

April 2020

**Submitted by Term Faculty Task Force
(updated Appendix A, 6/5/2020)**

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Introduction

Nationally, there is a trend to hire non-tenure line faculty as financial pressures are impacting the institutional need to balance research responsibilities with education, teaching, mentoring, and service responsibilities. In some areas these faculty have been considered teachers whose work allows tenure line faculty to have protected research and scholarly time. National data on term faculty show that they are often treated with less respect than their tenured colleagues, have more restricted access to professional development resources, and have fewer opportunities for career progression.¹

Non-tenure faculty are called term faculty at VCU. At VCU they are defined as:

“A full-time appointment to the faculty for a specified mix of duties which does not lead to tenure. Term (non-tenure) appointments are always at the rank of professor, associate professor, assistant professor, or instructor. Term (non-tenure) faculty members hold the same rights and responsibilities specified in the Faculty Handbook as tenured or tenure-eligible faculty except they are not afforded tenure or tenure eligibility.” (see Appendix A for term faculty counts)

VCU’s new strategic plan, called Quest 2025: Together We Transform, describes our plans to rise as a preeminent urban public research university distinguished by and committed to advancing equitable access to social, economic and health success. This requires excellence across our many missions and depends upon our faculty providing their skills in teaching, research, service and clinical care. These goals will require recruiting, retaining and supporting all of our faculty. Term faculty are a key group required for the success of this strategic plan. We must recognize term faculty contributions in a systematic and inclusive way. This requires that our term faculty be provided with the respect and career opportunities that our tenure-track faculty receive.

The Term Faculty Task Force was convened by Provost Dr. Gail Hackett and provided assistance by Senior Vice Provost Dr. Gypsy Denzine. The task force was charged on 9/26/19. The charge was to evaluate the current status of Term faculty at VCU including policies, job descriptions, salary and promotion; to identify challenges and opportunities for term faculty; and to make recommendations to the Provost. The Task Force was requested to provide an initial report in the spring of 2020. The majority of this work was conducted the semester prior to and the semester that included the COVID-19 Pandemic. The recommendations may need to be evaluated and then operationalized with current institutional resources.

The Task Force was chaired by Betsy Ripley, MD, MS, RAC, Senior Associate Dean in the Office of Faculty Affairs at the School of Medicine. She is currently a tenured faculty who had previously been a term faculty for 26 years. The other members included both tenure and term faculty from across the

¹ Kezar, A., Maxey, D., & Badke, L. (2014). *The imperative for change: Fostering understanding of the necessity of changing non-tenure-track faculty policies and practices*. [The Delphi Project on the Changing Faculty and Student Success](#). Retrieved May 8, 2018.

university. The Term Task Force met 12 times over a six-month period. After several initial meetings, the Term Task Force determined seven areas of focus:

- Policies
- Shared Governance
- Job descriptions
- Contracts and Benefits
- Professional Development
- Awards
- Promotion

The Term Task Force engaged in the following activities to meet our charge:

- Data gathering from VCU for current and past term and tenure faculty including rank, salary, and trends
- Review of promotion guidelines for VCU and schools
- Review of Policies and Faculty Handbook related to term and tenure faculty
- Gathering of peer institution practices for term faculty (peer institutions reviewed include: College of William and Mary, Florida State University, George Mason University, Georgia State University, SUNY Buffalo, University of Alabama-Birmingham, University of Arizona, University of Cincinnati, University of South Carolina, University of Virginia, Virginia Polytechnic Institute)
- Review of job descriptions across schools
- Review of published reports on term faculty
- Teaching Evaluation Report from the Faculty Senate
- Information from a focus group within the College of Humanities and Sciences

Limitations to our review and recommendations include:

- There is significant variability in job descriptions and expectations across the schools. This makes it difficult to determine global recommendations as well as to assess impact on a particular school. The recommendations presented below should be considered as a beginning point to highlight important areas that need to be addressed for term faculty. This must include impact analysis and modification by schools.
- We did not have access to COACHE or Climate Survey data for term or tenure faculty.
- Due to time constraints, our committee did not have discussions with Deans or Department Chairs as a group. Individual task force members did have discussions within their area. We did not collaborate with the Faculty Senate, although a representative of the Faculty Senate was on the task force and a relevant white paper from the Senate was reviewed.
- A survey of the faculty was not conducted due to concern regarding survey fatigue and the time it would have required to develop, administer and analyze data.
- We anticipate that these recommendations will require discussion and further review for action items with key stakeholder groups.

Key Recommendations:

1. Policies should ensure term faculty members are represented appropriately in matters of shared governance, including hiring, benefits, evaluation, promotion, grievance, curriculum, work environments & bylaws.
2. Workload expectations should be clearly defined annually for each term faculty and the relationships between workload expectations and term faculty evaluation should be explicitly stated, including responsibilities for administration, teaching, leadership, service, and research.
3. Given strong performance, there should be expectations for continued employment and longer contracts.
4. Term faculty salaries should be reviewed by units and pay disparities addressed.
5. Resources and support for professional development should be expanded.
6. The value and contribution of our term faculty should be recognized and rewarded.
7. Processes and expectations for term faculty promotion should be outlined by units, aligned with university policy and communicated with all faculty.

Task Force Recommendations²

Participation in Faculty Governance

On May 4th 2017, University Council approved a Shared Governance statement that was written by the Faculty Senate. This statement can be found on the President's website under Reports and Initiatives, and the statement can also be found in the VCU Faculty handbook. In the initial paragraph the statement reads, "VCU believes that shared governance aligns the board, administration and faculty in common directions for decision-making regarding institutional direction and should be grounded in commitment to educational quality and results." The Faculty handbook states that term (nontenure) faculty members shall hold the same rights and responsibilities specified as tenured or tenure-eligible faculty except they shall not be afforded tenure or tenure eligibility.

1. Term faculty should have a voice and voting rights in their college/school/center (unit), and this should be outlined in their bylaws. Note: University Council is currently reviewing all bylaws for faculty governance.
2. Term faculty should be eligible to: participate in performance evaluation processes of other faculty; serve on unit and university committees as appropriate for their assignments; participate on search committees and in performance evaluation processes of their unit leadership.
3. Term faculty members should have meaningful engagement in program/curriculum planning at the unit level, especially as it relates to aspects of the curriculum for which they bear teaching responsibility.
4. Term faculty members should be voting members of the departmental faculty.

² The Term Faculty Task Force recommendations reflect the consensus of the task force members and are collectively informed by our research and knowledge of Term faculty within the various Schools.

Workload: Responsibilities and Expectations

It is critically important that workload policies in place are equitable and fair, transparent, and consistently applied within a unit. Across the university, term activities and effort vary from a single focus like teaching, research or service, to a combination of all three. It is therefore impossible to designate one allocation for all term faculty. However, all faculty need to have clear expectations at hire and annually for what their effort allocation is for the three areas. This must be documented annually and approved by their chair/dean/supervisor. There should be periodic review of workload policies and salary to assure adequate pay for work.

1. The allocation of work should be considered at the time of promotion review.
2. Service activities for primarily teaching and research faculty should be monitored to assure that term faculty are not being tasked with undue service that is unfunded.
3. The contributions of term faculty are different across the university; thus, it is important to adopt an approach that allows university units to determine term workloads that are reasonable and financially sound. These approaches should consider course buyouts and backfill for term faculty engaged in sponsored research, scholarship, and creative activities.
4. School leadership should ensure that term faculty responsibilities are put in writing and that subsequent contract responsibilities should be re-evaluated and negotiated with the term faculty member.
5. Term faculty who have the required credentials should be eligible to apply for graduate faculty status.
6. University units should clearly delineate and differentiate job descriptions for term faculty and tenure-track faculty.

