



VCU

Board of Visitors

ACADEMIC AND HEALTH AFFAIRS COMMITTEE

November 21, 2025

The Honorable Benjamin Lambert III Board Room

1213 East Clay Street

Richmond, VA

MINUTES

DRAFT

COMMITTEE MEMBERS PRESENT

Dr. V. Dale Jones, *Chair*

Ms. Rooz Dadabhoy, *Vice Chair*

Mr. Neil Amin

Ms. Lara Tyler Chambers

Hon. Siobhan Dunnivant, M.D.

Dr. Kenneth Lipstock

Dr. Clifton Peay

Ms. Ellen Fitzsimmons, *Rector*

OTHERS PRESENT

Dr. Michael Rao, *President*

Dr. Beverly Warren, *Interim Provost and Senior Vice President for Academic Affairs*

Dr. Marlon Levy, *Senior Vice President for Health Sciences and CEO VCU Health*

Dr. Lyndon F. Cooper, *Dean, School of Dentistry*

Dr. Amy Darragh, *Dean, College of Health Professions*

Dr. Patricia A. Kinser, *Dean, School of Nursing*

Professor Roberto Jamora, *Faculty, School of the Arts*

Dr. Kelechi C. Ogbonna, *Dean, School of Pharmacy*

Dr. Elena Olson, *Faculty, School of Business*

Dr. Elvin T. Price, *Faculty, School of Pharmacy*

Dr. Amy Rector, *Faculty, College of Humanities and Sciences*

Dr. Kathleen Rudasill, *Interim Senior Vice Provost for Faculty Affairs*

Dr. Arturo P. Saavedra, *Dean, School of Medicine*

Dr. Lana Sargent, *Faculty, School of Nursing*

Ms. Jamie Stillman, *Executive Director of Academic Operations, Office of the Provost*

Ms. Stephanie Hamlett, *University Counsel*

Presidential Cabinet of VCU

Members of the media

CALL TO ORDER

Dr. V. Dale Jones, Chair, called the meeting to order at 10:33 a.m. The public was able to view the open session of the meeting via livestream at <https://mssvideo.vcu.edu/BOV>.

ACTION ITEMS

Dr. Jones asked the committee to consider approving ten items that were provided in advance for review: the committee meeting minutes for September 11, 2025; a revised committee charter and planner; six academic program proposals; and two policies:

- Proposal to establish the Master of Science in K-8 Mathematics Teacher Leadership
- Proposal to reorganize and close the Department of Mathematics and Applied Mathematics and the Department of Statistical Sciences and Operations Research into one department: the Department of Mathematics and Statistics
- Proposal to rename the Department of Chemical and Life Science Engineering to the Department of Chemical and Biomolecular Engineering
- Proposal to rename the Department of English to the Department of Language and Literature
- Proposal to discontinue the Bachelor of Arts in Religious Studies
- Proposal to discontinue the Bachelor of Science in Financial Technology
- Faculty Promotion and Tenure Policies and Procedures
- Term Faculty Promotion Policies and Procedures

On a motion duly made and seconded, the committee approved the September 11, 2025 meeting minutes and the recommendation to the full board for the revised committee charter, six academic program proposals, and two policies presented. The revised committee charter, six academic program proposals, and two policies are attached hereto as *Attachment A* and is made a part hereof.

OPEN SESSION

Interim Provost Beverly Warren and Senior Vice President Marlon Levy, with support from Vice President Sriram Rao, provided a collaborative report that underscored the central role of VCU's faculty in advancing the university's stature as an engaged R1 institution. Faculty excellence is evident in their impact, innovation, and national leadership in discovery and creative expression.

