. The SOE criteria are grounded in standards of excellence that consider the difficulty of accomplishments, the quality and innovation of activities reported, and the scope and impact of those activities on the academic discipline, the department, and the school. The criteria in each area of responsibility are not intended to be an exclusive list of activities, nor are faculty expected to address every criteria. Instead, the criteria are intended to assist faculty members in defining effective ways to develop professionally, taking into consideration evolving interests, faculty rank, additional administrative responsibilities, and long-term goals.

CRITERIA FOR TEACHING

Four distinct categories as they contribute to teaching are presented: Delivery of Instruction; Advising; Program Development; and Externship, Thesis, and Dissertation Guidance. Each category may be assessed by considering preparation, implementation activities, and documentation. The descriptors under each heading are meant as exemplars.

General Principles: The following are valued highly.

- Instruction that reflects best practices
- Technology that is an integrated part of course delivery
- Instructors who are successful at meeting program and course objectives
- Advising that leads to the retention and graduation of students
- Involvement in student research activities
- Programs that are nationally accredited and state approved

Delivery of Instruction

- Course syllabi are current, systematic, and reflect best practices Expectations of students are clear, and appropriate assessments of student learning are utilized
- Text and reference materials provide both historical and contemporary perspectives where appropriate
- Technology is infused in course activities to enhance instruction
- Assignments enable students to apply new knowledge and skills and reflect on dispositions
- Course syllabi reflect curricular and program enhancements
- Narrative reflection indicates efforts to improve the quality of teaching and/or clinical supervision
- Student evaluations of teaching effectiveness and other documents and/or artifacts reflect a high level of satisfaction with the instructor's preparation, instructional delivery, and attention to student concerns
- Clinical supervision reflects successful efforts to improve the clinical competencies of students and to foster quality working arrangements with partnering schools and/or agencies
- Graduate student teaching assistants are mentored to enhance teaching effectiveness

Advising

- Advising is accurate, timely, and reflects current department, school, and university policies
- Advising is professional and sensitive to the unique needs of all students
- Advising assists students in the timely completion and submission of required forms
- Advising is available and accessible through office hours, e-mail, and telephone

Program Development

- Significant contributions are made to curricular and program development
- Meaningful participation in accreditation activities is demonstrated

Externship, Thesis, and Dissertation Guidance

- Externship, thesis, and/or doctoral committee participation is demonstrated and discussed in terms of one's role in the process
- Significant support is provided for student research initiatives
-

Documentation

As with all evaluative processes, the evaluator will look at teaching holistically. Primary consideration is given to the narrative, student evaluations, and other documentation. Examples of documentation may include, but are not limited to the following:

- Syllabi
- Student evaluations
- Course assignment explanations
- Teaching narrative or section of narrative addressing recent innovations
- Sample student work products
- Faculty - peer observation letters of comment

CRITERIA FOR SCHOLARSHIP

Scholarship includes activities and products that demonstrate the faculty member's contribution to an appropriate discipline, field of study, and/or practice. There are many appropriate types of scholarship, e.g., scholarship of discovery of new knowledge; applied and action empirical research (quantitative, qualitative, or mixed method); practice-based and integrative, theoretical; grant proposal writing, and policy analysis.

General Principles: The following are valued highly.

- Products that undergo peer review, the fundamental premise of scholarly endeavor
- Products that create or extend knowledge for the disciplines
- Products that are related to the writing and research agenda of the faculty member
- Products that provide scholarship to inform practice
- Products that attempt to capture monies for external funding
- Products that reflect individual and/or collaborative work
- Funded research projects

Scholarly Activities: Works in Progress

- Conducting empirical research
- Conducting theoretical analyses
- Researching literature
- Writing documents, books, book chapters, journal articles, grant proposals
- Documents submitted for publication

Scholarly Products (products disseminated to peers)

- Professional and discipline articles in press
- Published professional and discipline articles
- Books
- Book reviews
- Book chapters
- Monographs
- Electronic papers
- Research Reports
- Funded or highly rated grant proposals (research, training, service)
- Professional presentations and conference proceedings
- Journal issue(s) resulting from editorship
- Papers, reports and other manuscripts

CRITERIA FOR JUDGING QUALITY AND QUANTITY

- Nature, rigor, and results of peer review
- Prestige of publisher
- Citation of work by others
- Location of dissemination of product (university, local community, state/regional, national/international)
- Contribution of the faculty member to the product
- Contribution to the profession and/or discipline
- Originality, degree of innovation, complexity, and overall scope and importance
- Time and effort needed for different scholarly activities and products

Documentation

The narrative portion of the Final Activity Report provides the faculty member with the opportunity to describe and clarify the quality and quantity of scholarly products. Examples of documentation may include, but are not limited to the following:

- Published scholarly products
- Grant proposals
- Professional presentations (e.g. papers, PowerPoint notes, galley proofs of poster presentations)

- Keynote lectures
- Scholarly products submitted for peer review
- Letters of acceptance from book editors
- Chapter reviews from book editors
- Journal issues from editorship

CRITERIA FOR SERVICE

Performing service is an essential responsibility that provides for sustaining, improving and continuing positive development in three distinct categories: 1) university, school, department and program area contributions; 2) professional discipline contributions; and 3) community contributions. Each faculty member must clearly delineate whether a specific activity is considered service or scholarship.

General Principles: The following are valued highly.

- Leadership provided at any level
- Service related to one's primary academic discipline
- Demonstrated depth of service contribution
- Faculty citizenship related to meeting department and school goals

University, School, Department, and Program Area

- Contributes

Examples:

- ♦ Advisor to student organization
- ♦ Provides requested reports
- ♦ Provides requested information for program area, department, school
- ♦ Active membership on committees

- Provides leadership

Examples:

- ♦ Committee chair
- ♦ Program area coordinator
- ♦ Presents university workshop
- ♦ Mentors new faculty

- Provides administrative duties

Examples:

- ♦ Department chair
- ♦ Grant administration

- Accreditation leadership

Professional Discipline

- Holds membership in professional organizations
- Holds committee membership in professional organizations
- Provides leadership to professional organizations
- Delivers service presentations and workshops to professional organizations
- Provides consultation to professional organizations

Community

- Contributes to community groups in areas related to the faculty member's discipline

Examples:

- ♦ Presentation to relevant agency or organization
- ♦ Membership on relevant community groups, councils, and agencies
- ♦ Involvement with other related agencies or groups
- ♦ Provides leadership to community groups and agencies

- Provides leadership

Examples:

- ♦ Chairs local council or committee
- ♦ Membership on community boards
- ♦ Delivers invited or keynote presentation

- Provides paid or unpaid consultation

Documentation

The narrative portion of the Final Activity Report provides the faculty member with the opportunity to clarify and relate the depth of service contributions and their relevance to the department, school, university, community, and/or academic discipline. Examples of documentation may include, but are not limited to the following:

- Service presentations and reports

- Keynote lectures
- Workshop proceedings or handbooks
- Committee reports
- Program area products such as accreditation reports
- Documents delineating the extent and/or significance of service contributions

PROFESSIONAL DEVELOPMENT

Professional development generally refers to the continued growth and vitality of the individual faculty member through participation in programs and opportunities that assist in meeting the performance expectations of the university and that advance the faculty member's personal and professional goals. The ultimate goal is to assist faculty members in continued learning and engagement that is mutually beneficial to both the faculty member and the institution. The most common focus of faculty development is the improvement and expansion of instructional skills and the advancement of expertise in the discipline.

Professional development activities may include but are not limited to:

- Membership in professional organizations
- Attendance at professional conferences
- Attendance at workshops, seminars, conferences
- Attendance at workshops related to continued development of probationary faculty
- Participation in specialized training programs
- Enrollment in courses related to advancement of discipline-related knowledge
- Participation in faculty mentoring opportunities
- Research leave

SCHOOL OF EDUCATION STUDY-RESEARCH LEAVE POLICY

A. Purpose:

The Virginia Commonwealth University School of Education's Study-Research Leave policy is intended to enrich faculty professional and scholarly development, critical elements in maintaining a vibrant and productive university. The Study-Research Leave is broadly designed to refresh, invigorate, and renew intellectual work and contributions of individual faculty. The leave is an opportunity for faculty to engage in projects that could not be accomplished under the typical workload. Ultimately, Study-Research Leave may result in a broad range of creative activities and/or products related to the faculty member's academic discipline and the goals of the Department, School, and University.

B. Duration:

Typically, faculty members meeting the criteria are eligible to apply for a maximum of one contract year for leave at one-half of their regular full-time salary or one-half contract year at full salary. Departments and faculty members may support the remainder of the salary (up to but not exceeding full pay) from non-state or external sources.

C. Procedures:

1. Eligibility for Study-Research Leave. The faculty member must be tenured with six years of prior University service. If a previous Study-Research Leave was granted, faculty must complete an additional six years of service before reapplying.
2. Return Commitments with Study-Research Leave.

There must be a written commitment to return to the University and serve a period of employment equal to twice the period of the leave. If the return-to-work commitment is not honored, the individual must reimburse to the University the salary received during the leave period, plus interest, regardless of the source of funds (E&G, grant, external, etc.). The faculty member and the dean must complete a Study-Research Leave Agreement and Promissory Note (http://www.hr.vcu.edu/media/hr/documents/Study_Research_Leave_Form.doc) at least thirty days prior to the scheduled leave. The leave is not authorized until all signatures have been obtained on the promissory note.
3. Application for Study-Research Leave and Review.
 - a. The faculty member must submit a 3 page single-spaced application for a Study-Research Leave to the department chair by September 15 for a Study-Research Leave the following fall; February 15 for leave the following spring. The written request will describe the proposed leave activity with respect to the following criteria: purpose, significance, short-and long-term outcomes. Further, faculty should specify how the Study-Research Leave will benefit the faculty member, Department, School and University and the nature and scope

- of the written report that is to be submitted to the Dean within three months of return from leave. A current CV is to be attached to the application.
- b. The department chair shall forward each faculty Study-Research Leave application to the President of the School of Education Faculty Organization by October 1 for leave the following fall; March 1 for leave the following Spring. The President and Associate Dean for Research and Faculty Development will convene tenured faculty representatives selected by each department (the committee) to review the merits of the application. Each application will be scored independently using a rubric that reflects the application criteria listed on the application (see 3.a.) The committee will meet to discuss their evaluations, determine the final score of each application, and forward the entire list to the relevant chair of each applicant. The committee will indicate which applications they deem meritorious.
 - c. The department chair will add his/her recommendation to the relevant application and forward the faculty committee list, his/her recommendations, and the faculty application to the Dean by November 1 for leave the following fall; April 1 for leave the following Spring. In evaluating the request, the department chair should also consider the effect of the faculty member's absence on the Department/School. If the request is endorsed, then the chair must indicate how the faculty member's responsibilities (e.g., teaching, advising, administrative activities), will be covered by the Department, and if other resources are needed. If the department chair does not endorse the request, then he/she should explain why and forward to the Dean. In the event of multiple applications from the same department are deemed meritorious, the department chair will rank order the applications according to merit. If applications are judged to be equally meritorious, the chair will negotiate the timing of leave with faculty members. The department chair, in consultation with eligible faculty, will recommend to the Dean a leave schedule that accommodates multiple meritorious applications and departmental needs. The Dean will review the applications and recommendations and will make his/her recommendation to the Provost by December 1 for leave the following fall; March 1 for leave the following Spring.
 - d. The merits of the proposed Study-Research Leave will be judged and other determining priorities reviewed with the relevant department chair prior to preliminary approval by the Dean of the School of Education. The appropriate vice president or designee makes the final decision.

D. *Benefits While on Study-Research Leave:*

1. In order to obtain consistent benefit information and assistance, all approved Study-Research Leave must be routed through the Benefits Administration Office.
2. Faculty members on Study-Research Leave are considered to be full-time permanent employees while on leave. They continue to be enrolled in the Virginia Retirement System or optional retirement program. Retirement contributions and group life insurance payments are based on regular full-time

salary. Other deductions (social security, federal and state taxes) are based on the leave salary, including any private funds routed through University payroll.

3. Health care coverage will be continued while on leave in the same manner as prior to leave.

Approved by School Education Faculty on 9/23/94

Modified on 3/5/2001

Approved by School of Education Faculty on 3/6/2001

Modified on 10/7/15

Approved by SOE Faculty 10/13/15

PROCEDURES AND GUIDELINES

FOR

PROMOTION AND TENURE

Approved in Final Form
August, 1997
Amended April 10, 2001
Amended November 30, 2005
Amended April 3, 2007 – Approved April 23, 2007
Amended February 1, 2008 – Approved May 17, 2008
Amended March 31, 2009 – Approved April 24, 2009
Amended December 10, 2013 – BOV Approved May 9, 2014
Amended April 12, 2016

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GOAL, OBJECTIVES, AND AUTHORITY

1.1 Goal

The School of Education policies and procedures for faculty promotion and tenure are contained in this document. Its content is consistent with the revised *University Faculty Promotion and Tenure Policies and Procedures* adopted by The Board of Visitors on May 10, 2013.

According to the goals of the University Faculty Promotion and Tenure Policies:

Excellence is the original and continuing goal of Virginia Commonwealth University. 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 fosters an atmosphere of free inquiry and expression.

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.

Promotion in rank reflects quality of performance in appropriate teaching, scholarship and service. Tenure shows the University's continuing commitment to the faculty member, whose position shall not be terminated without adequate reason. The promotion and tenure system at Virginia Commonwealth University is designed to foster:

- Academic freedom of thought, teaching, learning, inquiry, and expression
- Fair and equitable treatment for all individuals
- Appropriate participation by the faculty, the student body, the administration, and the Board of Visitors
- A normal succession and infusion of new faculty

The School of Education procedures and guidelines present policy and procedural variations consistent with the mission of the School and required by the University procedures. This includes promotion and tenure criteria, term and adjunct faculty appointments and promotion in rank, and the peer review system intended to compliment the policies in the University document. Variations in procedure, amplification of criteria, and definitions applying to the School of Education are identified in this document in accordance with the appropriate sections and format of the University document. This document establishes School of Education expectations, in addition to the applicable University goals, policies and procedures.

1.2 Objectives

According to the *University Faculty Promotion and Tenure Policies*, the objectives of the [University] system are:

- Promotion of an engaged, learner-centered environment that fosters inquiry, discovery and innovation in a global setting
- Faculty achievement to the highest attainable degree within the context and resources of the university
- Support of university goals and support of the diverse missions and characteristics of its individual academic units
- Commitment to administrative management which provides for fair and reasonable allocation of time and resources
- Assurance of the financial integrity of the institution
- Sufficient flexibility to permit modifications of programs, curricula and academic organizational units to meet changing academic, institutional and societal needs (p. 4).

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

According to the University guidelines, each school and each department of a school where recommendations for academic appointments are initiated shall establish written guidelines for promotion and tenure. The policies and procedures for granting expedited promotion and tenure shall also be established at the unit level. Unit guidelines shall be consistent with the university-wide policies in this document, but shall also specify the details involved in meeting the particular goals and objectives of those units.