Contract Lengths

VCU policy now allows for multi-year contracts for term and tenure-eligible if they meet certain criteria (three annual evaluations that are very good or excellent). Currently this multi-year contract is not frequently used. Providing multi-year contracts shows commitment to the faculty member and their value. It also provides some stability and job security which increases faculty well-being, engagement, encourages performance and can be used to improve retention. There is also the terminal contract policy in the Promotion and Tenure Guidelines which does provide for a one-year terminal contract if the faculty member has worked for more than two years.

1. Flexibility for academic units is important for fairness. Each unit should develop a policy regarding when multi-year contracts are to be issued (i.e. under what criteria within university policy). These then should be consistently utilized for all faculty within the unit. This will also provide stability for term faculty if they are aware of pathways to a multi-year contract within that unit.
2. There are potential barriers to using multi-year contracts, including added administrative burden for tracking, notification of salary changes, etc. Another concern voiced by legal counsel to a unit is the concern of multi-year contracts and the impact if contracts need to be terminated.
3. Use of grant-funded contracts should be reviewed. Items to consider include when they should be used and what percent funding is necessary to continue position as full-time.

Compensation and Benefits

Equitable compensation and benefits are essential in order to demonstrate value, encourage mutual commitment between the university and faculty, and ensure quality work environments for faculty as well as educational experiences of students. Given the diversity of units across both campuses, finding a standard salary structure that can be applied broadly may be inadvisable; however, within units the goal should be to lessen the compensation gap between term and tenure faculty. In terms of benefits, sick leave, annual leave and retirement benefits are overall similar for term and tenure, but there are several areas where improvements to benefits options should be considered.

1. Data for term and tenure salaries can be difficult to interpret without knowing specifics about each individual. The [AAMC in its Gender Equity Report](#) noted that each unit should determine what items are important to them and then analyze their salaries for equity. With this in mind, the university should engage in a salary equity study with the goal of reducing gross disparities in wages related to faculty appointment types, gender, race/ethnicity, salary compression issues, etc. Units should be tasked with reviewing the salary distribution for each department or unit to determine if salary distribution is reasonable between term and tenure faculty. Units with compensation structures should evaluate these to determine if there is equitable pay for similar tasks. They should make efforts to address identified concerns in the context of disciplinary, regional, national, and market-based norms. These reports should then be reviewed by the Provost Office and the VP for Health Sciences. Where pay disparities are present, a plan for remediation should be developed for approval.
2. Further review of the ability to earn supplemental salary or summer salary should be undertaken but was considered beyond the scope of this project.
3. There are additional retirement options for tenure faculty that should be considered for term. The Faculty Transition Incentive Program, which allows a decreasing effort over three years prior to retirement while being considered full time, might be particularly attractive for researchers with decreasing grant funding. Currently term faculty that drop below 75% are part-time and require them to pay full payment for benefits. Additionally, for less than 50% they lose faculty status and must wait six months before being able to take a non-benefited position. Consider a similar program to FTIP for term faculty that have a defined number of years of service. Multi-year contracts will make this more relevant.
4. Programs like the Distinguished Career Professorship should be considered for term faculty who meet certain criteria including years of service.
5. The Office of the Provost and Human Resources and Payroll should review current benefits orientation materials and consultation practices regarding retirement plans for term faculty to ensure new term faculty maximize personal and financial benefits when choosing retirement and other benefits plans.
6. The University should examine the 33% above salary overload policy and its impact on term faculty. The University might consider not applying this policy over the summer for nine-month employees.
7. At present, the options for family leave are limited, and dependent in part on which retirement policy faculty members select upon hire. For those that are eligible for this leave option, term faculty are only permitted to utilize up to 33% of their sick leave for this purpose; it is not a separate benefit. Any changes to the family leave policy should be for both term and tenure track faculty.

Professional and Career Development

Professional development is a vital contributor to career advancement and well-being of term faculty. VCU's professional development opportunities for term faculty compare favorably to peer institutions if not, in fact, exceeding those offered elsewhere. Currently, there are a number of standing initiatives open to term faculty participation, including but not limited to CTLE, Faculty Success, Grace E. Harris Leadership Institute and the Academic Learning Transformation Lab. These programs also address many of the core requirements for the promotion of term faculty, especially for term faculty whose primary area is teaching. The task force urges complementing and enhancing the impact of these initiatives while expanding upon the scope of professional development opportunities for all term faculty.

1. University authorities should recognize that term faculty members have professional and career development interests and goals, that term faculty are an important part of the University, and that term faculty input is vital to developing effective professional development opportunities and support.
2. The Office of the Provost should create and offer mid-career workshops for term faculty.
3. The Office of the Provost should spearhead efforts to increase awareness among term faculty about professional development opportunities across the University while ensuring that these opportunities are provided at times when term faculty can attend or in ways that make them accessible.
4. Unit leadership should regularly engage in conversations with term faculty members about career goals and interests as part of their academic unit management. Unit leadership should then help connect term faculty with resources that promote these goals and interests.
5. Unit leadership should identify and/or develop mentoring opportunities for term faculty, and encourage and reward term faculty participation, as appropriate. The Provost office should consider expanding the mentoring program that is in place for tenure-eligible faculty to term faculty.
6. Unit leadership should ensure faculty orientation or other onboarding resources are equally available to all new faculty.
7. Term faculty should be encouraged to utilize professional development opportunities at the unit and university. This should include GHELI, NCFDD, CTLE, Faculty Success, as well as workshops, etc.
8. Term faculty should have opportunities for professional development akin to tenure track faculty including reimbursement for approved professional development expenses.
9. Term faculty members should be eligible for internal grant funding opportunities including summer funding.
10. The current educational leave policy allows for term faculty to apply for educational leave, but is not viable for most term faculty or departments. Research leave is not provided for term faculty. The Office of the Provost should consider a research/scholarship leave opportunity for term faculty with a required time in service before eligible. A partial educational leave opportunity should be considered. This would have to be financially viable in the unit.

Awards

University and unit level awards are key ways to recognize, engage, and encourage our faculty. As appropriate awards should be open to both tenure and term faculty and should specifically state which faculty are eligible.

1. University level faculty awards do include recognition of term faculty. Except for the Early Career Faculty Award (tenured only) and Outstanding Term Faculty Award (term only), all university awards are open to full-time tenured, tenure-track, and term faculty. This should be specifically stated in all of the requirements.
2. Emeritus Faculty policy should continue to include term faculty and this should be specified.
3. Distinguished Career Professorship policy should be reviewed to allow term faculty who have served ten or more years to be considered for this recognition.
4. Continue university service recognition for term faculty.
5. All unit level awards should be reviewed by the unit to determine if they do allow for recognition of their term faculty.

Performance Evaluation and Progress to Promotion

University policy notes that all faculty are expected to have an annual evaluation. Timely evaluation of performance is important for all faculty to provide clarity on work, ongoing expectations, and to discuss faculty concerns. These evaluation discussions should also help facilitate a path to promotion.