VCU is one of only 12 universities nationwide with the full complement of health sciences programs, integrating teaching, research, and clinical practice. Dr. Levy moderated a panel of deans who described how health sciences faculty prepare students with cutting-edge curricula, drive life-saving discoveries, and improve community health. The deans panel included Dr. Lyndon Cooper, dean, School of Dentistry; Dr. Amy Darragh, dean, College of Health Professions; Dr. Patricia Kinser, dean, School of Nursing; Dr. Kelechi (K.C.) Ogbonna, dean, School of Pharmacy; and Dr. Arturo Saavedra, dean, School of Medicine.

Dr. Kathleen Rudasill, interim vice provost for faculty affairs, moderated a faculty panel showcasing how colleagues across disciplines advance knowledge, transform teaching, and strengthen community engagement. The faculty panel included Professor Roberto Jamora, assistant professor, School of the Arts; Dr. Elena Olson, Ph.D., associate professor, School of Business; Dr. Elvin Price, associate professor, School of Pharmacy; Dr. Amy Rector, associate professor, College of Humanities and Sciences; and Dr. Lana Sargent, associate professor, School of Nursing.

Virginia Commonwealth University
Board of Visitors
Academic and Health Affairs Committee
November 21, 2025 Minutes

The committee discussed revised Promotion & Tenure (tenured/tenure-track faculty) and Promotion (term faculty) policies, developed through a multi-year, faculty-driven process. These policies align with VCU's values and aspirations as an R1 institution.

A copy of this presentation is attached hereto as ***Attachment B*** and is made a part hereof.

ADJOURNMENT

There being no further business, Dr. V. Dale Jones, *Chair*, adjourned the meeting at 12:05 p.m.

**VCU Academic, Health Affairs and Research Committee
November 21, 2025**

ATTACHMENT A

VCU Academic, Health Affairs and Research Committee (AHARC) Charter and Planner

Background

Purpose	The committee charter and planner provides an overview of the areas of responsibilities for the committee and timing for regular reports and activities.
Annual Review and Revisions	The charter and planner is reviewed and accepted annually at the committee's September meeting.
<ul style="list-style-type: none">● Sept. 2025	At the Sept. 11, 2025 meeting, the committee recommended and the Board of Visitors approved the charter and planner with a revised committee name.
<ul style="list-style-type: none">● Nov. 2025	Additional revisions are now required to ensure the charter and planner properly align with committee responsibilities.

Proposed revisions November 2025

- **Remove references to VCU athletics and student athletes (lines 7, 31, 32, 115, 116).**
 - These responsibilities now fall under the [Intercollegiate Athletics Committee](#).
- **Remove references to inclusive excellence (lines 7, 34).**
 - Per the [VCU Board of Visitors March 21, 2025 resolution](#).
- **Remove "staff" from line 96.**
 - Staff employment, rights and responsibilities, and professional development fall under the [Facilities, Real Estate and Administration Committee](#).
- **Remove communications (constituent reports) with faculty, staff and students (lines 101, 131, 132). The faculty, staff and student representatives will continue to serve as non-voting members.**
 - In September 2021 the constituent (faculty, staff and student) representatives and reports were moved from this committee (then called Academic and Health Affairs Committee) to the full Board of Visitors quarterly meeting.
 - In addition, Board member communications with faculty, staff and students is covered in the [BOV Statement on Governance and Ethical Leadership](#).

1 **VIRGINIA COMMONWEALTH UNIVERSITY**
2 **BOARD OF VISITORS**

3 **ACADEMIC, HEALTH AFFAIRS AND RESEARCH COMMITTEE CHARTER**

4 **I. PURPOSE**

5 The primary purpose of the Academic, Health Affairs and Research Committee is to provide oversight and
6 make recommendations to the Board on all policies and plans regarding strategic enrollment management;
7 academic quality; student matters; faculty matters; ~~athletics; inclusive excellence~~ and research consistent with
8 the stated goals and objectives of the University and with its academic health center, including its affiliation
9 with the Virginia Commonwealth University Health System Authority. Areas of responsibility include:

- 10 • Strategic enrollment management
11 ○ Admissions
12 ○ Retention
13 • Academic quality
14 ○ Quality
15 ○ Degrees, programs and structure
16 ○ Trends
17 ○ Strategic priorities
18 ○ Academic program review
19 ○ Online education
20 ○ SACS/accreditation
21 • Student matters
22 ○ Academic Success
23 ○ Rights and Responsibilities
24 ○ Concerns
25 ○ Safety, satisfaction and engagement
26 • Faculty matters
27 ○ Employment, rights and responsibilities, and professional development
28 ○ Salaries
29 ○ Recruitment and retention
30 ○ Benchmarks and best practices
31 • ~~Athletics~~
32 ○ ~~Academic success of student athletes and compliance with NCAA guidelines~~
33 • Research
34 • ~~Inclusive Excellence~~
35 • Coordination of academic activities of health sciences schools and affiliation with the VCU Health
36 System Authority

37
38 In addition, the Academic, Health Affairs and Research Committee provides oversight and counsel toward the
39 achievement of the mission, vision and goals of the Virginia Commonwealth University strategic plan.

40
41 The function of the Academic, Health Affairs and Research Committee is primarily oversight. University
42 management, under the auspices of the President, the Provost and Senior Vice President for Academic
43 Affairs, the Senior Vice President for Health Sciences and CEO of VCU Health, and the Vice President for
44 Research and Innovation, is responsible for the development, implementation, and measurement of success
45 regarding these areas of responsibility, as well as the policies and procedures for maintaining these programs
46 and activities.

47 **II. COMPOSITION AND INDEPENDENCE**

48 The Academic, Health Affairs and Research Committee will be comprised of three or more Visitors. Each
49 member must be free from any financial, family or other material personal relationship that, in the opinion of
50 the Board or Academic, Health Affairs and Research Committee members, would impair their independence
51 from management and the University.

52
53 **III. MEETINGS**

54 The Academic, Health Affairs and Research Committee will meet at least four times annually. Additional
55 meetings may occur more frequently as circumstances warrant. The Committee chair should communicate
56 with the Provost and Senior Vice President for Academic Affairs, the Senior Vice President for Health
57 Sciences and CEO of VCU Health, and the Vice President for Research and Innovation, prior to each
58 Committee meeting to finalize the meeting agenda and review the matters to be discussed.

59
60 **IV. RESPONSIBILITIES**

61 In performing its oversight responsibilities, the Academic, Health Affairs and Research Committee shall:

62 A. General

- 63 1. Adopt a formal written charter that specifies the Committee's scope of responsibility. The
64 charter should be reviewed annually and updated as necessary.
65 2. Maintain minutes of open session portions of meetings.
66 3. Report Committee actions to the Board of Visitors with such recommendations as the
67 Committee may deem appropriate.
68 4. Consistent with state law, the Committee may communicate in closed session (with or
69 without members of senior management present) with general counsel and/or the executive
70 director of assurance services present to discuss matters that the Committee or any of these
71 groups believe should be discussed privately.

72 B. Academic degrees and structure

- 73 1. Review and approve academic program proposals when required by the State Council of
74 Higher Education for Virginia (SCHEV) policy, and monitor existing programs.
75 2. Review and approve proposals for the organization of the University's academic health
76 center, including the affiliation between VCU and the Virginia Commonwealth University
77 Health System Authority.
78 3. Review and approve proposals for the organization of the academic structure of the
79 University when required by SCHEV policy.

80 C. Coordination of academic activities of health sciences schools and affiliation with the VCU
81 Health System Authority

- 82 1. Receive reports on the relationship and affiliation between the University and the Virginia
83 Commonwealth University Health System Authority and other institutions, organizations,
84 laboratories, and clinics involved in the University's academic health center, including
85 reviewing program coordination between the Virginia Commonwealth University Health
86 System Authority and academic and research programs.
87

88 D. Academic research activities

- 89 1. Review and approve research policies deemed to require Board of Visitor action.