Promotion in rank and tenure are considered initiated wherever the budgetary and signature authority for Personnel Actions Forms resides. If promotion and tenure are initiated only at the school level, guidelines shall be written only for the school. If promotion and tenure are initiated at the departmental level, guidelines shall be written for both the department and the school. The guidelines for the procedures and criteria for a given department of a school may be identical to the guidelines of that school.

Guidelines shall define tenured, tenure-eligible, and term (non-tenure) faculty positions and the relationship of the unit's promotion and tenure system to the unit's work plan and individual faculty member work plans developed in accordance with the Faculty Roles and Rewards Policy. The guidelines of each school and each department must be consistent with university policy but shall include procedural variations, composition of committees and criteria for promotion and

tenure relative to the unit's mission. The guidelines shall include specific measures for evaluating faculty member performance.

The guidelines for all departments and/or schools shall be formulated and reviewed periodically by a committee of the department and/or school. The faculty shall elect the committee members, and the committee members shall be open to faculty recommendations. A majority vote of the faculty shall be required for the approval of all unit guidelines (p. 4).

1.4 Appointing Authority

Promotion and tenure of the faculty are made under the ultimate authority and with the final approval of the Board of Visitors, upon recommendation by the President. School of Education authority is vested in the Dean, who recommends faculty promotions and tenure to the Provost.

2.0 Faculty Ranks and Appointments

This document applies to the university faculty appointments at the ranks of professor, associate professor, assistant professor and instructor whose responsibilities are primarily teaching or research. All faculty appointments shall be either tenured, probationary (tenure-eligible), term (non-tenure), or adjunct (non-tenure). Section 3.0 defines these types of appointments.

2.1 General Criteria

The University general criteria for promotion includes appropriate credentials and experience, as described below, and demonstrated quality in teaching, scholarship, and service. The University criteria are included in description of each of the three areas in section 2.2.

Appropriate credentials and experience. Appropriate credentials and experience are expected. The candidate will be responsible for providing sufficient information for judging the adequacy of their professional background and experience for the particular requirements of his or her position

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

Faculty member performance with respect to teaching, scholarship, 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.

Appointment or promotion to assistant professor shall indicate the candidate can be expected to perform satisfactorily all required academic duties and holds promise for further professional development.

Appointment or promotion to associate professor requires a minimum rating of *excellent* in either scholarship or teaching and a rating of *very good* in the other of these two categories. Candidates also must achieve a minimum rating of *satisfactory* in service. 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 or promotion to professor requires a minimum rating of *excellent* in either scholarship or teaching and a rating of *very good* in the other of these two categories. Candidates also must achieve a minimum rating of *very good* in service. Candidates must be effective researchers and teachers and demonstrate a pattern of distinguished accomplishment in scholarship that indicates achievement of a national or international reputation in their discipline.

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

The policies and procedures for promotion of term (non-tenure) faculty shall be the same as those used for promotion of tenured and tenure-eligible faculty with consideration given to the special mix of duties assigned faculty members holding term (non-tenure) appointments. The Position Description for Teaching and Research Faculty along with the individual work plans that guide each term (non-tenure) faculty member's effort relative teaching, scholarship, and service activities shall guide the evaluation for promotion of each term faculty member. The criteria and definitions of criteria as specified in section 2.2 of this document shall apply to term (non-tenure) faculty to the extent that the criteria and definitions are consistent with the term (non-tenure) faculty member's assigned duties for the specific position held.

Promotion to assistant professor (e.g., Teaching Assistant Professor, Research Assistant Professor) requires a minimum rating of *very good* in their primary area (i.e., teaching, research, or practice) and a minimum rating of *satisfactory* in credentials and professional experience and service. Candidates who have a secondary focal area must receive a minimum rating of *satisfactory* in this area. If the candidate does not have a secondary focal area a rating of Not Applicable (NA) will be used.

Appointment or promotion to associate professor (e.g., Teaching Associate Professor, Research Associate Professor) requires a rating of *excellent* in their primary area (i.e., teaching, research, or practice). Candidates who have a secondary focal area must receive a minimum rating of *very good* in this area. Candidates also must achieve a minimum rating of *satisfactory* in service and a rating of *satisfactory* in credentials and professional experience. If the candidate does not have a secondary focal area a rating of Not Applicable (NA) will be used.

Appointment or promotion to professor (e.g., Teaching Professor, Research Professor) requires a rating of *excellent* in their primary area (i.e., teaching, research, or practice), a rating of *very good* in service, and a *satisfactory* in credentials and professional experience.. Candidates who have a secondary focal area must receive a minimum rating of *very good* in this area. If the candidate does not have a secondary focal area a rating of Not Applicable (NA) will be used.

2.2 School of Education Criteria

The general criteria for the School of Education are an amplification of the general criteria of the University. Their purpose is to assist in uniform and consistent evaluation within the School and to encourage excellence. The criteria also help direct faculty efforts for tenure and promotion and provide organized and relevant documentation that reflects professional growth and contributions over time.

Performance criteria have evolved in the departments and School of Education and were developed to serve as identifiable evidence of performance, not as a set of binding contractual points. They are an explicit guide to all who plan to orient their performance toward successful tenure and promotion decisions. They serve as benchmarks for decision makers to reduce the bias of subjectivity. The criteria are intended to require the use of multiple sources of documentation and to be flexible enough to encourage diversity or uniqueness where it is warranted.

The criteria are intended to encourage faculty members to plan for their contributions and growth to exceed the minimum. Faculty who meet the minimum performance criteria shall be judged as *satisfactory*. Beyond the minimum, faculty are encouraged to pursue activities in areas where their talents will make the greatest contributions to the Program Area, Department, School, University, and their own professional development. Performances beyond the minimum level shall be awarded ratings of *very good* or *excellent*.

2.2.1 Evaluation Period

The evaluation period considered in the promotion process, identified as time in rank, is generally defined as the time since one's last promotion. Documentation should emphasize accomplishments during the evaluation period; however, it is recognized that, especially in the area of scholarly work, accomplishments may need to be reviewed in light of an entire career. For tenure considerations, the candidate's entire career will be evaluated. Although output during the evaluation period may be emphasized, the intrinsic nature of scholarly activities requires its assessment over time. Issues such as impact on the profession and continuity of productivity cannot be assessed in particular time-bound segments. Assessment of teaching and service activities will generally be pertinent to the evaluation period itself. If a candidate believes that a broader view of those activities is necessary, it is the candidate's responsibility to provide a rationale for that view.

2.2.2 Context for Evaluation

a. School Perspective

It is necessary in evaluating candidates for promotion and tenure to place performance in the context of school goals and structure. This is accomplished by the candidate in her or his narrative that establishes how the nature of activities and accomplishments are related to the mission and goals of the School.

b. Department Perspective

The activities and accomplishments of the candidate must be integrated with the requirements of the department and with the performance of other faculty in the department. The goals and expectations of the department may change over time. To insure complete evaluation of faculty for tenure and promotion, data are gathered to reflect the department expectations over the time period for which the candidate is reviewed. Using the descriptive information provided by the candidate and the department information, the quality of a candidate's contributions and growth can be determined. This includes working collaboratively and responsibly with colleagues. From this perspective, merit is defined as the value of the candidate's contributions to the department.

c. Program Area Perspective

Each department will make a determination regarding the implementation of program areas within the unit, and candidates are expected to meet the expectation of the assigned program area, and with the performance of other faculty in the program area. The goals and expectations of the program area may change over time. To insure complete evaluation of faculty for tenure and promotion, data are gathered to reflect the program area expectations over the time period for which the candidate is reviewed. Using the descriptive information provided by the candidate and the program area data, the quality of the candidate's contributions and growth can be determined. From this perspective, merit is defined as the value of the candidate's contributions to the program area.

d. Candidate Perspective

While it is the responsibility of each faculty member to align personal expectations with the program area, department, School and University goals and expectations, it is nevertheless important that evaluators understand the candidate's individual goals and perspective for the specific time period under review, as well as over an entire career, particularly changes in focus during the period and effect of the candidate's perspective on individual performance. For example, a faculty member's focus on goals and activities in the areas of scholarship, teaching, and service may have changed over the years. In such cases, the individual perspective should explain the rationale for these changes, and the documentation should reflect contributions to the different perspectives. It is the individual candidate's responsibility to organize documentation to highlight accomplishments and growth across the areas under review.

e. Time Perspective

Evaluation for tenure and promotion must take a broad time perspective. Growth over time is important to the interpretation of performance. Because faculty members begin their careers at different levels, there is no single standard for professional growth. By the same token, not all faculty members develop at the same rate. Likewise, some faculty members may focus their efforts on activities in one category for a concentrated period of time in order to apply later the findings or product toward significant contributions in more than one

category. Failure to assess growth over time in these three situations could present a distorted view of professional contributions and growth. Evaluators shall review the documentation presented by the candidate and may seek other evidence to illuminate the individual's pattern of contributions over the period of time the evaluation covers, and over the candidate's entire career.

2.2.3 Appropriate Credentials and Experiences

Appropriate credentials and experience are expected of all faculty applying for promotion and tenure. Sufficient information for judging the adequacy of a candidate's professional background and experience for the particular requirements of his or her position is expected.

2.2.4 Demonstrated Quality in Teaching

According to the University *Faculty Promotion and Tenure Policies and Procedures*, "Teaching shall be evaluated based primarily upon the impact of the faculty member's teaching in programs relevant to the mission of their academic unit. Faculty members must demonstrate mastery of their subject matter and at communicating this understanding to student learners; most fundamentally, faculty members should demonstrate that their students learn. There should be evidence of the candidate's sustained commitment to classroom instruction, to inclusion of advising and availability to students as a component of teaching, to sustained effectiveness as a contributor to the intellectual development of students through devices such as course design, course material, curriculum development, and attention to other mechanisms of enhancing student learning. Mentoring, and other forms of beneficial interactions between the candidate and learners, may be given appropriate weight as a part of the teaching criteria as determined by the academic unit. Demonstrated quality of teaching may include community-engaged teaching that connects students and faculty members with activities that address community-identified needs through mutually beneficial partnerships that deepen students' academic and civic learning. Examples are service-learning courses or service-learning clinical practica."

Demonstrating quality as a teacher is the cornerstone upon which evaluation in the School of Education is based and is one of the major considerations in the evaluation for tenure and promotion. Teaching consists of continuous development of instruction reflective of best practice, innovative teaching skills and techniques (including collaborative efforts and integration of technology), student advising and mentoring, contributing to program improvement and accreditation including faculty mentoring, and when applicable clinical supervision and/community engaged teaching. The evaluation of teaching shall be determined according to the criteria shown in Table 1 as they relate to the candidate's position, including allocation of effort over time and length of time in rank and/or time at VCU. This table is to be used as a guide and candidates are expected to meet criteria or components that are relevant to their responsibilities in the department; this means that candidates do not necessarily need to meet all criteria or demonstrate all components.

Promotion to Associate Professor requires a minimum rating of excellent in either teaching or scholarship and a very good in the other of these two categories.

Promotion to Professor. The criteria for teaching for promotion to professor are the same as for promotion to associate professor.

**Table 1: Teaching Components and Criteria for Tenure and Promotion
from Assistant to Associate Professor/Promotion from Associate Professor to Professor**

COMPONENTS	CRITERIA		
	Satisfactory	Very Good	Excellent
Instruction reflective of best practice	<ul style="list-style-type: none"> - Regular or continuous efforts are made to improve the quality of teaching. - Efforts are made so that courses reflect current knowledge, research-based information, and rigor. - Evidence is shown of teaching competence over time. - Syllabi are current and complete - Program and course objectives are met - Expectations are clear - Assessments are appropriate - Historical and contemporary perspectives are used where appropriate - Assignment enable students to apply new knowledge, skills, and dispositions where appropriate - Technology is integrated where appropriate 	<ul style="list-style-type: none"> - Meets criteria for <i>Satisfactory</i> - Teaching demonstrates improvement. - Courses reflect current knowledge, research-based information, and rigor. - Evidence is shown to demonstrate teaching effectiveness over time. 	<ul style="list-style-type: none"> - Meets criteria for <i>Very Good</i> - Consistent high quality teaching is evident over time. - Courses reflect current knowledge, research-based information, and rigor over time.

**Table 1: Teaching Components and Criteria for Tenure and Promotion
from Assistant to Associate Professor/Promotion from Associate Professor to Professor**

COMPONENTS	CRITERIA		
	Satisfactory	Very Good	Excellent
Advising	<ul style="list-style-type: none"> - Advising is accurate, timely, and reflects current department, school, and university policies - Advising is professional and sensitive to the needs of students - Regular or continuous efforts are made to improve the quality of advising. 	<ul style="list-style-type: none"> - Meets criteria for <i>Satisfactory</i> - Advising demonstrates improvement. - Concerted efforts are made to seek needed information and solve problems related to advising. - Advising adequacy is recognized by students. 	<ul style="list-style-type: none"> - Meets criteria for <i>Very Good</i> - Sustained efforts are made to improve the quality of advising or maintain its high standard. - Evidence is shown recognizing advising as excellent over time. - The candidate makes efforts to help find ways to improve the advising process.
Contributions to program improvement, evaluation, and accreditation <ul style="list-style-type: none"> - Curricular and program development - Evaluation and accreditation activities - Faculty mentoring 	<ul style="list-style-type: none"> - Efforts are made to improve the quality of programs through development and revision. - Efforts are made to support accreditation activities. 	<ul style="list-style-type: none"> - Meets criteria for <i>Satisfactory</i> - Substantive contributions are made to program development for improvement. - Substantive contributions are made to support accreditation activities. 	<ul style="list-style-type: none"> - Meets criteria for <i>Very Good</i> - Initiative and leadership are shown in the improvement of programs. - Initiative and leadership are shown in the support of accreditation activities.

**Table 1: Teaching Components and Criteria for Tenure and Promotion
from Assistant to Associate Professor/Promotion from Associate Professor to Professor**

COMPONENTS	CRITERIA		
	Satisfactory	Very Good	Excellent
<p>Clinical supervision and/or community engaged teaching/learning</p> <ul style="list-style-type: none"> - Clinical supervision - Internship and externship supervision - Community engaged teaching/learning (e.g., service learning, practica) 	<ul style="list-style-type: none"> - Clinical supervision reflects successful efforts to improve the clinical competencies of students and to foster quality working arrangements with partnering schools and/or agencies - Work in clinical/community settings demonstrates regular or continuous efforts to improve effectiveness in working with students and agency needs. 	<ul style="list-style-type: none"> - Meets criteria for <i>Satisfactory</i> - Work in clinical/ community settings demonstrates improvement for student needs and the needs of the corresponding community. - Clinical supervision and community engagement are recognized as effective over time. 	<ul style="list-style-type: none"> - Meets criteria for <i>Very Good</i> - Sustained efforts are made to continue to improve the quality and effectiveness of clinical, field-based or other community-based activities. - Supervision of clinical experiences is recognized as excellent over time.
<p>Involvement in student research activities</p> <ul style="list-style-type: none"> - Mentoring graduate students, including graduate assistants, doctoral students, etc. - Externship, thesis, and/or doctoral committee participation - Mentoring student research initiatives 	<ul style="list-style-type: none"> - Regular or continuous efforts are made to improve the quality of working with students on research activities. - Efforts are made so that courses that involve student research reflect current knowledge and research-based information. 	<ul style="list-style-type: none"> - Meets criteria for <i>Satisfactory</i> - Working with students on research activities demonstrates improvement. - Courses that involve student research reflect current knowledge and research-based information. - Evidence is shown of recognized effectiveness of working with students on research activities over time. 	<ul style="list-style-type: none"> - Meets criteria for <i>Very Good</i> - Sustained efforts are made to improve the quality of working with students on research activities or maintain its high standard. - Sustained efforts are made to continue to keep knowledge in courses that involve student research current and reflective of research-based information. - Evidence is shown that working with students on research activities is recognized as excellent over time.