1. All academic units are encouraged to provide more comprehensive feedback about progress toward promotion at least two years prior to promotion.
2. Chairs and evaluators should be mindful that implicit bias may play a significant role in student evaluation scores and comments, especially for women and minority term teaching faculty. Therefore, the evaluation of teaching should not rely exclusively on student course evaluations. Other elements such as peer review, faculty self-evaluation, teaching practices inventory, teaching portfolios, etc can be utilized. Please see Appendix B for more information.
3. Leadership should ensure that term faculty evaluations (annual reviews and promotion) are aligned with term faculty contracts and workload responsibilities, existing and future. Term faculty should be evaluated on all aspects of work that they do as a professional on behalf of VCU.

Promotion

Promotion is a recognition of the excellence and productivity of a faculty member. It is also associated with salary increase and may be utilized as part of retention. VCU is committed to creating a culture of success and pathways for promotion for all faculty. However, Schools and Centers have marked variability in interpretation of the University Promotion and Tenure Guidelines. This is particularly seen in the 1) areas to be evaluated during the review; 2) required documentation to be submitted; 3) requirement for external letters; 4) composition of peer and school committees. See Appendix C for a comparison table.

1. Provide a specific section for term faculty.
2. Eliminate the need for external letters for promotion from Instructor to Assistant Professor. Consideration by units to determine whether external letters are necessary for Assistant to Associate Professor.
3. Update criteria to provide explicit pathways for promotion for term faculty, including general criteria and process for term faculty promotion. Promotion should be based on specified job duties.

4. Clarify that a terminal degree is required for Assistant Professor and higher positions (provide grandfather provision for individuals without terminal degree previously promoted beyond Instructor).
5. For term faculty without the terminal degree in the field, promotion guidelines should consider providing a pathway for promotion within the Instructor title. For example: Instructor, Lecturer, and then Senior Lecturer levels. This will require specific guidelines and criteria for these.
6. Following a university policy update, the schools should be charged with defining school criteria and procedures which align with the university.
7. Consider removing criteria for international recognition particularly for term faculty with primary duty in teaching or service.
8. The University should provide general guidelines for the requirements for promotion packets and schools should further specify for their areas for both tenure and term.
9. Review committee composition for term faculty promotions; should include equal or majority of term faculty at or above rank.
10. Annual evaluations should include discussions of progress toward and readiness for promotion. Units should determine a process to review/advise term faculty on their progress toward promotion.
11. Guidelines for evaluation of teaching excellence should be reviewed and expanded.
12. Faculty should be made aware of the university promotion policies, and faculty development workshops should be offered to assist term faculty with promotion.
13. The Track Transfer policy requires a national search for transfer from term to tenure-eligible. It is unclear if this is necessary and whether this criterion is consistently applied across the university. The Promotion Tenure Guideline Committee should discuss this track transfer issue.

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<https://training.vcu.edu/offering/>

Appendices attached:

Appendix A: Faculty Counts

Appendix B: White Paper on Evaluating Teaching Effectiveness

Appendix C: Promotion Comparison Table by Unit

APPENDIX A: FACULTY COUNT

Faculty Count

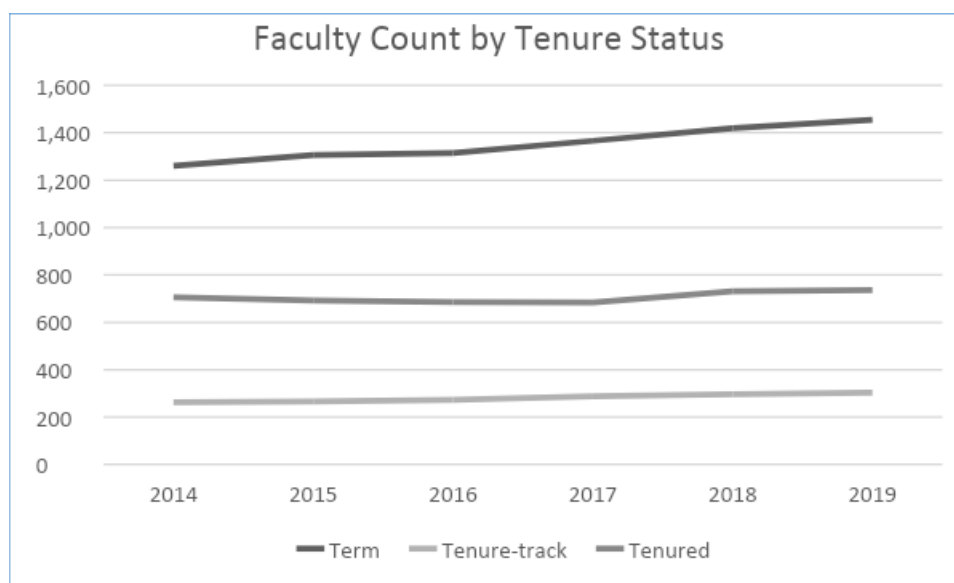


Figure 1: Trends in faculty counts for term, tenure track and tenured.

	Total Term Faculty	Instructor	Assistant	Associate	Full
Arts	62	14	37	9	2
Arts - Qatar	52	1	27	22	2
Business	39	16	9	4	10
da Vinci	2	1	0	1	0
Dentistry	57	0	31	22	4
Education	80	59	20	1	0
Engineering	29	4	15	6	4
Health Professions	40	10	21	8	1
Humanities & Sciences	173	74	80	18	1
L.D. Wilder	14	5	6	3	0
Medicine	691	37	401	177	76
Nursing	29	9	17	3	0
Pharmacy	25	1	9	13	2
Social Work	16	4	5	7	0
University College	65	15	39	11	0
VCU Libraries	57	14	30	11	2
VCU Life Sciences	12	3	5	3	1

Table 1: Faculty rank for term faculty by unit in 2018

**APPENDIX B: WHITE PAPER ON EVALUATING TEACHING
EFFECTIVENESS**

White Paper on Evaluating Teaching Effectiveness

By

Academic and Professional Status Committee of VCU Faculty Senate

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With Special Thanks to Enoch Hale, Director,
Center for Teaching & Learning Excellence at VCU

Abstract

VCU faculty are largely unclear about how, when, and according to what criteria their teaching is evaluated annually. There is no shared definition of that what constitutes substantive due process for teaching evaluation (e.g. the shared expectations for teaching, shared standards of what constitutes good teaching, and standards for measuring teaching effectiveness based on best practices). There is considerable variation in student evaluations of teaching. These evaluations demonstrate consistent bias, particularly against women and underrepresented instructors. This committee studied the current student course evaluation system used in schools and departments across the University. We gathered all of the course evaluations forms used at VCU to ascertain the questions asked across units. Our results indicate great variability across units –both in terms of length and types of questions asked. Additionally, we found that some units have not updated evaluation questions in this century. Some units include additional items for evaluation of faculty teaching, such as peer reviews, scholarship on pedagogy, curriculum development, and student mentorship in faculty evaluation. Yet, it is unclear how often and to what degree these items are used in annual evaluations and whether these evaluations are conducted using best practices. We concluded that greater clarity, consistency, and transparency in the process to evaluate teaching is necessary to further equity among faculty—especially, for annual review, promotion, and tenure purposes. We recommend that best practices be used to create a context for teaching and to create greater clarity around expectations for faculty. Part of the process to decide best practices should include the development of a shared understanding of standards and expectations of faculty around the type of teaching to be expected and encouraged.