2.2.5 Demonstrated Quality in Scholarship and Professional Growth

According to the University *Faculty Promotion and Tenure Policies and Procedures*, “Faculty members should be continuously engaged in productive and creative scholarly activity in areas relevant to the goals and mission of their academic unit. They should make a substantive contribution to the body of knowledge in their discipline that reflects high standards of quality in creativity, scholarship and professional competence. They should demonstrate leadership and professional competence in independent scholarship and/or collaborative research that leads to 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, 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. Examples are community-based participatory and action research.”

Several considerations are important in evaluating scholarship and professional growth:

- Scholarly activities may involve inquiry and research. Scholarly products can be empirical, theoretical, or philosophical.
- Scholarly accomplishments may focus on a single or a few areas, or may be more diverse, representing several different but related areas.
- Collaborative and individual scholarship is valued. Collaborations within and beyond discipline, department, or school are valued. In cases where there are multiple authors, first authorship is most highly valued and the amount of effort required to produce single authored works is recognized.
- Refereed products are more highly valued than non-refereed products.
- The quality and quantity of scholarly products shall be evaluated in relation to the impact of the product on the profession, on colleagues, on the field of study, and on the mission of the unit, School, and University. Quality is a professional judgment by peers, based on such factors as the rigor of the review process, the scope, and the recognized contribution to the field. Quantity is evaluated in relation to the volume of products, the time and effort required for completion and the candidate’s allocated effort over time
- Externally and internally funded grants are valued. The writing of the grant, irrespective of the nature of the grant, is considered scholarship. The evaluation of the candidate’s scholarship related to grant activity is based on the following factors:
 - the candidate’s role in developing and writing grant applications, and role on the project;

- the funding determination;
 - the grant competitiveness;
 - the amount and duration of the grant award.
- Professional growth is the development of scholarly expertise, and is demonstrated through activities such as involvement in agencies, schools, the community, continuing education, and other activities that maintain and keep current of important scholarly skills and knowledge in the field.

The evaluation of scholarship and professional growth shall be determined according to the criteria shown in Tables 2 and 3 as they relate to the candidate's position and length of time in rank and/or time at VCU. These tables are to be used as guides and candidates are expected to meet criteria or components that are relevant to their responsibilities in the department; this means that candidates do not necessarily need to meet all criteria or demonstrate all components.

**Table 2. Scholarship Components and Criteria for
Tenure and Promotion from Assistant to Associate Professor**

COMPONENTS	CRITERIA		
	Satisfactory	Very Good	Excellent
Publications	<ul style="list-style-type: none"> - Scholarly products have been developed and submitted for peer review. - A record of continuous scholarship and professional growth has been established. - Evidence is presented that establishes the candidate's expertise in conducting scholarly inquiry appropriate to his or her discipline. - A record of favorable peer evaluations of scholarship has been established. - The potential for and likely continuation of scholarship and professional growth has been established. 	<ul style="list-style-type: none"> - Meets criteria for <i>Satisfactory</i> - Scholarly products, including research, have been recognized for impact at the state/regional and national/international level. - Scholarly products, including research, have resulted in some recognition of contribution of the work to the discipline, field, and/or practice. - Evidence shows a pattern of emerging accomplishment that indicates progress toward a national/international reputation in their discipline, field, and/or practice. 	<ul style="list-style-type: none"> - Meets criteria for <i>Very Good</i> - Scholarly products have been recognized for impact at the national/international level. - Evidence shows a pattern of sustained accomplishment that indicates progress toward a national/ international reputation in their discipline, field, and/or practice.
Presentations	<ul style="list-style-type: none"> - Most or all presentations have been at the local, regional, or state level. 	<ul style="list-style-type: none"> - Meets criteria for <i>Satisfactory</i> - Presentations have been recognized by peer-review at the state/regional and national/international level. - Presentations have resulted in some recognition of contribution of the work to the discipline, field, and/or practice. 	<ul style="list-style-type: none"> - Meets criteria for <i>Very Good</i> - Evidence shows a pattern of accomplishment, such as paper presentations, invited presentations, symposium and panel appearances, that indicates progress toward a national/international reputation in their discipline, field, and/or practice.

**Table 2. Scholarship Components and Criteria for
Tenure and Promotion from Assistant to Associate Professor**

COMPONENTS	CRITERIA		
	Satisfactory	Very Good	Excellent
Grant Activity	<ul style="list-style-type: none"> - Grant activities have been developed and submitted for peer review, but not necessarily funded. 	<ul style="list-style-type: none"> - Meets criteria for <i>Satisfactory</i> - Candidate has contributed significantly to grant activities (for example proposal writing, submission, co-PI, etc.) that have been developed, but not necessarily funded, and received favorable reviews. - Evidence shows a pattern of accomplishment that builds a trajectory toward a funded research or training program. 	<ul style="list-style-type: none"> - Meets criteria for <i>Very Good</i> - Candidate has contributed significantly to funded grant activities (e.g., proposal writing, submission, co-PI, etc.) especially external agencies.
Community Engaged Research	<ul style="list-style-type: none"> - There is evidence that the scholar has engaged in this work. 	<ul style="list-style-type: none"> - Meets criteria for <i>Satisfactory</i> - The scholar is actively pursuing community engaged projects and there is systematic evidence of its potential impact. 	<ul style="list-style-type: none"> - Meets criteria for <i>Very Good</i> - There is systematic evidence of the impact of the scholars' community engaged research on the collaborating institutions and/or through published work.
Other Forms of Scholarship	<ul style="list-style-type: none"> - There is evidence that the candidate has engaged in other forms of scholarship. 	<ul style="list-style-type: none"> - Meets criteria for <i>Satisfactory</i> - The candidate's other forms of scholarship have been recognized for some impact at the state/regional and national/international level. 	<ul style="list-style-type: none"> - Meets criteria for <i>Very Good</i> - The candidate's other forms of scholarship have been recognized for impact and a pattern of accomplishment at the state/regional and national/international level.

Table 3. Scholarship Components and Criteria for Promotion from Associate Professor to Professor

COMPONENTS	CRITERIA		
	Satisfactory	Very Good	Excellent
Publications	<ul style="list-style-type: none"> - The <i>Very Good</i> standards for promotion to associate professor have been met. 	<ul style="list-style-type: none"> - The <i>Very Good</i> standards for promotion to associate professor have been met. - The candidate's publications have resulted in national/international recognition of the contribution to the discipline, field, and/or practice. - The candidate's publication evidence suggests national/international recognition over time. 	<ul style="list-style-type: none"> - Standards for <i>Very Good</i> have been met. - The candidate's publication evidence establishes a national/international recognition of significant contributions to the discipline, field, community, and/or practice.
Presentations	<ul style="list-style-type: none"> - The <i>Very Good</i> standards for promotion to associate professor have been met. 	<ul style="list-style-type: none"> - The <i>Very Good</i> standards for promotion to associate professor have been met. - The candidate's presentations have resulted in national/international recognition of the contribution to the discipline, field, community, and/or practice. - The candidate's presentation evidence suggests national/international recognition over time. 	<ul style="list-style-type: none"> - Standards for <i>Very Good</i> have been met. - The candidate's presentation evidence establishes a national/international recognition of significant contributions to the discipline, field, community, and/or practice.

Table 3. Scholarship Components and Criteria for Promotion from Associate Professor to Professor

COMPONENTS	CRITERIA		
	Satisfactory	Very Good	Excellent
Grant Activity	<ul style="list-style-type: none"> - The <i>Very Good</i> standards for promotion to associate professor have been met. 	<ul style="list-style-type: none"> - The <i>Very Good</i> standards for promotion to associate professor have been met. - The candidate's funded grant activities have resulted in national/international recognition to the discipline, field, community, and/or practice. - The candidate's funded grant activity evidence suggests national/international recognition over time. 	<ul style="list-style-type: none"> - Standards for <i>Very Good</i> have been met. - The candidate's funded grant activity evidence demonstrates national/international recognition of significant contributions to the discipline, field, community, and/or practice.
Community-engaged Research	<ul style="list-style-type: none"> - The <i>Very Good</i> standards for promotion to associate professor have been met. 	<ul style="list-style-type: none"> - The <i>Very Good</i> standards for promotion to associate professor have met. - The candidate's evidence suggests impact of community engaged research over time. 	<ul style="list-style-type: none"> - Standards for <i>Very Good</i> have been met. - The candidate's evidence suggests strong impact and significant contribution of community-engaged research over time.

Table 3. Scholarship Components and Criteria for Promotion from Associate Professor to Professor

COMPONENTS	CRITERIA		
	Satisfactory	Very Good	Excellent
Other Forms of Scholarship	<ul style="list-style-type: none"> - The <i>Very Good</i> standards for promotion to associate professor have been met. 	<ul style="list-style-type: none"> - The <i>Very Good</i> standards for promotion to associate professor have been met. - The candidate's other forms of scholarship have resulted in national/international recognition to the discipline, field, community, and/or practice. - The candidate's other forms of evidence suggest national recognition over time. 	<ul style="list-style-type: none"> - Standards for <i>Very Good</i> have been met. - The candidate's other forms of evidence establish a national/international recognition of exemplary and/or outstanding contributions to the discipline, field, community, and/or practice.

2.2.6 Demonstrated Quality in Service

According to the University *Faculty Promotion and Tenure Policies and Procedures*, “Faculty members are expected to give of their time and expertise for the betterment of their department, School and University, their profession and/or the broader community. 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 community-engaged service, which is the application of one’s professional expertise to address a community-identified need and to support the goals and mission of the university and the community partner.”

In the spirit of good citizenship, shared governance and active engagement, faculty provide service to their program area, department, School, University, profession and community. It is expected that the quality of service will reflect increasing leadership and contribution over time.

When evaluating service, the balance between quantity and quality should be considered. Quantity involves service time required by activities and number of activities. Quality of service involves effort and contribution. For example, if a candidate serves on numerous committees, the cumulative activity should be taken into account when determining rating. Similarly, when a candidate demonstrates significant commitment to a particular service activity over time, this should also be considered when determining a rating. However, it is also expected that the candidate will serve in diverse ways and engage in a range of activities.

The quality of service is on a continuum of impact, which generally starts with membership and progresses to active participation and leadership. Leadership is not restricted to formal leadership roles on committees (e.g., Chair) or in organizations (e.g., President); rather leadership is measured by degree of engagement and impact.

The evaluation of service shall be determined according to the standards shown in Tables 4 and 5 as they relate to the candidate’s position and length of time in rank and/or time at VCU. The examples are meant to serve an illustrative purpose only, and it is up to the candidates to explain the impact of a particular activity in which they are engaged. These tables are to be used as guides and candidates are expected to meet criteria or components that are relevant to their responsibilities in the department; this means that candidates do not necessarily need to meet all criteria or demonstrate all components.

Table 4. Service Components, Example Activities, and Criteria for Tenure and Promotion from Assistant to Associate Professor

COMPONENTS	EXAMPLE SERVICE ACTIVITIES (not exhaustive)	CRITERIA		
		Satisfactory	Very Good	Excellent
Department Service	Search committee member/chair, admissions committee, active involvement in department activities	<ul style="list-style-type: none"> - Contribution in the program area, department, School and University. - Membership in professional organizations at the local, state or national levels. - Service and professional activity at the community level and/or community engaged service that reflects favorably on the School and University. 	<ul style="list-style-type: none"> - Meets criteria for <i>Satisfactory</i> - Demonstrated contribution and leadership in the program area, department, School and/or University. An important distinction between ratings of very good and satisfactory level performance is demonstrated leadership - Contribution to professional organizations at the local, state, or national level. - Service and professional activity at the community level and/or community engaged service reflects recognition of leadership. 	<ul style="list-style-type: none"> - Meets criteria for <i>Very Good</i> - Record of recognized leadership and service in the program area, department, and School. University-level service is demonstrated. - Record of recognized leadership and service to local, state, or national professional organizations over time. - Service and professional activity at the community level and/or community engaged service that reflects established leadership.
School Service	School committee member/chair, active member of committee			
University Service	University committee member			
Community Service	Member of community organization, advisory board/advisory role			
Professional Service	Conference proposal reviewer, active member in professional organization at state and national level, chair/program chair of AERA SIG or division Ad hoc reviewer, editorial board member, associate editor of a journal, guest editor of a special issue			

Table 5. Service Components, Example Activities, and Criteria for Promotion from Associate Professor to Professor

COMPONENTS	EXAMPLE SERVICE ACTIVITIES (not exhaustive)	CRITERIA		
		Satisfactory	Very Good	Excellent
Department Service	Active member/leadership role in department activities, search committee chair, PRC member/chair	The <i>Very Good</i> criteria for promotion to Associate Professor have been met.	The <i>Excellent</i> criteria for promotion to Associate Professor have been met.	Meets criteria for <i>Very Good</i> Recognition of quality and effective leadership to the program area, department, School and University, sustained over the time in rank. Involvement with local, state, and national level professional organizations, with the emphasis at the national level has been recognized for quality and leadership effectiveness. This involvement should be demonstrated over time. Quality service and sustained professional activity at the community level and/or community engaged service has brought recognition to the School and University, and demonstrates a record of quality and impact over time.
School Service	Committee/task force membership, leadership roles on committees over time		Record of recognized leadership to professional organizations over time with emphasis at the national level and/or community-engaged service.	
University Service	Active member of University committees (e.g., Task Force, IRB, University Appeals), leadership role on University committees over time			
Community Service	Member of community organizations, active involvement in organization activities (e.g., organize events initiatives), advisory board service			
Professional Service	Active member and demonstrated leadership in professional organization at national level Editorial board service, Associate Editor/Editor service			

2.3 Documentation

Documentation includes evidence presented by the candidate to support the case for promotion and/or tenure. Documentation must include a narrative, curriculum vitae, Final Activity Reports and yearly evaluations from the department chair, external evaluations (secured by the Peer Review Committee), documents related to teaching, documents related to scholarship including samples of publications, and documents related to service. The candidate shall supply all documents in electronic form to the Dean's office.

The School of Education Promotion and Tenure Committee has the option, if necessary, to request additional information from a candidate, the Peer Review Committee, and/or the department chair(s) to further clarify the candidate's portfolio. This request will be made one time and by the SPTC chair with information requested provided by a designated date.

Documentation should:

- Describe major assigned duties and responsibilities for the evaluation period;
- Be selected for relevance between service and scholarly activities, with justification for placing an activity or product in one of these categories;
- Include only materials and activities directly related to one's professional role. Activities accomplished as a citizen rather than as a professional educator are not generally appropriate for inclusion.

2.3.1 Narrative

Most activities to be evaluated fall into the three major categories of teaching, scholarship, and service. Minimally, the narrative should specifically address each of these three major areas. The activities in the three categories are usually interrelated; therefore, the view of evaluators may be limited if the activities in a category are viewed in isolation. A more realistic evaluation may be achieved when the individual's professional contributions are viewed over time and across evaluation categories and within perspectives listed in Section 2.2.1. It is the candidate's responsibility to address the perspectives as part of the narrative.

The narrative should be used to clarify or explain the curriculum vita and the documentation to show change in direction or emphasis. It should help the evaluators distinguish among teaching, service, or scholarly activities at different levels of the profession. The narrative affords candidates an opportunity to clarify for evaluators their accomplishments, professional growth, and changing patterns. The candidate should not rely entirely on the curriculum vitae.

Whatever organizational decisions are made by the candidate, the narrative is vital in making a case for tenure and/or promotion. Explanations that may be appropriate could include, but are not limited to, the following examples: improvements in teaching; the candidate's role and contribution when not a first author; distinguishing service activities that involved more than cursory committee membership.

2.3.2 Curriculum Vitae

It is the responsibility of the candidate to present a clear, updated, and standard curriculum vitae covering one's entire professional career (see Appendix A).

2.3.3 Final Activity Reports and Yearly Evaluations by the Department Chair

The candidate should submit the Final Activity Reports and yearly evaluations by the Department Chair for time in rank.

2.3.4 Documentation for Background and Professional Experience

The candidate's curriculum vitae provides the necessary documentation for this area, along with a specific statement in the narrative addressing this criterion. Transcripts that indicate the candidate's credentials should be on file in the Human Resources Office.

2.3.5 Documentation for Teaching

The candidate's opening statement in the narrative should present an individual perspective about teaching in his or her faculty assignment. This should include an explanation of personal goals, an analysis of his or her approach to teaching and/or advising, a discussion of focus and contributions over time, an explanation of how one's teaching has contributed to the department and School, how technology has been utilized, how student learning has been documented, an explanation of the documentation covering the evaluation period, and explanations of course loads (e.g., number of courses, number of different courses, new preparations, numbers of students).

a. Instruction

Required:

- A table showing the candidate's teaching schedule for the entire review period. Including the course number, title, enrollment, semester taught, level (undergraduate, masters, doctoral).
- *Selected* course syllabi. These materials should include a syllabus for each course taught and at least two syllabi, showing change over time, for each course taught multiple times.
- List of new courses or curricula developed.
- Student evaluations. The University student course evaluation form and results must be presented for every course and indicate response rates. A table showing *median* scores on each item should be prepared for each course for candidates seeking promotion to associate professor. Candidates seeking promotion to professor should include sufficient student evaluations to support the candidate's conclusions regarding their demonstrated

quality in teaching. All student comments from the University course evaluations must be submitted.

- Evidence that establishes the appropriate level of rigor in the selected course.

Optional:

- Evidence of student learning for selected courses.
- Any relevant evaluations other than the University course/instructor evaluations included above.
- Faculty/peer observation letters of comment

b. Advising

Required:

- Number of advisees by degree program and year.
- Listing of dissertation and capstone committees, include student names, dates, and your role on the committee.
- Listing of Masters theses and/or externship proposals, include student names, dates, and your role.

c. Contributions to program improvement, evaluation, and accreditation

Required:

- Listing of program improvement, evaluation, and/or accreditations activities by year, indicating your role and contribution.

Optional:

- Faculty/peer observation letters of comment

d. Clinical supervision and/or community engaged teaching/learning

Required:

- Listing of all field-based instructional activities include: supervision of student teaching, practicum, supervision of clinical or career-oriented places. Listings should be organized in a useful manner and indicate the number of students involved and load assignments.
- Evaluations by students involved in the placements, as appropriate to the Department.

e. Involvement in student research activities

Required:

- Listing of the number and nature of student research activities each year not associated with course requirements.
- Sample student products

2.3.6 Documentation for Scholarship and Professional Growth

An explanation of the documentation should be included in the narrative to facilitate understanding of how scholarship and professional growth have developed and contributed to the missions of the Department, School, and University. In the narrative, the candidate could describe how scholarly activities have contributed to the discipline, community and practice.

a. Publications

Required:

- Table of all journal publications for candidates for promotion to associate professor with tenure, including in chronological order by publication date, author(s), title, name of journal, whether refereed, type of article (e.g., empirical research or conceptual analysis), and target audience.
- Five refereed products (e.g., journal articles, books, book chapters, non-print media materials, curriculum materials, and electronic media).
- Explanation of role in co-authored publications.
- Information about the journals in which the candidate has published, including, for example, impact factor, acceptance rate, number of citations, and circulation.

b. Presentations

Required:

- Table listing all professional presentations, indicating audience, whether refereed or invited, and whether accompanied by a paper.

c. Grants and Contracts

Required:

- Examples of up to two grant submissions and/or contracts for which the candidate was PI or Co-PI.

- Explanation of the nature and status of the grant (e.g., training, research or consultation; internal or external, funding agency, whether it is an original application or a continuation grant; and, whether or not it was funded).
- Grant and/or contract application abstracts and an explanation of the candidate's role in the development of grant or contract applications, when candidate's role is other than PI or Co-PI.

d. Awards and Recognition

Required:

- Documentation of the nature of the award or recognition.

2.3.7 Documentation for Service

Required:

- Table listing all service activities for candidates for promotion to associate professor with tenure, indicating level (e.g., department, program area, school, university, profession, community), duration, role, including leadership responsibilities.

3.0 Defining Appointments

According to the University Faculty Promotion and Tenure Policies and Procedures, 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).

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 University Faculty Promotion and Tenure Policies and Procedures. Tenure is conferred in accordance with the criteria and procedures established by this document and supplemented by appropriate school and department guidelines. Tenure is granted only at the rank of associate professor or professor.

A term (non-tenure) appointment is a full-time appointment to the faculty for a specified mix of duties and does not lead to tenure. Term (non-tenure) appointments shall always be at the rank of professor, associate professor, assistant professor, or instructor. Term (non-tenure) faculty members shall hold the same rights and responsibilities specified in the Faculty Handbook as tenured or tenure-eligible faculty except they shall not be afforded tenure or tenure eligibility. When appropriate to the duties assigned to the faculty member holding a term appointment, modifiers as defined by the unit (e.g., Clinical Professor, Visiting Professor, Research Professor or Teaching Professor) should be used. A term (non-tenure) appointment may be for a period of one to five years and may be renewable. Conditions and notifications for non-renewal are to be specified in the contract letter for term (non-tenure) appointments.

Faculty members who serve in positions identified by the School of Education to be non-tenure track positions will be designated as term faculty. Term faculty appointments are full time, paid or unpaid, and do not lead to tenure. A term appointment may be for a term of one to five years and is renewable. Term appointments are reviewed annually by the Dean of the School of Education and are subject to different terms of notification of non-renewal than those of tenured appointments. Such terms shall be specified in the letter of appointment. A term faculty member is eligible to apply for a tenured or probationary appointment upon termination of an existing term appointment.

Term faculty in the School of Education include:

- a. affiliate appointments between the School of Education and other departments, schools, or agencies
- b. individuals who are full time coordinators of a center in the School of Education
- c. one hundred percent grant-funded positions
- d. faculty positions receiving salary reimbursement from the State Department of Education.
- e. any position designated at the time of appointment as term faculty by the Dean of the School of Education.

The minimum academic preparation for term faculty is a Master's degree in the appropriate discipline. Term faculty with duties in areas other than teaching are evaluated consistent with their responsibilities. When appropriate to the duties assigned to the faculty member holding a term appointment, designations of teaching, research and practice should be used such as clinical professor of practice, assistant professor of teaching, visiting professor of research. Ranks include professor, associate professor, assistant professor, or instructor.

Adjunct faculty (non-tenure) appointments are granted to faculty members who serve the university part-time and are employed for specific activities. The rights and privileges of adjunct faculty shall be specified in the guidelines of the unit making the appointment, but they shall not participate in the evaluation of full-time faculty members for promotion or tenure. Recommendations for appointments or rank of part-time, non-tenured faculty shall not require academic review outside the school. These personnel actions shall be reviewed using guidelines established by the school and department and recommended by a letter from the department and/or school with the concurrence of the Dean.

3.1 Tenure Appointments

According to the University guidelines, tenure is conferred based on the faculty member's demonstrated capabilities, academic achievement and the university's anticipated long-term academic needs.

A recommendation for a tenured appointment is initiated only by an academic unit of a degree-granting school or college. Typically, recommendations for tenured appointments are initiated in the department of a school, but in schools where recommendations for academic personnel actions are initiated at the school level, the recommendations for tenured appointments are also initiated at the school level. The guidelines for each academic unit where recommendations for tenured appointments are initiated shall specify written criteria and standards for recommending tenure in that unit. These criteria shall assure that recommendations are based on a record of effectiveness in teaching, scholarship appropriate to the discipline, professional growth and service to the university, the profession, and/or the public. These guidelines shall also specify each unit's procedures for consultation with external evaluators and how the use of external evaluators is reported to the candidate. External evaluators shall be at a rank equal to or higher than the rank for which the candidate is being reviewed.

Faculty in the School of Education who are appointed to a tenure-track position are considered to be tenure-track faculty members and are eligible to be considered for tenure under these guidelines. Tenure-track faculty may be appointed at the Assistant, Associate, or Professor level.

3.2 Probationary (Tenure-Eligible) Appointments

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

3.2.1 Alterations of the Typical Probationary Period

According to the University guidelines, there are some situations where alterations of the typical probationary period are warranted and may be established at the time of the initial appointment by the mutual agreement between the faculty member and the department chair and/or Dean. Following are situations where an altered probationary period is warranted and can be established:

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

The agreed upon period of probationary service must be so noted in the notice of appointment. Faculty members reviewed for tenure before the end of their full probationary period shall not be subject to any extraordinary requirements and shall be required to meet the same standards required of them at the end of the full probationary period.

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. Any altered probationary period must receive approval from the provost for faculty on the Monroe Park campus or from the vice president for health sciences for faculty from the medical campus.

At the end of this agreed upon probationary period, the faculty member must be given an appointment with tenure or a one-year terminal appointment.

3.2.2 Extensions of the Initially Agreed Upon Probationary Period

According to University guidelines, 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 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.

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

3.2.3 Evaluation of Probation for Tenure-Eligible Faculty

According to University guidelines, probationary appointments at the rank of assistant professor shall be reviewed periodically by the academic unit where personnel actions are initiated. The guidelines for each such unit shall specify how this review shall be conducted and the criteria to be used to evaluate progress toward tenure. The guidelines shall specify the frequency of the review(s), how the individual work plan developed in accordance with the Faculty Roles and Rewards Policy shall be incorporated into the review process, and how the candidate shall be informed regarding progress toward meeting the standards and criteria for tenure in that unit. The guidelines shall specify the voting rights of the faculty regarding continued probation, terminal reappointment, or a recommendation to grant tenure.

The departmental chair, the reviewing faculty of the department or the candidate may request a review for a recommendation to grant tenure. 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.

3.2.4 Linkage

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

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

<http://www.provost.vcu.edu/policies/tenure.html>

3.3 Transition between Tenure Track Positions and Term Appointments

A tenure-eligible faculty member on a probationary appointment may transfer to a term appointment with the concurrence of the provost or the vice president for health sciences, Dean, departmental chair where the academic personnel action is initiated, and the individual concerned. This transfer suspends the period of probationary service, but the faculty member retains rights consistent with other term appointment guidelines.

Transfers from term appointment to tenure track position must follow the VCU Guidelines for Faculty Transfers (see VCU Guidelines for Faculty Track Transfers). All policies outlined in the University document apply to tenure track positions that transfer from term appointments.

3.4 Continuing Review of Faculty - Refer to Section 3.4 of the University document:

<http://www.assurance.vcu.edu/Policy%20Library/Faculty%20Promotion%20and%20Tenure%20Policies%20and%20Procedures.pdf><http://www.provost.vcu.edu/policies/tenure.html>

3.5 Honorary Titles - Refer to Section 3.5 of the University document:

<http://www.assurance.vcu.edu/Policy%20Library/Faculty%20Promotion%20and%20Tenure%20Policies%20and%20Procedures.pdf>

3.6 Administrative Titles

Administrative titles and responsibilities are held for specific terms or at the discretion of the Dean.

Individuals serve in the capacity of administrators at the discretion of the Dean of the School of Education and often return to full-time faculty status. Therefore, faculty members serving as administrators need to maintain a balance between administrative competence and academic credentials. A reasonable congruence should exist between the academic credentials of administrators and teaching faculty, and that congruence should be maintained throughout an administrator's years of service. It is important that faculty serving as administrators adhere to the same criteria as faculty in the areas of teaching, service, and scholarly activity for promotion and tenure. Administrators applying for promotion and/or tenure must be able to demonstrate that they possess the same qualities and have achieved similar accomplishments as other faculty members within their division of origin. It is in the area of quantity, not quality, that the expectations for administrators and faculty differ.

3.7 Notice of Appointments - Refer to Section 3.7 of the University document:

<http://www.assurance.vcu.edu/Policy%20Library/Faculty%20Promotion%20and%20Tenure%20Policies%20and%20Procedures.pdf><http://www.provost.vcu.edu/policies/tenure.html>

3.8 Joint Appointments with Non-University Agencies - Refer to Section 3.8 of the University document:

<http://www.assurance.vcu.edu/Policy%20Library/Faculty%20Promotion%20and%20Tenure%20Policies%20and%20Procedures.pdf>

<http://www.provost.vcu.edu/policies/tenure.html>

4.0 University Promotion and Tenure Policy Review Committee - Refer to Section 4.0 of the University document <http://www.provost.vcu.edu/policies/tenure.html>

<http://www.assurance.vcu.edu/Policy%20Library/Faculty%20Promotion%20and%20Tenure%20Policies%20and%20Procedures.pdf><http://www.provost.vcu.edu/policies/tenure.html>

5.0 School Promotion and Tenure Committee (SPTC)

5.1 Committee Election and Term of Office

a. Committee Membership

The SPTC shall be composed of at least 7 members including 6 tenured faculty members from the School, and one tenured senior faculty member from outside the School (appointed annually). No faculty member is eligible to serve on both the PRC and SPTC. Each member shall have voting rights and is required to vote on each candidate under review, with the exception of the circumstances described in section 5.1(b). Each department shall elect annually in the spring, one faculty member to the pool from which the Dean will select two faculty to serve 3-year terms. Recommendations to the Dean concerning possible faculty members from outside the School may be made by any faculty member. No member of the committee shall serve for his/her own review.