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White Paper on Evaluating Teaching Effectiveness

Problem Statement

As a research university, VCU has a commitment to scientific research and to grounding our actions in evidence. The research on evaluations of faculty teaching has focused on the use of students' course evaluations. The scientific evidence continues to strengthen that students' course evaluations are influenced significantly by the implicit bias based on gender and minority status (Mitchel & Martin, 2018) and that the surveys have zero correlation to teaching effectiveness and student learning outcomes (Uttl, White & Gonzalez, 2017). As the evidence continues to build, it becomes a potential concern that faculty evaluations based on biased information will lead to discrimination against women and minorities potentially opening the University to liability for violations under Title IX (See Mitchel & Martin, 2018). The situation becomes more complicated as promotion and tenure decisions are frequently based on student course evaluations but also because annual assessments have been the primary mechanism to award merit raises, which have been the only raises awarded in the last five years. Having a fair, objective and transparent faculty assessment process is important to improve teaching and to create a place where teaching and research are valued equally. In an effort to help the University move forward on the Quest 2025 to transform teaching and learning at VCU, shared standards and expectations need to be clarified for faculty in relation to teaching, and experimentation will need to be encouraged.

In this white paper, we will provide an overview of the current system used for evaluating teaching effectiveness through student course evaluations. As schools and colleges explore ways to improve the annual review process and increase transparency and fairness in the process, this committee compiled information about VCU's current system, available resources, and methods to create a fairer annual evaluation system. As raises continue to be determined on a merit basis, it is crucial for a fair and transparent system to be developed in order to strengthen the University community and to improve teaching effectiveness for VCU students. We will examine the student course evaluations themselves and compare them across the University. Then we will present our concerns and provide suggestions and resources for schools, colleges, departments, and programs to develop a more holistic and fair evaluation system for teaching effectiveness.

Background

Four years ago, this committee started an examination of the faculty assessment process. We researched the evidence surrounding student course evaluations. The research clearly shows bias based on gender and minority status, which is very concerning to the Faculty Senate. We also discovered that there was no faculty appeal policy in place University-wide. Some schools had an appeal process, but the process ended at the Dean's office, which may choose not to hear the appeal. Consequently, many faculty evaluation issues were brought through the Faculty Mediation and Grievance Policy, using significant University resources. Last year, a [policy](#) was drafted and enacted regarding annual assessment of faculty. This policy included the recognition

that because of issues surrounding such surveys, student course evaluations cannot be the sole determinant of teaching effectiveness. Further, the policy created a clear line of appeal to the Provost office. The procedure has become clarified in process but not necessarily in substance. Therefore, the evaluation of faculty regarding teaching effectiveness continues to be a concern, which has led this committee to examine how faculty are being assessed University-wide and to research the best practices for evaluating faculty.

Method

This committee collected student course evaluations from over 25 schools, colleges, departments, and programs to ascertain the basis being used to evaluate faculty across the University. Based on our evaluation, the majority of the schools and colleges have not changed their course evaluations in this century. For many units, evaluations have not changed since their inception beyond moving online in 2008/9. At this point, nearly 60% of the course evaluations are conducted online through a new system called Blue. According to the VCU Course Evaluation website, faculty are unable to add or subtract questions relevant to their courses. Evaluation questions are set by the school, college or the department. Yet faculty are responsible for the response rate for the majority of the courses. In fact, one of the ways to encourage students to complete the survey is for faculty to award them extra credit as stated below:

You can provide students with incentives for completing the course evaluations. Since the evaluations are considered confidential, we do not reveal the names of students who have completed the evaluations. Instead you can give incentives based on the overall response rate of the class. Be creative, some faculty use extra points based on achieving a certain level, others come up with amusing awards. Some faculty have more than one class compete and the winner gets a pizza. That may be extreme but it does work.

Again, use an incentive that you are comfortable with. ([VCU Course Evaluation Website](#))
The concern of low response rate is a skewed sample of strongly negative or positive responses only. Some faculty have expressed concern about the ethics of this type approach (e.g. bribe).

Some colleges, schools, and departments have changed their student course evaluations. The University College has altered its evaluations in Focused Inquiry to concentrate on practiced and attained skills learned by students. These new evaluations are used in particular for UNIV 111 and 112. The faculty appeared to have received good feedback from the students and find that the evaluations focus more on student learning. The School of Pharmacy revised its student course evaluations down to nine questions for the majority of their courses. For clinical pharmacy courses, three more questions are asked. The nine questions focus on clarity, assessment, and placement of the course in curriculum. The School of Medicine and the School of Dentistry have adapted their course evaluations to align with program goals and the curriculum. The School of Medicine has initiated a program to track student participation in these surveys and has made participation in evaluations part of the students' required responsibilities. The School of Dentistry has changed its course evaluations; however, it is unclear whether they were deployed properly, as Dentistry does not use the Blue System.

Some units appear to be developing new initiatives. For example, some departments in the College of Humanities and Sciences have started peer observation of teaching and have developed protocols surrounding such endeavors. The Department of English has also changed its evaluations by reducing the number of questions asked. Additionally, in late 2016, the Center for Teaching and Learning Excellence (CTLE) was opened. This year, the CTLE has hired new colleagues and continues to develop resources for faculty to improve teaching and scholarship on pedagogy. The CTLE provides a midterm evaluation that involves about 30 minutes of class time when students are placed in groups and discussion as directed by a CTLE representative. Following the evaluation, CTLE staff and the faculty member meet to discuss the results. These evaluations are limited, however, due to lack of resources. (Faculty who are interested should contact the CTLE about scheduling.)

Results

Using online evaluations were available through the Blue system, we tracked frequency of questions in Chart 1 and for type of questions in Table 1. In Chart 1, student course evaluations ranged from the most questions asked, at 32 questions for 6 schools, and the least questions asked, at 9 for the School of Pharmacy. Student course evaluations averaged 20.6 questions. This count does not include questions prompting for comments. Nearly all course evaluations had space at the bottom after all questions for additional comments.