At the time of the committee selection, the Dean shall give consideration to the balance and representativeness of the committee, with regard to department, rank, gender, and race/ethnicity. The Dean shall ensure each year that at least two members of the committee hold the rank of full professor. In unusual circumstances, the Dean may select a committee member from outside the elected pool to insure balance. The Dean, or designee, shall keep the official list and terms of committee members. None of the committee members shall hold an administrative title at the level of departmental chair or above.

c. Terms of Appointment

Faculty from the School of Education appointed to the SPTC shall serve for three years. No member of the faculty may serve two consecutive terms. The committee serves from July 1st to June 30th of the following academic year. A candidate may challenge, in writing to the Dean, any member of the committee for cause within five working days of the date on which the candidate is notified of the composition of the committee. If a candidate does challenge the right of a member to serve on the committee and the challenge is upheld, the Dean, with the advice of the committee, shall appoint an alternate member from the elected pool. In the event that the challenge is upheld, but also has implications for the review of other candidates, the challenged SPTC member will be replaced by another tenured faculty member from the same department. If it is not possible for another faculty member from the

department to serve on the SPTC, the challenged faculty member will not participate in the review, meetings, or vote for the candidate who initiated the challenge. Another faculty from outside the challenged-faculty member's department will be appointed to the committee, with consideration given to the STPC composition. If a member of the committee is unable to serve a complete term, the Dean shall appoint a person from the pool elected most recently to complete the expired term.

c. **Committee Chair**

The Committee shall elect a Chair annually. The Committee Chair is responsible for seeing that the Committee follows all University and School policies and procedures. The Chair cannot serve more than two consecutive years during their three-year term. The SPTC Chair convenes the committee for the review of any new faculty who are seeking tenure and/or promotion as a condition of hiring (see section 7.1.4).

6.0 University Appeal Committee - Refer to Section 6.0 of the University document:

<http://www.assurance.vcu.edu/Policy%20Library/Faculty%20Promotion%20and%20Tenure%20Policies%20and%20Procedures.pdf><http://www.vcu.edu/irweb/policies/tenure.htm> - 7

7.0 Academic Review Procedures for Promotion and Tenure

- a. The candidate notifies the department chair of intent to submit for promotion and/or tenure by **April 1** in the year prior to the year of promotion and tenure review.
- b. In the accordance with section 7.1 of the University Promotion and Tenure Policies and Procedures, the department chair, in consultation with the Dean, shall form the Peer Review Committee(s) PRC(s) within five working days following the April 1 notification.
- c. The candidate may challenge the composition of the PRC within five working days of the announcement of the committee structure.
- d. The Dean appoints the School Promotion and Tenure Committee by **July 1**, and that committee serves until June 30th of the next year.
 - i. This committee will review all tenure and promotion candidates and issues during these dates.
 - ii. In the event a member(s) of the Tenure and Promotion Committee cannot serve during the summer, the Dean will appoint a member(s) from a pool of candidates provided by the department chairs.
- e. The candidate, with the department chair, shall develop a file to be submitted by August 20. Candidates for promotion and tenure are invited to meet with representatives of the SPTC in the spring preceding submission of tenure related documentation to clarify any questions regarding what is to be submitted or how it is to be organized. This is at the election of the candidate. It is not a candidate interview.

7.1 Promotion and Tenure Initiated at the Department Level (PRC)

For tenured and tenure-eligible faculty, the PRC shall be composed of no fewer than five tenured faculty members and one student. Make-up should include at least four faculty members from within the Department, at least one faculty member from outside the School, and one student. The student will be a non-voting member of the committee. If there is not a sufficient number of faculty members from the Department who can serve on the PRC, faculty from within the School will be selected. Each candidate may submit a recommended list of five faculty members who best know the work of the faculty member and its relevance to department and School goals. The Department Chair, in consultation with the Dean, will formulate all PRCs taking into consideration the request of the candidate. At least one committee member will be selected from the candidate's recommended list. Committees should be appointed with consideration for balance regarding race, rank, and gender. At least two people on the committee must be at a rank aspired to by the candidate(s). In instances where there are multiple candidates from one department, the tenured department faculty will determine if there will be individual peer review committees or if a single committee will be formulated to review all candidates from the department. The department chair will notify candidates of the structure of the Peer Review Committee(s).

For term (non-tenure) faculty, the formation of the PRC will follow the procedures described for tenured and tenure-eligible faculty. The PRC shall be composed of no fewer than five faculty members, and may include one term faculty member at the rank aspired to by the candidate(s) and a minimum of three tenured faculty members, and one student (non-voting).

a. Terms of Appointment

Members of the committee shall serve for one year. No member of the committee shall serve for his/her own review. None of the committee members shall hold an administrative title at the level of department chair or above. Tenured and term faculty in the School of Education may serve on more than one PRC during the academic year. The chair shall notify the candidate of the proposed PRC, and the candidate shall have the right to challenge any member of the committee for cause. (This should be done within five working days of the announcement of the committee structure) The candidate's concerns will be shared with the Dean. If the candidate's challenge is upheld, the department chair, in consultation with the Dean, shall appoint a replacement for that person.

b. Committee Chair

The committee shall elect a chair from its members and is responsible for seeing that the committee follows all University and School policies and procedures.

7.1.1 Peer Review Committee (PRC)

a. Duties and Responsibilities

It shall be the duty of the committee to review for tenure and/or promotion persons holding primary faculty, term faculty or administrative appointments in the department and who have assignments of 50% or more with the department. The committee shall carry out its duties and responsibilities consistent with the University's *Tenure and Promotion Policies and Procedures* and the procedures and criteria contained in this document. The final vote of the committee shall be by secret ballot. All information shall be considered confidential and handled accordingly. The report of the PRC, following the same format used by the School committee and specified in the Appendix, will be forwarded to the department chair.

The PRC will receive the credentials and supporting materials of the candidate(s) for promotion and tenure **by August 20**. The committee shall examine the evidence presented according to its published criteria and send a decision, along with a narrative report, to recommend or not recommend to the department chair by **October 1**.

b. External Review Solicitation

The PRC meets by **May 15** to select external reviewers, using information provided by the candidate about reviewers. Only the PRC shall solicit and receive external evaluations. External reviewers must be individuals with expertise in the candidate's field or a related scholarly field, be from outside of VCU, and be an individual 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 normally should be excluded from consideration as outside evaluators. Reviewers for external evaluations must be solicited both from persons suggested by the candidate and persons suggested by the committee. The file shall list all persons solicited for external review letters, identify each reviewer as either named by the candidate or named by the committee, and identify the relationship of the external reviewer to the candidate. The external evaluator must describe the nature of his/her relationship with the candidate in the review letter. The candidate shall develop a list of five potential reviewers who hold a rank at their institutions of Associate Professor or Professor, and provide the name, position, address, phone number, a rationale for the selection of each and a brief description of their relationship to each reviewer. This list will be submitted by the candidate to the department chair by **May 1**; the department chair then submits the list to the Chair of the PRC.

A minimum of three external letters must be received for review. The committee shall select a minimum of one reviewer from the candidate's list and solicit a minimum of one reviewer from persons suggested by the PRC. All letters from external evaluators will be confidential unless disclosure is required by law. This policy will be conveyed to external reviewers when letters are solicited (see Appendix C for a sample correspondence to external reviewers).

Each external reviewer shall provide the PRC with a curriculum vitae. The reviewers shall be asked to review the candidate's scholarly work, and shall be provided a copy of the Virginia Commonwealth University School of Education criteria by which to evaluate it. The PRC requests return of external reviews and their curriculum vitae by **July 1**.

Reviewers should be strongly encouraged to submit their reviews no later than **August 1** in order to be available for committee review. If the candidate is being reviewed as a full professor, the PRC should request that the reviewer address the issue of national reputation.

c. Variations in Review Procedures Specific to the Faculty Serving as Administrators

- **Variations for Administrators other than the Dean**

Any faculty member who is serving as an administrator in any capacity other than as the Dean of the School will follow exactly the same procedures and guidelines as regular faculty. These administrators will initiate their review with the Chair of the Department where they hold faculty status.

- **Variations for Department Chairs**

Department Chairs seeking promotion will initiate this process following the same procedures as in section 7.0 with the role of the Chair taken by the Dean. That is, the Chair will notify the Dean of his or her intent to submit for review and the Dean will appoint the PRC. The PRC appointed by the Dean will review only the Chair. Members of this committee may, however, also be members of a review committee for another candidate. The candidate (Chair) may challenge the composition of the PRC and the Dean of the School of Education will respond to this challenge.

The PRC will operate in the same manner as for other candidates. It will submit its report directly to the SPTC rather than to the Chair.

The SPTC will submit its review of any Chair to the Dean, and the procedure continues from that point the same as for regular faculty.

- **Variations for the Associate Dean**

If an Associate Dean seeks promotion, the Dean of the School Education will assume responsibilities for this promotion process.

- **Variations for the Dean**

If the Dean is seeking tenure and/or promotion, he or she will initiate the process with the Chair of the department of origin as specified in 7.0, Section A to C.

In any year that the Dean is seeking review, the PRC will be appointed by a committee consisting of all Department Chairs. In a similar manner as prescribed in section 7.1 (A), the Dean may challenge the membership of the PRC to the appointing committee.

The review procedure or the Dean proceeds from PRC to SPTC as prescribed for regular faculty. The SPTC will submit its review of the Dean to the Vice President for Academic Affairs along with the reviews that preceded it.

7.1.2 Department Chair

The department chair will not attend meetings of the PRC except to convene and charge the committee at the first meeting. The department chair will make a written analysis based on the candidate's credentials, the PRC report, and the chair's independent assessment of the candidate's performance. The chair's report together with the entire candidate's file (excluding copies of the confidential external review letters) and the PRC report will be shared with the candidate. The candidate shall have the option of attaching a written response. The file shall then be sent to the School Promotion and Tenure Committee by **October 15**. The department chair will communicate the need for expedited review of new hires with the chair of the SPTC.

7.1.3 School Promotion and Tenure Committee Evaluation

The duty of the SPTC shall be to review for tenure and promotion all persons holding primary faculty, term faculty or administrative appointments in the School of Education and who have assignments of 50% or more with the school.

The SPTC will receive the candidate's credentials and supporting materials and reports from the PRC and department chair by **October 15**. The committee shall carry out its duties and responsibilities consistent with the University's *Promotion and Tenure Policies and Procedures* and the procedures and criteria contained in this document. Using the candidate's file and reports from the PRC and department chair, the committee shall conduct a substantive evaluation of the candidate's record and performance. The committee:

- will insure that the peer level review is in good order from the standpoint of evidence presented, conclusions drawn and administratively the file is complete and in compliance with the University promotion and tenure committee guidelines;
- the candidate's review illustrates that promotion and/or tenure is based upon academic accomplishments that contribute to University, School, and department level considerations, including perspectives, strategic goals, and interests.
- review may require additional information from the candidate, the PRC, or the department chair.

The final vote of the committee shall be by secret ballot. All information shall be considered confidential and handled accordingly. The written recommendation of the school committee, including the vote, will be forwarded to the Dean by **December 1**.

By **February 1**, the SPTC will, as part of its duties, study the process and make suggestions to the Dean for revision. (Refer to section 12.0)

7.1.4 Review of Potential Hires

Anyone hired as an assistant professor is not eligible for consideration for tenure and/or promotion as a condition of being hired.

Only candidates tenured at another institution of higher education can be considered for tenure and/or promotion as a condition of being hired.

Candidates who are hired at the rank of associate or full professor, who have not been tenured at another institution of higher education can negotiate with the Dean for early review during the normal fall review process as a condition of being hired.

Whenever possible, the search committee for positions advertised at the associate, full, or open level should be composed of faculty who would be eligible to serve on the Peer Review Committee.

Candidates hired at the rank of associate or full professor who have held tenure at another institution of higher education and wish to be considered for tenure as a condition of employment should make this request to the department chair. If the department chair recommends to the Dean that the person be reviewed and the Dean concurs, tenured members of the search committee will be constituted as a Peer Review Committee as soon as possible after the completion of the search process. At this time the department chair will provide the candidate with a copy of the *School of Education Procedures and Guidelines for Promotion and Tenure* and notify the Chair of the SPTC that the PRC has been constituted.

The PRC is responsible for the peer-level review process and for obtaining the materials and documentation necessary to complete the review in accordance with the *School of Education Procedures and Guidelines for Promotion and Tenure* and University guidelines. The documentation submitted for expedited review should be as similar as possible to those normally submitted as part of the promotion and/or tenure review, including: (1) a complete and detailed curriculum vitae, (2) letters from at least three external reviewers, (3) documentation of teaching practice and performance (e.g., teaching evaluations and select syllabi), (4) a statement describing the candidate's research interests, scholarly accomplishments, and service activities. The letters from the external reviewers may be the same as the reference letters used as part of the hiring decision process provided the letters address the candidate's suitability for the faculty rank and tenure.

If there are fewer than four tenured members on the search committee, additional members may be selected by the Dean from the pool of candidates for the School Promotion and Tenure Committee that has been provided by the department chairs (see Section 7.0, d). The Peer Review Committee submits its report and recommendation, and the normal review procedures/steps are followed. The timeline for the expedited tenure review of candidates as a condition of hiring is as follows: The PRC submits their report by **April 15**; the department chair submits his or her report by **April 30**; the SPTC submits their report to the Dean by **June 1**; the Dean submits his or her recommendation to the provost. All expedited reviews of new hires will occur during this timeframe; otherwise that standard timeline for tenure and/or promotion review is followed.

8.0 Administrative Review Procedures for Academic Personnel Actions

8.1 The Dean of the School of Education shall:

Convene and charge the School Promotion and Tenure Committee each year. The SPTC committee should be convened no later than **October 1**. The Dean will not attend meetings of SPTC except to convene and charge the committee.

Verify that the recommendations of the PRC, the SPTC, and department chair are consistent with the candidate's file. If the Dean determines that there is some inconsistency with the candidate's file, the Dean may refer the file back to any or all of the appropriate levels by **December 15**, for further consideration, specifically identifying the inconsistency that should be addressed. All correspondence reflecting a referral back to a previous level of review for any review for any reason shall be maintained as a permanent part of the candidate's file.

Make a written analysis with a recommendation which, together with the entire file (excluding copies of the confidential external review letters), shall be made available to the candidate by **January 7**. The candidate shall have the option of attaching a written response.

The candidate has the option of withdrawing his or her name from consideration at any time up to **January 15**.

The file shall then be sent to the Vice President for Academic Affairs by **January 15**.

8.2 The Vice President - Refer to Section 8.2 of the University document.

<http://www.assurance.vcu.edu/Policy%20Library/Faculty%20Promotion%20and%20Tenure%20Policies%20and%20Procedures.pdf>

9.0 Appeal Process

9.1 Grounds for Appeal

According to the University Faculty Promotion and Tenure Policies and Procedures (approved May 10, 2013), a decision to deny tenure and/or promotion may be appealed by the candidate only on the following grounds:

1. The proper procedures, as specified in this document, School/Unit Guidelines, and Department Guidelines were not followed.
2. Factually incorrect information was provided by someone other than the candidate, and utilized in the peer review or administrative review process.
3. Inadequate consideration of unit criteria or use of impermissible criteria.

9.2 Appeal Process

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

If the Appeal Committee decides that adequate grounds for an appeal exist, then it shall contact those review bodies identified in the denial and extend to them the opportunity to respond to the appeal in writing and/or at a scheduled meeting of the Appeal Committee. The Appeal Committee should provide a copy of the appeal to the review bodies and request a written response to the appeal and/or extend an opportunity to attend the hearing to respond to the appeal.

The candidate shall have the right to address the Appeal Committee at a time convenient for both 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. The candidate may suggest to the Appeal Committee the names of additional witnesses to speak at the hearing. The Appeal Committee may decide that it needs limited additional information or testimony and may call appropriate witnesses for a hearing or contact those individuals or review bodies identified in the denial for additional information. It shall confine any such hearings to those questions or issues specified in the appeal. After reviewing the record and hearing testimony, the University Appeal Committee shall take one of the following actions:

- 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 or vice-president for health sciences and the Dean. The letter shall include a rationale for the decision and the number of committee members voting for and against the decision.
- b. Vote to deny the appeal. When the Appeal Committee votes to deny any appeal, the Committee shall forward the file to the president with a letter describing their recommendation with copies to the appellant, the provost, the vice-president for health sciences and the Dean. The letter shall include a rationale for the decision and the number of committee members voting for and against the decision. In the event of a tie vote the appeal is considered denied.
- c. Decide that the candidate's file should be reconsidered at a prior level of review for remand to the Dean for reconsideration and forward this recommendation to the president. The Appeal Committee may direct the formation of a new peer committee using the processes specified in section 7.1.1 and 7.1.3 [of the University document]. When a new peer committee

is ordered or when the addition or deletion of material has altered the file, the file shall go through all previous review steps including new internal letters from all review bodies. New material may be added to the file only by this option.

10.0 The President and the Board of Visitors -Refer to section 10.0 of the University document.

<http://www.assurance.vcu.edu/Policy%20Library/Faculty%20Promotion%20and%20Tenure%20Policies%20and%20Procedures.pdf>

<http://www.provost.vcu.edu/policies/tenure.html><http://www.provost.vcu.edu/policies/tenure.html>

11.0 Procedures for Termination of Employment of Tenured Faculty Members

11.1 Reasons for Dismissal - Refer to Section 11.1 of the University document.

<http://www.assurance.vcu.edu/Policy%20Library/Faculty%20Promotion%20and%20Tenure%20Policies%20and%20Procedures.pdf><http://www.provost.vcu.edu/policies/tenure.html><http://www.provost.vcu.edu/policies/tenure.html>

11.2 Post-Tenure Review

The School of Education adopts the University post-tenure review evaluation process as outlined in sections 11.2 -11.5 of the University document.

<http://www.assurance.vcu.edu/Policy%20Library/Faculty%20Promotion%20and%20Tenure%20Policies%20and%20Procedures.pdf>

12.0 Procedures of the Review and Amendment of this Document

By **February 1**, the SPTC will, as part of its duties, study the process and make suggestions to the Dean for revision. In the event that there are suggestions and/or specific recommendations for revision, the Dean will present them to the faculty for appropriate action at the next official faculty meeting. All full-time faculty covered by the *School of Education Procedures and Guidelines for Promotion and Tenure*, including tenured, tenure-eligible, and term faculty, are eligible to vote on proposed changes to the document. A quorum of the faculty must be present in order to vote on proposed or suggested changes to the document. A majority vote of the quorum is required for approval. With regard to approved suggestions, the Dean must take necessary steps to see that the revisions are made as quickly as possible but no longer than one year later.

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Appendix A: Faculty Curriculum Vitae Format

Faculty Curriculum Vitae

Date of Preparation: _____

(This date, which is right justified, indicates the point in time when all accomplishments, including accepted or future publications, have been listed)

Personal Information

Name (in full, last name, first name)

Office address:

Telephone number(s)

Fax Number(s)

E-mail address(es)

Web-address (optional)

Licensure (may or may not apply)

State issuing license and license number

Name of Board certification and date

Education

Only post secondary, including honors. Please give most recent first. Give date degree was conferred, School/University, degree, location of School/University.

Academic Appointments and Other Significant Work Experience

Such as appoints for Internships, Residencies and Fellowships. Please give most recent first, listing dates, Institution [including VCU], and rank. Please give a full description of positions and duties, and specify full time or part time.

Fields or Areas of Special Interest Within Discipline or Profession

Please give most recent first.

Scholarship

Bibliography Please begin with the most recent utilizing any recognized manual of style.

Refereed papers and articles published

Abstracts published

Non-refereed papers published

Books/Chapters published

Other

reviews, exhibits, films, tapes, etc.

Professional Presentations

Refereed Professional Presentations
Non-Refereed Professional Presentations

Grants and Contracts

External Grants and Contracts
Internal Grants and Contracts

Service

Major Committees

Department
School
University
State
Regional
National
International

Please include dates.

Other Significant Professional Experience

Significant Community Service

Please list groups or organizations, offices, projects, dates, etc.

Membership in Organizations and Societies

Scientific
Honorary
Professional

Please include dates and offices held.

Special Awards, Fellowships, and Other Honors

Please include dates.

Appendix B: Format for Committee Reports

Brief Narrative Statement

Use, if necessary, to expand or amplify any point not adequately covered elsewhere.

**School of Education Tenure and Promotion Committee Report/Peer Review Committee
Report**

(Candidate's Name Here)

Date

Using the criteria established in the School of Education's *Procedures and Guidelines for Promotion and Tenure*, members of the School of Education's (Year) Tenure and Promotion Committee evaluated (Name) candidacy for (tenure and promotion, or promotion) to (Rank). The committee examined (Name) curriculum vitae and supporting documentation, as well as reports of the Peer Review Committee and the Associate Dean for Faculty Affairs. A table summarizing the results of this Committee's votes is set forth below, followed by the Committee's recommendations. The attached report includes a narrative for each of the four-evaluation area.

Area	Satisfactory	Unsatisfactory		
Credentials and Experience				
Area	Excellent	Very Good	Satisfactory	Unsatisfactory
Teaching				
Scholarship				
Service				

FINAL VOTE

RECOMMEND [tenure with promotion to (rank) or promotion to (rank)] _____

DO NOT RECOMMEND [tenure with promotion (rank) or promotion to (rank)] _____

Name
Chair

Name

Name

Name

Name

Name

Name

Name

Running head with candidates name here

Page 2 of 3

CREDENTIALS AND EXPERIENCE

Evidence

Conclusion and Evaluation

Based on the School of Education criteria for Credentials and Experience, the Committee members voted as follows:

Satisfactory _____
Unsatisfactory _____

TEACHING

Evidence

Conclusion and Evaluation

Based on the School of Education criteria for teaching, the Committee voted as follows:

Excellent	_____
Very Good	_____
Satisfactory	_____
Unsatisfactory	_____

SCHOLARSHIP

Evidence

Conclusion and Evaluation

Based on the School of Education criteria for Scholarship, the Committee members voted as follows:

Excellent	_____
Very Good	_____
Satisfactory	_____
Unsatisfactory	_____

SERVICE

Evidence

Conclusion and Evaluation

Based on the School of Education criteria for service, the Committee voted as follows:

Excellent	_____
Very Good	_____
Satisfactory	_____
Unsatisfactory	_____

Appendix C: Sample Email Correspondence for External Evaluation of Candidate

DRAFT

Dear Dr. XXXX:

I am writing to inquire about your availability to review the research dossier of Dr. XXXX, Assistant Professor of XXXX, as part of his/her candidacy for promotion to the rank of Associate Professor with tenure at Virginia Commonwealth University. In our review of potential evaluators, your name was advanced as someone who would be well-qualified to review Dr. XXXX's research record. I have attached a current CV to this email.

If you accept this request, the research dossier will be sent to you from Virginia Commonwealth University on XXXX. The dossier will include examples of Dr. XXXX's published research for your review and evaluation. You will be provided a copy of the relevant portion of the School of Education P&T policy. In soliciting your evaluation, we are particularly interested in your views on the quality of the research and its impact or potential impact on the field(s) of XXX and XXXX.

Should you agree to review Dr. XXXX's work, we will ask that you return your review by XXXX to the Department of XXXX (address). In your review please describe the nature of your relationship with the candidate and provide an updated Curriculum Vitae or bio-sketch. Your evaluation will be distributed to the internal review committees including the chair and Dean, if applicable; however, all letters will be confidential unless disclosure is required by law. Following the conclusion of the review, all copies of your letter will be kept in a sealed file in the Dean's office and will not be used again.

I appreciate the time and energy necessary to prepare these important reviews. Accordingly, I appreciate your consideration of this request. Please respond by email: XXXX@vcu.edu([XXX-XXX-XXXX](#)).

Sincerely,

PRC Chair

**SCHOOL OF EDUCATION
GUIDELINES FOR THIRD YEAR REVIEW**

Revised 3-22-99

Approved by SOE Faculty 10/9/01

Revised 12/15/03

Revised 10-15-10

Approved by SOE Faculty April 14, 2015

Revised 10/31/2022

a. Purpose

The purpose of the third year review is to provide feedback to tenure-eligible and promotion-eligible assistant professors prior to review for promotion in rank or promotion and tenure. The intent of the third-year review is to give faculty members early feedback from experienced faculty peers and the department chair to allow them to address areas in need of attention before they submit their materials to the Peer and School Promotion and Tenure committees.

a.1 An effort is made in the third year review to strike a reasonable balance between the depth and comprehensiveness of the evaluation and the time and effort that faculty members are expected to invest in preparing for and carrying out the review.

b. Participation

Faculty will be asked to submit their materials to their department chair by March 1st of their third year. The review process shall be completed and submitted to the candidate by May 1st. For tenure-track assistant professors, this review is required and shall occur once they have completed two and a half years of probationary service. Individuals who bring prior faculty experience with them to the School of Education shall negotiate the timing of the review in consultation with the Dean and Department Chair. For non-tenure eligible assistant professors, this review is optional, and is recommended to occur at least 2 years prior to being reviewed for promotion in rank.

c. Third Year Review Committee

The third year assessment will be carried out by a committee composed of four associate or full professors representing at least two departments. For tenure track faculty, the committee will be composed of tenured faculty members. For non-tenure track faculty, the committee will be composed of associate or full professors, at least one of whom is a term faculty member. The committee will be appointed by the Dean or Dean's designee from a list of individuals who volunteer to serve by January 15th. At least one member of the committee must be from the candidate's department. The Dean may appoint more than one review committee to accommodate a number of candidates, if needed.

d. **Review Materials**

Faculty members being reviewed must submit up-to-date curriculum vitae. Other materials that should be included in the candidate's file, if applicable are:

1. Course syllabi for all courses taught
2. Student course evaluations for all courses taught (for faculty with teaching apportionment)
3. Faculty activity reports (or equivalent) from the previous two years
4. Annual Evaluations from Department Chair/supervisor from the previous two years.
5. Up to 5 representative scholarly/research products for faculty with a research/scholarship apportionment
6. Up to 5 representative teaching artifacts for faculty with teaching as the primary area of responsibility 6 Documentation of service activities (may include faculty activity reports or equivalent).
7. A narrative statement describing the accomplishments, professional growth, and/or changing interests over time, consistent with the School of Education Promotion and Tenure Guidelines. The narrative should not exceed 5 single spaced pages.

d.1 Individuals should consult with their department chair/supervisor or with faculty colleagues before preparing materials for the review committee.

d.2 Faculty should submit materials that are carefully organized and presented.

d.3 Faculty are encouraged to refer to the School of Education Promotion and Tenure Procedures and Guidelines, the University Faculty Promotion and Tenure Policy and Procedures, Faculty Roles and Rewards document, and the School of Education and individual department/center mission statements for discussions of promotion and tenure review and descriptions of the expectations held for faculty.

e. **Review**

Each committee member will be responsible for reviewing and assessing individuals in the areas of teaching, research and scholarship, and service. The committee may ask the candidate to submit additional materials or to clarify information provided. Term faculty will be reviewed and assessed in accordance with their assigned responsibilities.

e.1 The criteria in the School of Education Promotion and Tenure Procedures and Guidelines will be used as the basis for the third year review, with appropriate allowance made for the shorter length of time in rank.

e.2 The committee will prepare a narrative assessment for each area to be evaluated, using criteria specified in the School's Promotion and Tenure Guidelines and

including one of the following evaluative ratings of the candidate's progress toward promotion or promotion & tenure: "Making excellent progress," "Making very good progress," "Making satisfactory progress," or "Making unsatisfactory progress." The written report will be submitted to the candidate's department chair who will also provide a review. In addition, the dean will provide a review of the candidate's file at the candidate's request. The department chair will share the reports with the candidate; the chair may also share the reports with the dean with the candidate's permission. The written reports may be used as part of the documentation for a future promotion and/or promotion & tenure review.

Original 8-1-97

Revised 1-6-99

Revised 3-22-99

Approved by SOE Faculty on 10/9/01

Revised 12/15/03

Revised 10/15/10

Revised and approved by SOE Faculty and Dean on 10/31/2022

**SCHOOL OF EDUCATION
COMMITTEE GOVERNANCE POLICY**

Revised 10/13/03

Revised 9/20/06

Faculty in the School of Education are involved in governance through decision-making processes related to curriculum, resources, and matters which affect faculty and students through standing committees, personnel committees, task forces, and by election or appointment to University bodies such as the University Council, Faculty Senate, Undergraduate Curriculum Committee, and Graduate Council. Within the School of Education, the multiconstituency forum for governance is the faculty meeting called and chaired by the Dean. The policy is based on a staggered rotation for membership on the different committees that will allow for continuity in standing committee deliberations over time.

The School of Education Committee Governance Policy reflects the new departmental structure, the number of faculty members available to serve and the functions of existing committees. While departments have the right to determine representation, any full-time program faculty member (tenured, tenure-track, collateral, in-residence) is eligible to serve.

The School of Education has six standing committees whose membership includes representatives from the six departments. In addition, there is at least one ex-officio member on each committee appointed by the Dean.

Each committee elects a chairperson for the year and names a secretary for each meeting. The chairperson calls the meeting, arranges the agenda, and is responsible for moderating the meetings. The secretary keeps a brief set of minutes to report members present and absent, actions take by the committee, and other information pertinent to the role of the committee. Copies of the minutes, once they are approved, should be distributed by e-mail to the faculty within a week after the meeting and shall be submitted to the Office of Assessment for archival purposes. A list of the members of each committee is distributed annually by the Dean.