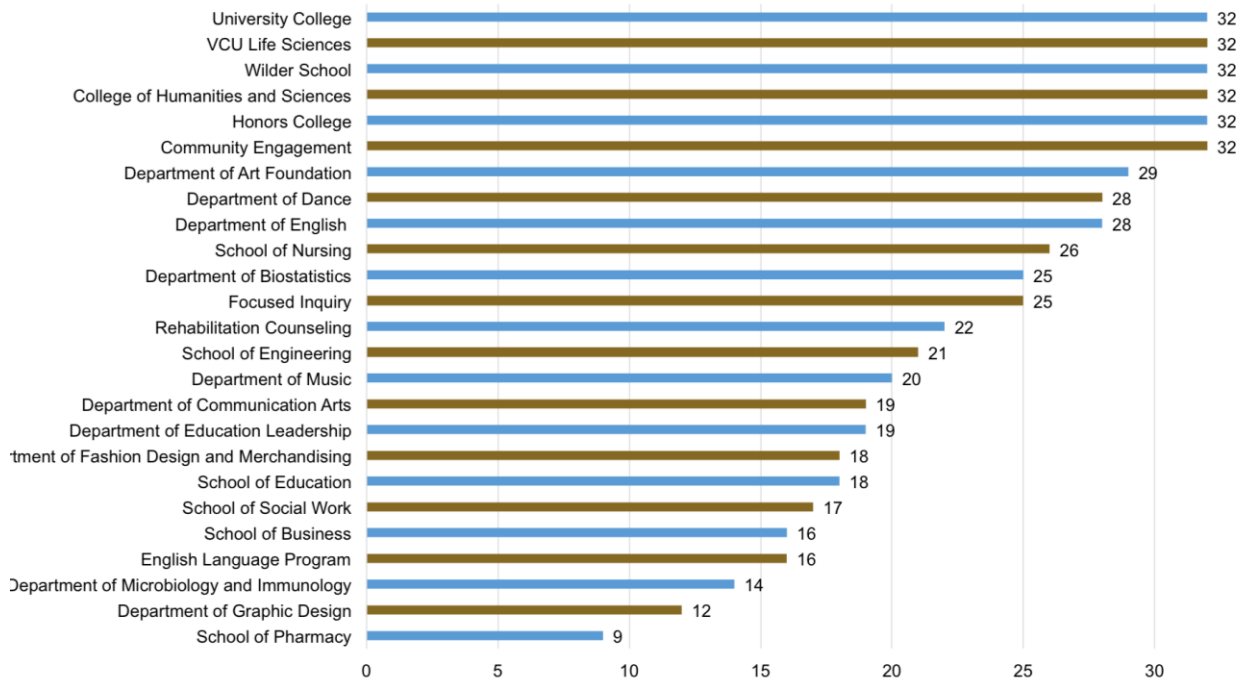


Chart 1 Total Number of Questions Asked on Student Course Evaluations

The evaluations with 32 questions have been in existence since the 1980s according to faculty who have been at VCU since that time. Beyond the change from paper to electronic evaluations, all other aspects of these 32-question evaluations have remained constant.

We also examined the text of the evaluation questions. Thirteen questions are present on the majority of evaluations. The questions do not provide a context for the course, and in some cases are ambiguous. As seen in Table 1, the most common questions do not relate to student learning outcomes, skill attainment and/or practice in the classroom. Studies have shown that a student's grade in a course has correlated highly with rating for instructor (Boring, Ottoboni & Stark, 2017; Brockx, Spooen, & Mortelmans, 2011; Fenn, 2015; Svanum & Aigner, 2011). Answers to these questions may be easily influenced by bias based on gender and minority status (Boring, Ottoboni & Stark, 2017; Fenn, 2015; MacNell, Driscoll & Hunt, 2015; Potvin & Hazari, 2016; Rosen, 2018; Wagner, Rieger, & Voorvelt, 2016).

Table 1 Questions Asked Most Often in Student Course Evaluations

Course Questions	Rate
What grade do you expect to earn in this course?	65%
The course was well organized.	65%
The instructor was readily available for consultation with students during office hours or by appointment.	62%
How would you rate this professor overall?	62%
Student responsibilities (being prepared for class, classroom participation, group projects, etc.) were well defined in this course.	62%
The instructor treated students with respect.	58%
What was your overall grade point average (GPA) at the beginning of the semester?	58%
What best describes why you are taking this course?	58%
How would you rate this course overall?	58%
The instructor was well prepared for each class	54%
The instructor encouraged students to feel free to ask questions.	54%
What is your class level? (If you are a special student, please choose the category that best describes you.)	54%
How would you rate the demands which this course made upon you?	54%

Current students' course evaluation system

Based on our research and discussions, the current student course evaluations do not provide sufficient context for summative assessment of teaching effectiveness. Yet, the numbers obtained from student evaluations often used by supervisors for measuring teaching effectiveness without a context of the course or a holistic understanding of faculty teaching. The majority of the student course evaluations have too many questions. Additionally, these questions need to be should not contain ambiguous and vague interrogatories, such as “How would you rate this professor overall?” This question, particularly, is open for bias since it lacks the focus on specific behavior. Such a far-reaching and vague question has been found in research to have zero correlation to teacher effectiveness and student learning (Uttl et al., 2017). At this point, there does not appear to be any evidence to support the use of student course evaluations for summative assessment of faculty.

Recommendations

The recommendations from our work focus on two different areas: student course evaluations and best practices in holistic assessment of faculty teaching. The student course evaluation recommendations concentrate on addressing the inadequacies of the current system and responding to concerns expressed by faculty across VCU. Recommended holistic assessment options arose from research, work with Enoch Hale, Director of the Center for Teaching and Learning Excellence, and committee discussions surrounding ways to improve the current system.

Committee's Recommendation for Student Course Evaluations

Although student course evaluations are not useful in summative assessment of faculty, they may provide insight for instructors as formative assessment of teaching if the questions are customized and responsive to courses and programs about methods and learning. Formative assessment guides instructors to evaluate teaching methods and student learning in order to make decisions on future pedagogy. To that endeavor, we suggest that evaluations contain fewer questions with more focus on skill attainment. Additionally, these evaluations should allow for comments and for students to provide examples. For instance, if a student gives a low rating on “respect toward students,” the survey should ask for an example in comment. Currently, nearly all comments in the evaluations are only at bottom of the forms. To provide a more complete picture, it is important to include questions regarding students' actions including—whether students purchased course materials, turned in assignments, etc. It is important to gauge how much the student engaged with the course. Students who are truly engaged can provide the best feedback to improve the course for professors.

To summarize, we recommend the following actions regarding student course evaluations:

1. All surveys should contain 15 or fewer questions.
2. Units that have not changed or adapted their student course evaluations in the last eight years should examine their surveys to determine their current relevance and effectiveness for teaching and learning.
3. Units should eliminate questions that are vague—e.g. What is your overall rating of the instructor? What is your overall rating for this course? Research has shown zero correlation between these questions and teaching effectiveness
4. If a student provides a low rating on a key question, the survey should require students to provide a comment that gives an example to explain the rating. Comments should be allowed throughout the survey to provide students an opportunity to give context to their quantifications.
5. Units should remove questions that do not relate to teaching and learning within the control of the student and the professor; e.g. How would you rate the physical environment of the class? Facilities questions may be better served by a separate survey.
6. Evaluations should be restructured to present all teaching questions in one section and all student questions in another.
7. Evaluations should allow some customization so instructors can ask specific questions to improve pedagogy.

Suggestions to develop a more holistic approach to evaluating teaching effectiveness

In this report, we have provided several suggestions to create a more holistic evaluation of teaching effectiveness. Some items listed are methods to promote the development and innovation in teaching methods. Others are ways to gather and present data to show teaching activities and effectiveness. Through these types of contextual assessments, the University can provide a path for faculty to show adaption, innovation, and improvement in teaching methods from multiple perspectives. These contextual assessments can better inform department chairs about the quality and intentions informing faculty teaching efforts.

Teaching effectiveness is a fluid endeavor as each semester brings new students with different strengths and weaknesses. A key component for evaluation should be evidence that shows efforts to improve and innovate teaching through self-reflection, pedagogical training, and experimentation. Sometimes experimentation and innovation works and sometimes it does not. By providing faculty the means to show innovation, the University can encourage the development of teaching styles consistent with Quest for Distinction Theme 1. In the Quest 2025, innovation and transformation to lead to student success will be supported well by re-thinking how we develop, assess, and evaluate teaching.

- ★ *Focus group evaluation:* For any class over a duration of time that sufficiently accounts for changes in student populations (CTLE completes these evaluation). This type of evaluation, usually conducted at the midpoint of the semester, gathers anonymous feedback from students about what is helping them learn and what is not. Focus group evaluation provides not only for student feedback on the impact of the teaching, but these

evaluations also show how the professor responds to student feedback. This is considered best practice throughout centers for teaching and learning nationally. [Vanderbilt](#) provides one example of a similar program.