STANDING COMMITTEES

Assessment Committee

The **Assessment Committee** reviews policies and procedures related to the assessment system of the School of Education and the Professional Education Unit. This committee provides feedback and oversight for all assessment activities related to the PEU, the SOE, and the individual academic programs in the School. The committee may make recommendations to the dean and/or department chairs relative to the interpretation and use of data in support of accreditation and for program review/improvement. The Assessment Committee will be comprised of one faculty representative from each department in the SOE. The Associate Dean for Academic Affairs, the Associate Dean for Student Affairs and the Director of Assessment serve as ex-officio members.

Committee on Diversity, Equity and Inclusion

The mission of the **Committee on Diversity, Equity and Inclusion** is to raise awareness and facilitate discussion within the School of Education and wider community surrounding issues of diversity. The committee's work encompasses many areas and issues related to diversity. In recent years, the committee has: 1) sponsored film events on topics of racism, women's issues, and addressing homosexuality in schools; 2) sponsored and facilitated panels of international students addressing their educational experiences; 3) co-facilitated the development of Project AMIGOS: American Mentors International-Guiding Others to Success, which pairs international college students with migrant/ESL middle and high school students and; 4) co-sponsored a university-wide workshop on understanding cultures. The Cultural Diversity Committee is comprised of faculty from four departments with membership rotating every two years. The Associate Dean for Student Affairs serves as the ex-officio member.

Curriculum and Academic Resources Committee

The **Curriculum and Academic Resources Committee** reviews and approves all new or revised course proposals, academic rules, regulations, new degree proposals, reports regarding program approval, accreditation, and internal program audits. In addition, the committee reviews, develops, and recommends policies and procedures governing academic programs. There are eight members on the committee, one from each department. Ex-officio members include the Associate Dean for Academic Affairs, the Director of Instruction Technology and a representative from university libraries. (Please see Appendix A for Curriculum and Academic Resources Committee By-Laws.)

Research and Professional Development Committee

The **Research and Professional Development Committee** reviews, approves, and recommends faculty proposals for research awards. It also promotes research and training and assists in the dissemination of research findings generated by the School of Education faculty. The committee consists of six members, one per department, each elected for a two-year term. The Associate Dean for Research Services serves as the ex-officio member.

Scholarship and Awards Committee

The **Scholarship and Awards Committee** promotes the availability of scholarships for students in teacher preparation and other professional educational programs. It also serves as a screening committee for most School of Education scholarships in accordance with the specified criteria for each scholarship. The Committee consists of the Executive Director of External Relations and Development and three representatives from at least three different departments named by the Faculty Organization. The Associate Dean for Student Affairs serves as the ex-officio member.

School of Education Promotion and Tenure Committee

The **SPTC** shall be composed of at least 7 members including 6 tenured faculty members from the School, and one tenured senior faculty member from outside the School (appointed annually). No faculty member is eligible to serve on both the PRC and SPTC. Each member shall have voting rights. Each department shall elect annually in the fall one faculty member to the pool from which the Dean

will select two faculty to serve 3-year terms. Recommendations to the Dean concerning possible faculty members from outside the School may be made by any faculty member. No member of the committee shall serve for his/her own review.

At the time of the committee selection, the Dean shall give consideration to balance regarding race, rank, and gender. The Dean shall ensure each year that at least two members of the committee hold the rank of full professor. In unusual circumstances, the Dean may select a committee member from outside the elected pool to insure balance. The Dean shall keep the official list and terms of committee members. None of the committee members shall hold an administrative title at the level of departmental chair or above. (See Section Six: Procedures and Guidelines for Promotion and Tenure)

AD HOC COMMITTEES

Academic Status and Admissions Appeals Committee

The **Academic Status and Admissions Appeals Committee** reviews petitions related to admissions, terminations and exceptions to academic rules. Three faculty members, one representative from the department where the appeal originates and two faculty members from other departments are appointed on a case by case basis. The Associate Dean for Academic Affairs and the Associate Dean for Student Affairs serve as ex-officio members. Meetings are called by the Associate Dean for Academic Affairs on an as needed basis.

Students who have been accepted provisionally and feel that they should have been full admits or those who have been rejected can appeal in writing to the committee. Students who have been terminated from a program may also appeal in writing to have their status reconsidered. In addition, students may petition for exceptions to academic rules and regulations.

The committee only considers issues relating to admission, termination and academic rules but does not deal with matters relating to course grades.

Peer Review Committee

The **Peer Review Committee** reviews credentials and supporting materials of all candidates for promotion and tenure who hold primary faculty, collateral faculty, or administrative appointments of fifty percent or more with the School of Education. The committee carries out its responsibilities consistent with the Faculty Promotion and Tenure Policies and Procedures of Virginia Commonwealth University and the Procedures and Guidelines for Promotion and Tenure for the School of Education. Procedures for appointment of the committee are included in the Procedures and Guidelines for Promotion and Tenure in the School of Education. (Please see Section Six).

Third Year Review Committee

The pretenure assessment will be carried out by a committee composed of four senior tenured faculty representing at least two departments. The committee will be appointed by the Dean from a list of individuals who volunteer to serve. The Dean may appoint more than one review committee if the number of candidates justifies doing so. Each committee will receive and review materials in accordance with the Guidelines for Third Year Pretenure Faculty Review (see Section 7)

CURRICULUM AND ACADEMIC
RESOURCES COMMITTEE BY-LAWS
School of Education

Revised October 2022

I. Composition

A. Committee members and Term of Membership

There are four members on the committee, one from each department. Ex-officio members include the Associate Dean for Academic Affairs and Graduate Studies and representative(s) from the Office of the Academic Affairs.

B. Election to the Committee

Each department works with their faculty to identify potential CARC committee members and holds an election to elect their department's representative. The election process within departments is determined by the department. Departments should also identify an alternate for their CARC member in the case that the CARC member cannot attend a committee meeting. The alternate will serve the same three-year term as the member.

C. Membership Terms

Each elected member of CARC will serve a term of three years. Rotation off and on the committee will follow a staggered pattern so that incoming new members will not begin all at once.

D. Absences

Members who will be absent are expected to arrange for their department CARC alternate to attend in their place. Alternates have full voting privileges. In the event that the CARC Chair is absent, an alternate from their department will serve as their proxy for voting purposes, but another CARC member who has served for at least one year will serve as the Acting Chair.

II. Charge/Function/Goals

A. Context

The primary responsibility for the development, evaluation and revision of curricula rests with the faculty of the appropriate school and its subunits. Campus-wide review of new or revised undergraduate programs and courses is the responsibility of the

University Undergraduate Curriculum Committee (UUCC). For graduate curricula, the responsibility lies with the University Graduate Council. New degree programs and modifications in terms of number of required credits also require the approval of the University Council, the VCU Board of Visitors, and the State Council of Higher Education in Virginia (SCHEV). The curricula for programs are presumed to be consistent with the mission, values, and goals of the School of Education. Thus, the current School of Education Mission Statement, which is revised periodically, provides helpful guidance for the work of the committee.

The Curriculum Committee is the final School of Education faculty body for recommending curriculum development and modifications to the Dean and the School of Education and to other curricular bodies within the University.

B. Charge

The committee is charged with assuring that course or program proposals, revisions, or deletions meet the spirit of the School mission and goals, and also that such proposals or modifications meet University, professional association, and accrediting guidelines identified by applicable University bodies. A further charge is to initiate, develop, and recommend policies and procedures governing the School's academic programs.

As a standing committee of the School of Education, the Dean of the School, or designee delineates the committee's charge formally. The charge to the Committee is thus one of overseeing and facilitating. Committee members are responsible for reviewing curriculum proposals in light of School and University concerns, as well as from the perspective of the department that they represent. It is expected that before programs and/or courses are submitted to the committee, they will have been approved by the appropriate program group and department (following department procedures and protocol) and will have been discussed with any other unit within the School of Education or across campus who have programs, and or courses, that may be impacted by the request.

C. Functions

1. To receive all new or revised course proposals and/or academic rules and regulations for review, and transmit recommendations to the Office of the Dean.
2. To receive all new or revised degree pre-proposals and proposals for review and transmit recommendations to the Office of the Dean.
3. To receive all curricular changes to programs and/or courses related to admission criteria, pre-requisite coursework, application deadlines, modality changes, admission's holds, and program or course deletions, for review and transmit recommendations to the Office of the Dean.
4. To review, develop, and recommend policies and procedures governing academic dimensions of admission, retention, clinical practice, and related policies and procedures.

5. To review and comment on academic policies and procedures received from the University Undergraduate Curriculum Committee and the University Graduate Council.

D. Goals

The goals of the Committee are to carry out the designated charges and functions, to facilitate needed changes, to ensure a school perspective in the review of proposals, and to ensure that proposals recommended for approval are fully and accurately prepared to meet the requirements of the University approval process and encourage prompt acceptance.

III. Meetings

A. Frequency

The committee meets the fourth Tuesday of each month during the academic year, with the exception of November's meeting, which is scheduled earlier in the month due to Thanksgiving break. The chairperson may call special meetings, which will be announced to Committee members and other faculty at least two weeks in advance.

B. Attendance

All meetings shall be open to faculty, administrators, and staff. The Committee encourages attendance by all interested persons; however, only Committee members have voting privileges.

C. Agenda

Only actions items received by the Academic Affairs Office one week prior to a scheduled meeting shall be acted upon at a given meeting. A representative from the Academic Affairs Office is responsible for creating the agenda and sending it out to the CARC committee. New business may be introduced for discussion, but without action. In unique situations, these requirements can be waived by a majority vote of the Committee members present.

D. Proposal Sponsors

Proposal sponsors should be prepared to attend any meetings related to their proposals. They are also encouraged to attend a meeting prior to developing and/or submitting a proposal for consideration in order to facilitate the preparation of well-developed and carefully prepared materials for consideration by the Committee.

IV. Responsibilities of Members

- A. The most senior member of the CARC committee will serve as the chairperson, if possible. The chairperson will serve a one-year term as chair, which is a part of

their three-year CARC term. The chair position will rotate between members/departments. The chairperson shall:

1. Chair meetings according to parliamentary procedures.
2. Ensure that minutes are taken of the business of each meeting.
3. Count all votes, either by voice, raised hands, or written ballot, or appoint a subcommittee to count votes.
4. Appoint all AD Hoc or subcommittees of the committee.
5. Serve as a resource to faculty in the preparation of proposals.
6. Approve proposals in the academic management system (CIM) after approval by the full committee.

Note: In the event that the Chair cannot attend a CARC meeting, another CARC representative who has served for at least one year will serve as Acting Chair for the meeting that the Chair cannot attend.

B. A representative from the Office of Academic Affairs serves as the recorder for all CARC committee meetings. The recorder shall:

1. Use a standard format for minutes that includes notation of those in attendance and indication of formal motions that are a part of the meetings.
2. Be responsible for having minutes prepared and sent by e-mail to the members of the committee prior to the next meeting.

C. The Elected Members shall:

1. Serve as a resource to department faculty in developing proposals.
2. Read minutes and proposals prior to attending meetings.
3. Ensure, to the best of their ability, that approved proposals are accurate, contain needed information, are clearly presented, and are prepared in a way that represents the School well and encourages approval by the appropriate University body.
4. Communicate to the Committee suggestions, concerns, and support from the department faculty they represent concerning proposals and other items under Committee consideration.
5. Communicate the actions of the Committee to the department faculty whom they represent.
6. When proposal writers cannot attend a meeting, Committee members from the appropriate department are responsible for providing information about needed modifications or reasons for denial to the proposal sponsor(s).

D. The Ex-officio Members shall:

1. Review all minutes, proposals, and action items sent to Committee members.
2. Attend all meetings of the Committee
3. Be prepared to speak concerning any business of the Committee but not vote.

4. Prepare an agenda that includes all action items to be considered at meetings and distribute by either e-mail to the Associate Dean of Academic Affairs and Graduate Studies and Committee members one week prior to meetings.
5. Immediately after approval, distribute minutes by e-mail to the Associate Dean of Academic Affairs and Graduate Studies, Committee members, others designated by the Chair or Committee
6. Upload proposals to the CARC Google Drive at least one week prior to meetings.
7. Submit and approve all approved proposals in the University's Curriculum Inventory Management (CIM) system for further approval by University curriculum committees.
8. Upload the meeting minutes to the CARC Google Drive.
9. Maintain all archival CARC documents on the CARC Google Drive.

E. The Observers shall:

1. Include proposal writers, who are specifically encouraged to attend meetings prior to developing a proposal and meetings at which their proposals are scheduled for discussion and/or action. If unable to attend, the proposal writers should appoint another department member to attend on their behalf and be prepared to answer any questions about the proposal that the committee has.
2. Include faculty, administrators and other interested persons, all of whom are encouraged to attend Committee meetings.
3. Be permitted to attend and observe any meetings of the Committee.

V. Subcommittees

Subcommittees are appointed by the Chairperson if needed. An effort should be made to have representation from each department in the School on each subcommittee.

VI. Receiving Proposals

A. Proposal Templates

Templates for all curricular changes are held by the academic affairs coordinator. Faculty should reach out to the coordinator for templates and assistance on completing proposal forms.

B. Approval Process

1. New course or course modification - Proposals originate within cores, program groups, or the Dean's Office, are then reviewed and approved by departments and signed by Department Chairs, and are finally forwarded to the Committee for discussion and action. Proposals approved by the Committee are transmitted to the Associate Dean of Academic Affairs and Graduate Studies with Committee's recommendation that they be approved and submitted to the appropriate University body for consideration.

2. New program or program modification – Program modifications that do not alter the core curriculum of a program and the total number of required credits will follow the same approval process as new courses and course modifications. New programs (including concentrations), and any program change that alters the core curriculum or requires a small change in credit hours is considered a “simple modification” and requires SCHEV notification or approval, require that the proposal writer have a meeting with the Associate Dean of Academic Affairs and Graduate Studies, or an assigned delegate, before the proposal process begins. At this meeting, the proposal writer will be provided with the appropriate information.
3. New programs or program modifications that are considered to be “substantial modifications” by SCHEV (State Council of Higher Education for Virginia), must first go through the pre-proposal process. (See Appendix A for SCHEV definitions.)

VII. Suggestions for preparing and Writing Proposals

A. Examples of Written Proposals

Recent examples of written proposals are available from the Academic Affairs Office.

B. Proposal Details

Proposed course numbers should reflect logical sequence in taking courses, following existing number conventions, and not duplicate a course number already in use. Course titles should be short and clearly reflect the specific content. Terms such as introductory, seminar, laboratory, advanced, field experience, and similar terms should be used cautiously and conform to commonly accepted academic meanings. Prerequisites, if appropriate, should be included prior to the description.

Course descriptions should focus on course content and student outcomes, but not incorporate a justification. Sentence fragments, rather than full sentences are acceptable in course descriptions. Gender neutral language should be used.

C. Proposal Editing

Since course or program changes will appear in the bulletin as official information, it is important that forms be prepared accurately. At least three people share responsibility for the editing of a proposal. The first is the author or sponsor of the proposal, who must see that it is completely and correctly prepared. The second person sharing responsibility is a department representative to the Committee, who should ensure that the requirements of format and needed attachments are fully met. Since the new changed material will appear within a department section of the bulletin, the Department Chair must bear the final editing responsibility.

It should be noted that the Committee as a whole is not responsible for editing. Forms that are incomplete, incorrectly presented, lacking clarity, or otherwise unacceptable will be returned. When appropriately revised, forms can be returned to the Committee for consideration.

D. Communications with Colleagues

1. Faculty within Departments. Department Chairs and proposal sponsors are responsible for providing verification that the Department has approved of the proposal to the academic affairs coordinator prior to CARC's vote. Department Chair sign off in CIM after CARC has voted to approve will provide additional verification.
2. Faculty within the School of Education and across the University. It is essential that the author of each proposal address the question of duplication. It must be shown, through a letter of memorandum, that the proposer has communicated with representatives of all programs, departments, and/or schools where such duplication or similar conflict is likely or may occur. Proposal sponsors should be prepared to present such evidence as an integral and critical part of the approval process. If proposal sponsors are not aware of duplication issues prior to the CARC, it is the responsibility of departmental CARC members to bring up the duplication issues in the CARC meeting. Any instances of duplication must be addressed and resolved prior to the next scheduled CARC meeting.

E. Proposal Copies and Lead Time

The proposal sponsor should email a complete copy of the proposal to a representative of the Academic Affairs Office at least one week prior to the curriculum meeting in which the proposal will be reviewed. Once approved by CARC, a representative from the Academic Affairs Office will enter the proposal information into the Curriculum Inventory Management (CIM) system.

VIII. Topics Courses

Since a course can only be offered as a topics course twice, such a course must be submitted to the Committee for approval as a new course before the course can be offered a third time.

Appendix A: SCHEV Classification of Substantial Modification

Modifications of degree programs are classified as simple or substantial. Simple modifications are revisions that are within the original justification for Council's approval, and which are reported to SCHEV. Substantial modifications involve revisions that are beyond the scope of the original justification(s) for Council's approval, and which require approval by SCHEV.

Simple modifications to a degree program include:

1. Adding an on-line delivery format to an existing site-based program or adding a site-based program to an existing on-line program while maintaining the delivery format of the program as approved by Council.
2. Increasing or decreasing the total credit hours of a degree program by fewer than six credits.

Substantial modifications to a degree program include:

1. Changing or altering the program requirements in a way that results in a significant change to the core curriculum, purpose, focus, or identity of the program as approved by the Council or alters the requirements for the common core as determined by Council.
2. Converting a degree program to a new delivery format while ceasing to offer the program in the format in which it was approved by Council.
3. Increasing or decreasing the total credit hours by six (6) to twelve (12) credits.
4. Licensure option is added to or removed from a degree program as approved by Council.

Bachelor and Associate level degree programs must demonstrate strong evidence to increase or decrease the total credit hours. Council approval may be required for substantial modifications. Increasing or decreasing the total credit hours of a degree program by more than twelve (12) credits is a new degree program and should be submitted using the procedures for a new degree program. Council approval is required.

The Council has delegated the authority for approval of program modification proposals to SCHEV staff. Final authority for degree program modifications remains with the Council. Requests for such changes necessitate the submission of information and forms using the guidelines, instructions, and forms contained herein. Institutions considering a modification to a program that fits one of the above criteria should consult SCHEV staff for guidance.

FACULTY ORGANIZATION

The Faculty Organization of the School of Education of Virginia Commonwealth University is organized as an entity independent of the Administration, with primary concern for the agenda of the Faculty, but includes administrators as members.

This organization receives, reviews, and recommends matters relating directly to faculty welfare, rights, and survival; provides a forum for discussion of issues; serves in an advocacy role on the part of the faculty members; and appoints members to the Dean's Faculty Advisory Committee which is composed of other elected members as well.

The entire faculty, including chairpersons and other administrators, comprise the membership, with officers elected from the membership by the members. Standing and ad hoc committees may be established by the membership. The officers are responsible to the membership and report to the members and to the Dean's Faculty Advisory Committee. Issues generated are discussed in open membership meetings called by the appropriate officer of the Faculty Organization.

**BY-LAWS OF THE FACULTY ORGANIZATION
SCHOOL OF EDUCATION
Adopted February 10, 1978
(Amended September 9, 1983, August 20 1991, and April 4, 1993)**

ARTICLE I - NAME OF ORGANIZATION

The name of this organization shall be the Faculty Organization of the School of Education of Virginia Commonwealth University. (Hereafter referred to as the Faculty Organization.)

ARTICLE II

The purpose of the Faculty Organization shall be to establish an orderly process through which each faculty member will be guaranteed the right to express freely his/her opinions and concerns about any and all matters vital to the University and the School of Education and the faculty of the School of Education. The Faculty Organization will serve as an instrument through which faculty can effectively participate in the formulation of School of Education policies and practices.

ARTICLE III - MEMBERSHIP

The membership of the Faculty Organization is open to all members of the faculty of the School of Education (excluding adjunct appointees) whose appointments are administered by the School of Education.

ARTICLE IV

All members of the Faculty Organization shall have the right to vote on all matters coming before the Faculty Organization. Faculty business will be conducted at meetings of the Faculty Organization. A quorum shall consist of those members present and voting. A motion shall be carried if it is approved by more than one-half of those present during a quorum session.

ARTICLE V

- Section 1:** The Officers to be duly elected by the members of the Faculty Organization shall be a President, President-Elect, Secretary, and a Treasurer.
- Section 2:** The term of office for each officer shall be one calendar year and shall begin the first day of the Fall semester.
- Section 3:** The officers of the Faculty Organization shall not serve consecutive terms in the same office.
- Section 4:** Deans and Department Chairs shall not be eligible for election as officers of the Faculty Organization.

ARTICLE VI

Section 1: Officers of the Faculty Organization shall be nominated during the April Faculty Organization meeting.

Section 2: Normally there shall be a minimum of two nominees for each office.

Section 3: Nomination for officers shall be from the floor; consent of the nominee is necessary.

Section 4: Voting for officers shall be by mail ballot and completed within two weeks of the nomination date. A 51% majority of the votes of those casting ballots is required for election. If this does not occur on the first ballot, a run-off election will be held between the candidates receiving the two top number of votes in each office.

ARTICLE VII

Section 1: The President shall:

- a. Preside at all meetings of the Faculty Organization.
- b. Call all special meetings in consultation with the elected officers.
- c. Prepare and distribute the agenda for each meeting to all members of the Faculty Organization.
- d. Appoint all ad hoc, task force, and other non-standing committees in consultation with the elected officers.
- e. Be an ex-officio member of all committees and task forces.
- f. Communicate all faculty concerns directly to the Dean.
- g. serve by invitation on the Dean's Leadership Council.

Section 2: The President-Elect shall:

- a. Assume the responsibilities of the President in his/her absence.
- b. Maintain an accurate roster of committees and task forces and their members.
- c. Conduct and tabulate all mail ballots with the elected departmental representatives present during all tabulations.
- d. Assume the responsibility of the secretary during any Faculty Organization meeting in which the Secretary is absent.

Section 3: The Secretary shall, with appropriate clerical assistance provided by the School of Education:

- a. Receive from members of the Faculty Organization items to be considered for the agenda by the Executive Committee.

- b. Record all minutes of both the Executive Committee meetings and the Faculty Organization meetings.
- c. Distribute copies of the minutes of the Faculty Organization's previous meeting at least three days prior to the next meeting.
- d. Record all official correspondence of the Faculty Organization.
- e. Maintain an accurate and up-to-date list of all Faculty Organization members.

Section 4: The Treasurer shall:

- a. Establish a checking account with a local bank for Faculty Organization business in the name of the Faculty Organization of the VCU School of Education *WITH ACCOUNT PAYABLE UPON THE SIGNATURE OF THE TREASURER.*
- b. Maintain and report all money accounts for the Faculty Organization.

ARTICLE VIII - MEETINGS

Section 1: Regular meetings shall be held no less than four times each academic year at such time and place as designated by the President.

Section 2: The order of business at regular meetings shall be:

- a. Disposition of the minutes of the previous meeting.
- b. Communications and announcements.
- c. Unfinished business.
- d. New business.

Section 3: The agenda shall be distributed at least three school days prior to regular meetings.

Section 4: Special meetings may be called by the President as deemed necessary or upon written request of twenty-five percent of the members of the Faculty Organization.

Section 5: The order of business at special meetings shall be only the transaction of business for which the meeting is called.

ARTICLE IX - COMMITTEES

Section 1: An Executive Committee shall be composed of the President, the President-Elect, the Secretary, the Treasurer, and one representative member elected from each department of the School of Education, by the faculty members from that department.

Section 2: Department Chairs and Deans shall not be eligible for election to the Executive Committee as representatives by their respective departments.

Section 3: Non-Officer members of the Executive Committee shall be elected during the month of September and assume their duties as of October 1.

Section 4: Committees may be appointed by the Executive Committee and shall begin their year's work October 1 and continue as required through the service year (October 1 to September 30).

Section 5: The chairperson of each committee shall be elected by the membership of that committee.

Section 6: Ad hoc committees may be created by the President or by a majority vote of the Faculty Organization membership. No ad hoc committee may extend for more than one year from the date of establishment.

ARTICLE X - PARLIAMENTARY AUTHORITY

The rules contained in Robert's Rules of Order, Revised shall govern meetings in all cases to which they are applicable and in which they are not inconsistent with these By-Laws. The Executive Committee shall annually appoint a member of the Faculty Organization to serve as Parliamentarian at meetings of the Faculty Organization.

ARTICLE XI

Section 1: There are no dues required to be a member of the Faculty Organization. It is recommended that in order to provide a minimum financial base necessary for conducting some of the business of the Faculty Organization, a voluntary annual dues fee should be contributed by each member.

Section 2: The amount of voluntary dues shall be recommended by the Executive Committee and approved by the membership.

Section 3: Such voluntary dues shall be payable annually before the first of December.

ARTICLE XII - AMENDMENTS

Section 1: These by-laws may be amended by a two-thirds vote of the members of the Faculty Organization via mail ballot. Such amendment, with the signatures of at least 25% of the members of the Faculty Organization shall be presented to the members of the Faculty Organization and shall be included in the published agenda of the next regularly scheduled Faculty Organization meeting.

**VIRGINIA COMMONWEALTH UNIVERSITY
AND
THE SCHOOL OF EDUCATION
EMERITI FACULTY POLICIES AND PROCEDURES**

The title emeritus/emerita is available as an award for exceptional service and outstanding dedication to the university. Normally, eligibility is limited to full-time faculty members who have retired at the rank of professor or associate professor and who have given long-time consecutive service to the university prior to retirement.

To be eligible for an emeritus/emerita appointment, a faculty member shall be nominated by the chairman, with concurrence, where appropriate, by the department personnel committee; the nomination then requires approval by the appropriate dean and vice-president before submission to the board by the president.

Emeriti appointments carry the following lifetime privileges: (1) use of the library and gymnasium on the same basis as other faculty; (2) listing in university publications; (3) participation in university processions; (4) attendance at lectures, concerts, athletic events, etc. on the same basis as active faculty; (5) use of university facilities on the same basis as active faculty; (6) parking in designated facilities without charge. (VCU Faculty Handbook, September, 1993)

Retiring faculty who have a record of exceptional service and outstanding dedication to the School of Education and the University may be recommended for emeriti status. The procedures to be used to recommend retiring School of Education faculty for emeriti status follow:

1. Tenured School of Education faculty with the rank of Associate Professor or Professor, with a ten-year record of exceptional service and outstanding dedication at Virginia Commonwealth University are eligible for recommendation to emerita/us status at their retirement.
2. Recommendations for nominations for emeriti status shall originate in the School of Education department in which the faculty member is assigned, normally from one or more members of the appropriate faculty core and transmitted to the department chair. Faculty holding administrative positions within the School of Education shall be nominated in the same manner.
3. The department chair will forward the nominations to a departmental personnel committee composed of three senior faculty members elected annually to review nominees for emeriti status. Following its deliberations, the recommendations of the personnel committee shall be transmitted to the appropriate department chair.
4. The department chair shall transmit the department's recommendations with his/her separate nomination/recommendation to the Dean of the School of Education.

5. The Dean shall prepare a letter of recommendation for each candidate for emeriti status and transmit this with the department and department chairs recommendations to the Provost/Vice President for Academic Affairs.
6. Cases that do not fall within the guidelines outlined above will be decided by the Administrative Council within the established policies of Virginia Commonwealth University.

**PROCEDURE FOR SCREENING SCHOOL OF EDUCATION
NOMINATIONS FOR UNIVERSITY AWARDS**

Revised 1-30-01

The **Procedure for Screening School of Education Faculty Nominations for University Awards** has three objectives. First, it seeks to enable the School of Education to raise its visibility within the University by facilitating recognition of outstanding faculty accomplishments. Second, it provides a fair and effective means for identifying and supporting faculty prospects for awards in the areas of teaching, research, service, and overall excellence. Third, it helps to build a climate conducive to collegial support for faculty members who are nominated for an award.

The procedure for screening potential nominees should be designed to help solve several problems. One of these is the problem of competition. Our candidates will be competing with very strong nominees from other schools in the University, and we need to be able to select those who will be strong competitors. Another problem is access to resources. Preparing a portfolio for the review process takes time and money, and resources must be allocated fairly and effectively. The last problem is one of coordination. We must be able to coordinate the SOE Faculty Organization awards process with the SOE selection procedure for university awards nominees so that duplication of effort is minimized.

The proposed procedure is designed to select nominees for the subsequent school year and includes the following:

The four SOE awards are for **Teaching, Research, Service** and the **Award of Excellence**. The responsibility for nominating candidates for SOE awards rests with the Departments. Using whatever process they devise, each Department may nominate as many as four candidates but not more than one in each category (teaching, research, service, and overall excellence). By February 1, the Department should forward a nomination form and vitae for each nominee to the Faculty Organization awards committee. The Faculty Organization awards Committee then selects a recipient in each category.

By April 1, the Faculty Organization awards committee forwards the nomination forms and vitas of the four SOE recipients and the nomination forms and vitas of any previous winners of SOE awards that they select to the SOE university faculty awards selection committee. This committee is composed of one senior faculty member from each department, one graduate student, and one undergraduate student nominated by the Dean. It is chaired by the Associate Dean for Academic Affairs.

The SOE university faculty awards selection committee reviews each of the nominees and recommends to the Dean by June 1 the names of up to four candidates (no more than one in each category) to be sponsored by the School for a University award. The committee's charge is to select the strongest candidate in each category, but it has the option of not choosing any candidate if the members feel no one is competitive. The Dean may approve any or all of the people recommended by the committee,

or may decide that the School will not sponsor a candidate. After candidates have been chosen, they work with their Department Chair to obtain from the Dean the resources needed to prepare a portfolio to be submitted to the University awards committee. Resources include released time for the candidate or a "Portfolio manager" and money to purchase supplies and materials.

Adopted by the School of Education Faculty March 2, 1999
Revised 1-30-01