- ★ *Peer observations*: When a faculty member's teaching evaluation is conducted by colleagues who can best relate to the instructional context, a culture of equity and continual growth become the norm rather than the exception. Example: [Teaching Triangles](#). Teaching triangles: 1) identify areas for enhancement and effectiveness in teaching techniques, 2) utilize meaningful feedback methods, and offer ways to improve teaching while providing a structured means of reflection with a colleague. This type of peer review is more formative in nature and will be helpful with innovating and improving teaching at VCU.
- ★ *Summative peer reviews*: We recommend that peer reviewers be trained in appropriate practice and expectations for best practice. Peer reviews should not be a surprise or ambush-type of evaluation but should align with best practices to a three step approach (Golparian, Chan, & Cassidy, 2015). A good peer review provides a true context for teaching. At a minimum, three meetings should occur including a pre-observation meeting during which teaching philosophy and approach are discussed and materials for the course are shared, a class observation (a minimum of one class observation, but two provides more balanced data), and a post-meeting debriefing. A report should then be written and provided to the observed professor. The CTLE can assist in the training of peer reviewers. The [Center for Teaching at Vanderbilt](#) sets out the best practice and has excellent resources concerning peer reviews. Another resource is [Cornell Center for Teaching Innovation](#). Both resources point out that peer reviews are more than one or two visits to the classroom and a report generated for promotion and tenure. Best practices included trained observers and a three-step process: pre-observation meeting, class observation, and post-observation debriefing (Golparian, Chan, & Cassidy, 2015).
- ★ *Self-assessment*: Evaluations should use specific criteria from the faculty member's field (including utilization of student voice in some form) to show development of teaching to meet students' needs. The goal for this portion of the evaluation is to show a professor's development as a teacher. Vanderbilt has extensive resources about [self-assessment of teaching and developing teaching portfolio](#) options.
- ★ *Long-term student outcomes*: These outcomes should be tracked in order to assess effectiveness in teaching and course design. For example: follow students in from gateway courses to 300/400 level courses and see how the students perform. Another example: follow alumni and send out surveys to see how well prepared they were after being in the field for two to five years.
- ★ *Increasing teaching pedagogy and training*: The University should create resources to help professors innovate and adapt their teaching to meet new students' needs. Example: a program decides to revamp its approach to a program goal and the CTLE works with them to develop the new modality through the curriculum. The creation of Faculty

Learning Communities (FLC) around specific topics, such as high impact practices, large lecture classes, discussion and seminar courses, etc., would provide faculty with more resources in their teaching methods.

- ★ *Digital teaching portfolio* (presentation by CTLE): The portfolio provides a longitudinal view of the course evaluations for one course plotted by years (x axis) and ratings (y axis). Example: as one hovers over the rating, the context is displayed—change in class size, changing a book and/or assignments, changing modality, writing intensive characteristics, other works completed that year (one published a book or many articles), etc. Such a system would allow for innovation to be rewarded even when it does not work well.
- ★ *Inclusion of teaching dossiers*: Teaching dossiers, while somewhat like the portfolio above but not quite so quantitative data-based, contain student-outcomes and products to provide a more qualitative analysis to the professor's work. Example: out of 120 students last year, 71 submitted to the National Conference for Undergraduate Research and 60 were accepted. The faculty would record that in the portfolio because that is a very high acceptance rate for that particular conference. The faculty member would also collect publications that grew out of his/her course, etc. This type of evidence would vary widely but would allow professors to tailor the expectations and outcomes of how their course is paying off for students. This evidence would be highly customized to the field and a way to promote and reward Relevant Experiential and Applied Learning (REAL) teaching endeavors. Universities in Canada are using these types of evidence for teaching. [University of Victoria's Learning and Teaching Centre](#) has a worksheet to help professors develop and customize their teaching dossiers. This link is for the [Teaching Dossier: Organizational Matrix](#).

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APPENDIX C: PROMOTION COMPARISON TABLE BY UNIT

Comparative Overview of VCU Full-time Tenure-Track and Term Faculty Positions

Rubric	Tenure-Track (TT) Faculty	Non-Tenure (NT) Faculty
Faculty Position Title	Teaching and Research (T&R)	Term
Appointment Description	Primary appointment with <u>principal and regularly assigned</u> responsibilities with significant commitment to teaching and/or a significant commitment to research	A full-time faculty appointment for a specified mix of duties and does not lead to tenure.
Common Unit Defined Appointment Modifiers	Tenure, Tenure-eligible (<i>probationary appointment</i>) (Other of ' <i>unspecified</i> ' tenure status: Affiliate, Endowed, Commonwealth, University, Emeritus, Eminent)	Fixed-Term, Collateral, Clinical, Research, Teaching, Service, Visiting, Adjunct (part-time), etc.
Education and Training	Appropriate Credentials/Experience for Unit	Appropriate Credentials/Experience for Unit
Appointment Transition Criteria	Tenure-eligible faculty member on a probationary appointment may transfer to a term appointment with the concurrence of the provost, VP(health sci), Dean or Chair.	Exceptional cases allow term appointment conversion to probationary tenure-eligible status for term faculty member whose hire has gone through a national search with prior 3 yrs of service with above avg evaluations. Requires formal written request from candidate.
Position Rank	Assistant (Asst.), Associate (Assoc.) or, Full Professor	(<i>Instructor</i>) or Assistant, Associate, or Full Professor
Promotion Opportunity	Mandatory Promotion Requirements 'with' Tenure for Asst. Prof	Promotion above Asst. Prof. is not mandatory AND promotion timeline is unspecified
Tenure Eligibility/Timeline	YES (after 6 yrs of service (with exceptions) depending upon appointment type)	No 'permanent' tenure, but allows 1-5 yr renewable contract extension upon promotion with offer and upon approval at Dean and Provost level
Promotion Evaluation	Proportionate - Requires major 'fixed' focus on Teaching and Scholarship, minor Service	Variable - Depends upon assigned mixed <i>teaching, scholarship and service</i> duties of position description
Instructor to Asst. OR Ten-Elig to Tenured Asst	Satisfactory performance in all required academic duties and holds promise for further professional development.	Varies by Unit: Each unit shall provide written guidelines for promotion. The criteria and definitions of criteria should be consistent with that faculty member's special mix of duties. The guidelines shall address how the faculty member's effort shall be weighted by the special mix of duties assigned to faculty members holding these appointments.
Asst. to Assoc.	a) Excellent in Teaching; VG or above in Scholarship ; Satisfactory or above in Service OR b) Excellent in Scholarship; VG or above in Teaching ; Satisfactory or above in Service.	
Assoc. to Full	Excellent in teaching OR scholarship and at least Very Good in the remaining two categories.	
Tenure/Promotion Review	Unit P&T committee of <u>only</u> tenured faculty (majority in dept and 1 outside) + student rep + 3 external letters from outside of VCU; Only tenured on University P&T	Unit P&T committee of <u>majority</u> tenured faculty, 1 outside dept + <u>1-term</u> + student rep + 3 external letters from outside of VCU; Only tenured on University P&T

Comparative Overview of VCU Non-Tenure Faculty P&T Criteria (Monroe Campus Unit Group 1)

Rubric	College of Humanities & Science	College of Engineering	Life Sciences	School of the Arts
Title Descriptor	Term (can be modified by Unit specific modifiers i.e. Teaching, Research, Service)	Same (paid or unpaid)	Same	Term, with no modifiers
Appointment Type	Type and mixed duty weighting specified by Unit	Same	Same	Same
Education	Terminal for Unit	Same	Same	Same
Tenure Eligibility Or Transition	Non-tenure eligible (except via national search), 1-3 yr renewable contract after promotion as offered by Dean	No, Same, but 1-5 yrs	No, Same, no term specified	No, no term specified; Same as University Guidelines for Transition to Tenure.
Position Rank	Assistant, Associate or Full Professor	Same	Same	
Promotion Timeline	Promotion above Asst. Prof. is not mandatory with unspecified timeline	Same	Same	
Promotion Review	Unit P&T committee of majority tenured faculty, 1 outside dept + 1-term + student rep + 3 external letters from outside of VCU; Only tenured on University P&T(P&T Committee not required for Instructor to Asst. Promotion)	Same, except all tenured faculty; 2-dept, 1-outside, 1-student	Four tenured, 1-outside unit + grad student	3 tenured faculty, 1 outside, + student
Instructor to Asst.	Excellent in the area of primary responsibility , and at least Satisfactory in the remaining two areas, if applicable, as defined in departmental guidelines.	Same	Same	Review criteria same as for tenure/tenure eligible faculty
Asst. to Assoc.	Teaching Asst. Prof – Excellent in Teaching ; VG or above in 2nd; Satisfactory in 3rd, if applicable. Research Asst. Prof – Excellent in Scholarship ; VG or above in 2nd area; Satisfactory in 3rd, if applicable Service Asst. Prof – Excellent in Service ; VG in 2nd area; Satisfactory in 3rd, if applicable	Same, except notation of scholarship/ practice , where ‘ <i>practice</i> ’ indicates having mastered craft as industrialist with special skills.	Teaching – Excellent in Teaching ; has made progress towards a national or international reputation in area Research – Excellent in Scholarship ; VG or above in 2nd area; Satisfactory in 3rd, if applicable Service – Excellent in Service ; VG in 2nd area; Satisfactory in 3rd, if applicable	Review criteria same as for tenured faculty
Assoc. to Full	Excellent in their primary area of responsibility and at least VG in a 2nd, and at least VG in a third area, if applicable.	Same	Excellent in primary area ; has achieved a national or international reputation in area.	

Comparative Overview of VCU Non-Tenure Faculty P&T Criteria (Monroe Campus Unit Group 2)

Rubric	School of Business	School of Education	School of Social Work	Wilder School
Title Descriptor	Term, with no modifiers	Term (can be modified by specific modifiers i.e. Clinical, Visiting, Teaching, Research etc.	Term (specific modifiers include Teaching, Research, or Practice	Term, with no specified modifiers
Appointment Type	Type and mixed duty weighting specified by Unit	Same	Same	Same
Education	Terminal for unit, but coursework, research, or work experience can supplement credentials	Masters and above as specified by unit	Same	Terminal for Unit
Tenure Eligibility Or Transition	Non-tenure eligible, 1 or more years, renewable, Transition via University guideline	Non-tenure eligible; 100% grant or externally funded, 1-5 yr renewable; Transition via University guidelines	Non-tenure eligible 1-5 yr renewable contract after promotion as offered by Dean	Could not determine length of term contract.
Position Rank	Asst/Assoc/Full and Instructor (only teaching)	Asst/Assoc/Full and Instructor	Asst/Assoc/Full and Instructor (<i>*Instr can be tenure eligible</i>)	Asst/Assoc/Full and Instructor
Promotion Timeline	Promotion above Asst. Prof. is not mandatory with unspecified timeline	Same	Same	Same
Promotion Review	Same criteria used for Tenure Track, also include mixed duties; All tenured faculty; no students	Three tenured + 1-Term + 1 student	Majority tenured + 1-term faculty, 1 outside, + student	Majority tenured + 1-term faculty, 1 outside, + student
Instructor to Asst.	Same criteria as used for University Tenure Track	VG in primary area, satisfactory in credentials and professional experience and service	satisfactory in credentials (including an earned doctorate) and professional experience	Specific Promotion 'Patterns' are designated that are unique to Term Faculty at each level.
Asst. to Assoc.	Same as used for University Tenure Track.	Excellent in primary area, minimum VG in 2nd area + Satisfactory in service, credentials and experience. Satisfactory in 3rd, if applicable	Excellent in scholarship or teaching and VG in the other two categories + Satisfactory in service, credentials, experience. and in credentials and experience.	Specific Promotion 'Patterns' are designated that are unique to Term Faculty at each level
Assoc. to Full	Same as Used for University Tenure Track	Excellent in primary area; has achieved a national or international reputation in area.	excellent in either scholarship or teaching and VG in the other of these two categories	Specific Promotion 'Patterns' are designated that are unique to Term Faculty at each level

(** Note: The Schools of Business, Education, and Social Work have similar Guidelines for Term and Tenure Eligible/Tenure Track)

**Comparative Overview of VCU Non-Tenure Faculty P&T Criteria
(Monroe Campus Unit Group 3 and Health Sciences Unit Group 1)**

Rubric	University College	School of Allied Health	School of Nursing	School of Pharmacy	School of Medicine	School of Dentistry
Title Descriptor	Term, with no modifiers; <i>All faculty in UC are term.</i>	Term with no specified modifiers	Term (specific modifiers include Term Clinical and Term Research)	Term, with no specified modifiers	Term (specific modifiers include Clinical, Visiting, Research, Teaching, etc.)	Term, with no specific modifiers
Appointment Type	Primary roles are teaching and Service	Roles of Teaching, Scholarship, and Service as indicated in mix of duties	Same	Same	Roles of Teaching, Scholarship, and Service (include patient care) as indicated in mix of duties	Roles of Teaching, Scholarship, and Service as indicated in mix of duties
Education	Terminal for unit	Masters and above as specified by unit	Masters and above as specified by appointment	Terminal for Unit	Terminal and above as specified by unit	Terminal for Unit
Tenure Eligibility Or Transition	Non-tenure eligible, 1 or more years, renewable, Transition to Tenure via University guideline	Non-tenure eligible; Appointment contract time or Transition to Tenure not specified	Non-tenure eligible 1-5 yr renewable contract	Indeterminant length of contract; Transition to Tenure via University Guideline	Non-tenure eligible 1-5 yr renewable contract; Transition to Tenure via University Guideline	Non-tenure eligible 1-5 yr renewable contract; Transition to Tenure via University Guideline
Position Rank	Asst/Assoc/Full and Instructor	Asst/Assoc/Full and Instructor	Asst/Assoc/Full and Instructor	Asst/Assoc/Full and Instructor	Asst/Assoc/Full and Instructor assigned to 3 tracks: Clinician-Educator; Teaching; or Research)	Asst/Assoc/Full and Instructor
Promotion Timeline	Non-mandatory; non-specified time in rank	Same	Mandatory promotion from Inst to Asst in 6 yr,	Non-mandatory; non-specified time in rank	At least 1-year, renewable (except Instructor)	Non-mandatory; non-specified time in rank
Promotion Review	All term faculty from UC + 1 outside faculty + 1 student	Three tenured + 1-Term + 1 student	Majority tenured + 1-term faculty, 1 outside, + student	Majority tenured + 1-term faculty, 1 outside, + student	Majority tenured + 1-term faculty, 1 outside, + student	2 tenured from school + 1 outside tenured + 1-term faculty, + student

Instructor to Asst.	Eligible after 6 years teaching at VCU (or other); Exc teaching; VG Service	Excellent- 1 criterion VG – 2 nd area Sat – 3 rd area, if applicable	Specific duties and outcomes specified for each of Clinical and Research Tracks	Satisfactory in all 3 areas of scholarship, teaching, and service	Satisfactory in all 3 areas of scholarship, teaching, and service	Specific duties and outcomes specified for each of Clinical and Research Tracks
Asst. to Assoc.	Eligible after 6 years as Asst teaching at VCU (or other); Exc teaching; VG Service.	Excellent- 1 criterion VG – 2 nd area Sat – 3 rd area, if applicable	Specific duties and outcomes specified for each of Clinical and Research Tracks.	Excellent in one of 3 area Satisfactory in other 2 areas	VG or Exc in 2 of 3 areas of scholarship, teaching or service) Satisfactory in 3rd area	Exc in either scholarship or teaching; Sat in other 2 (according to work plan) and sat in service.
Assoc. to Full	Eligible after 3 years as Assoc teaching at VCU (or other); Exc teaching; VG Service.	Excellent- 1 criterion VG – 2 nd area Sat – 3 rd area, if applicable	Specific duties and outcomes specified for each of Clinical and Research Tracks.	Excellent in one of 3 areas; VG in other 2 areas.	VG or Exc in 2 of 3 areas OR Exc in service (for Service-Term); VG or Exc in teaching; Sat in scholarship, if applicable.	Exc in either scholarship or teaching; Sat in other 2 (according to work plan) and sat in service.

(** Note: The Schools of Business, Education, and Social Work have similar Guidelines for Term and Tenure Eligible/Tenure Track)

Comparative Overview of Peer Institution P&T Guidelines (Group 1)

Rubric	George Mason	Virginia Tech	William & Mary	U Southern Carolina
Title Descriptor	Term (specific modifiers include Instructional, Research, Clinical Practice.)	Non-tenure Track (Prof of Practice, Clinical, Collegiate Prof, and Instructor)	Non-tenured Faculty (NTE) (Research, Clinical, Visiting Executive, Practice)	Non-tenure track Faculty (Prof of Practice, Clinical, or Research)
Appointment Type	Roles of Teaching, Research, and Clinical Practice	Specified roles in each area (i.e. Prof of Practice, Clinical, Collegiate OR Visiting/Adjunct.	Full-Time Continuing NTE positions hold a presumption of continuation. 2) Full-Time Specified-term NTE positions have positions that terminate on the date specified in the contract and hold no presumption of continuation.	Have specified balance of teaching, research and/or outreach activities, and service to the university
Education	Instructor (MS), above require Terminal degree	MS for Instructional, otherwise terminal for Unit	Prof education, experience and degrees needed for position	Prof education, experience and degrees needed for position
Tenure Eligibility Or Transition	Non-tenure eligible 1-5 yr renewable contract; Transition to Tenure requires Provost permission with or without national search.	Non-tenure eligible 3,5,7 yr renewable contract; No transition to Tenure	Non-tenure eligible 1-5 yr renewable contract; Transition to Tenure requires national search.	Non-tenure eligible without national search; timeline depends on unit; annual or multiyear contracts
Position Rank	Asst/Assoc/Full and Instructor assigned to 3 tracks: Instructional (Teaching), Research and Clinical Practice.	Asst/Assoc/Full and Instructor (Specific duties and outcomes specified for each of promotable Tracks)	Instructor, Lecturer, Senior Lecturer, Post-doctoral Fellow, Assistant Professor, Associate Professor or Professor.	Distinguished lecturer or professor of practice; clinical professor or research professor and many other non-tenure track faculty
Promotion Timeline	Promotion eligible after 6 years in rank	Non-mandatory; non-specified time in rank	Did not find specific Promotion Guidelines in Fac Handbook	Did not find specific Promotion Guidelines in Fac Handbook
Promotion Review	Majority tenured + 1-term faculty, 1 outside, + student	2 tenured from school + 1 outside tenured + 1-term faculty, + student	Did not find specific Promotion Guidelines in Fac Handbook	Did not find specific Promotion Guidelines in Fac Handbook
Instructor to Asst.	Satisfactory in main area	Grad/prof degree in discipline Professional certificate Significant Prof experience	Did not find specific Promotion Guidelines in Fac Handbook	Did not find specific Promotion Guidelines in Fac Handbook
Asst. to Assoc.	High competence in focus area	Same	Did not find specific Promotion Guidelines in Fac Handbook	Did not find specific Promotion Guidelines in Fac Handbook
Assoc. to Full	'Genuine' competence in focus area	Distinguished professional achievement with regional, national or international prominence.	Did not find specific Promotion Guidelines in Fac Handbook	Did not find specific Promotion Guidelines in Fac Handbook

Comparative Overview of Peer Institution P&T Guidelines (Group 2)

Rubric	Georgia State	Florida State	SUNY Buffalo
Title Descriptor	Non-tenure track (NTT) (specific modifiers include Clinical Faculty, Academic Professional, Research and Librarian)	Non-tenure Track (Prof of Practice, Clinical, Collegiate Prof, and Instructor)	Non-tenured Faculty (NTE) (Research, Clinical, Visiting Executive, Practice)
Appointment Type	Instructor, Asst, Associate, Professor.	Specified roles in each area (i.e. Prof of Practice, Clinical, Collegiate OR Visiting/Adjunct.	Full-Time Continuing NTE positions hold a presumption of continuation, and Full-Time Specified-term positions that terminate on the date specified in the contract.
Education	Instructor (MS), above require Terminal degree	MS for Instructional, otherwise terminal for Unit	Prof education, experience and degrees needed for position
Tenure Eligibility Or Transition	Non-tenure eligible 1-5 yr renewable contract; Transition to Tenure requires Provost permission with or without national search.	Non-tenure eligible 3,5,7 yr renewable contract; No transition to Tenure	Non-tenure eligible 1-5 yr renewable contract; Transition to Tenure requires national search.
Position Rank	Asst/Assoc/Full and Instructor assigned to 3 tracks: Instructional (Teaching), Research and Clinical Practice.	Asst/Assoc/Full and Instructor (Specific duties and outcomes specified for each of promotable Tracks)	Instructor, Lecturer, Senior Lecturer, Post-doctoral Fellow, Assistant Professor, Associate Professor or Professor.
Promotion Timeline	Promotion eligible after 5 years in rank	Non-mandatory; non-specified time in rank	Did not find specific Promotion Guidelines in Fac Handbook
Promotion Review	Majority tenured + 1-term faculty, 1 outside, + student	2 tenured from school + 1 outside tenured + 1-term faculty, + student	Did not find specific Promotion Guidelines in Fac Handbook
Instructor to Asst.	Excellence in main area of responsibility	Grad/prof degree in discipline Professional certificate Significant Prof experience	Did not find specific Promotion Guidelines in Fac Handbook
Asst. to Assoc.	Excellence in main area of responsibility at intermediate rank	Same	Did not find specific Promotion Guidelines in Fac Handbook
Assoc. to Full	Excellence at highest rank	Distinguished professional achievement with regional, national or international prominence.	Did not find specific Promotion Guidelines in Fac Handbook