- 90 2. Receive reports on research advances of faculty, interdisciplinary groups, and VCU institutes
91 and centers.
- 92 3. Receive reports on the relationship of research activities to local, regional, national, and
93 international economic development.
- 94 4. Report annually on the state of the VCU research enterprise including the total research
95 awards, expenditures, trends, and outlook.
- 96 E. Faculty and staff employment, rights and responsibilities, and professional development
- 97 1. Review and approve policies governing the compensation, tenure, promotion, recruitment,
98 retention, rights and responsibilities, and development of the faculty.
- 99 2. Review and approve policies and programs on equal employment opportunity and affirmative
100 action.
- 101 ~~3. Afford an opportunity for direct communication between Board members and members of the
102 faculty and staff.~~
- 103 F. Admissions and retention
- 104 1. Review and approve policies governing the admission and retention of undergraduate,
105 graduate and professional students to all divisions of the University.
- 106 G. Accreditation
- 107 1. Review and approve policies and reports related to departmental, school, and institutional
108 accreditation.
- 109 H. Academic Success of Students
- 110 1. Review nominations and make the final selection of the recipient(s) of the Board of Visitors
111 Award at a regularly scheduled meeting in the spring of each year.
- 112 2. Review topical areas of interest related to the student experience.
- 113 3. Review major fall and spring activities.
- 114 4. Review and monitor student academic success.
- 115 ~~I. Academic Success of Student Athletes~~
- 116 ~~1. Review and oversee matters relating to the intercollegiate athletic program.~~
- 117 J. Student Rights and Responsibilities
- 118 1. Review matters (including approving policies) relating to student rights, responsibilities,
119 conduct, concerns and discipline, including matters relating to the VCU Honor System, and
120 Student Code of Conduct.
- 121 2. Review and oversee matters relating to student government, and appropriate student
122 participation in University governance.
- 123 3. Review and oversee matters relating to student organizations and extracurricular activities.
- 124
- 125 K. Student Services
- 126 1. Review and oversee matters relating to financial aid, housing services, counseling, student
127 health, safety and other student services.
- 128 2. Review and approve policies relating to student records.
- 129 3. Review report on campus safety that provides awareness of federal reporting requirement,
130 general overview of VCU safety-related statistics, and ongoing efforts to improve safety.
- 131 ~~L. Student Communications~~
- 132 ~~1. Afford an opportunity for direct communication between Board members and students.~~

133
134

- M. International Partnerships and Collaborations
1. Review and approve international partnerships

Virginia Commonwealth University Board of Visitors

Academic, Health Affairs and Research Committee Meeting Planner

A=Annually; Q=Quarterly; AN=As Necessary	Frequency			Planned Timing			
	A	Q	AN	Q1	Q2	Q3	Q4
				Sep	Dec	Feb	May
Q1, Q2, Q3, Q4 based on Fiscal Year (July – June)							
A. General							
1. Review, update, and approve Academic, Health Affairs and Research Committee charter	X			X			
2a. Approve minutes of previous meeting		X		X	X	X	X
2b. Maintain minutes of meetings		X		X	X	X	X
3. Authorize investigations into any matters within the Committee’s scope of responsibilities			X				
4. Report Committee actions to the Board of Visitors with recommendations deemed appropriate		X		X	X	X	X
5. Communicate in executive session, with general counsel		X		X	X	X	X
6. Review and approve Academic, Health Affairs and Research Committee meeting planner for the upcoming year	X			X			
7. Monitor student academic success.		X		X	X	X	X
B. Academic degrees and structure							
1. Review and approve academic program proposals when required by the State Council for Higher Education in Virginia (SCHEV) policy, and monitor existing programs.			X				
2. Review and approve proposals for the organization of the University's academic health center, including the affiliation between VCU and the Virginia Commonwealth University Health System Authority.			X				
3. Review and approve proposals for the organization of the academic structure of the University when required by SCHEV policy.			X				
C. Coordination of academic activities of health sciences schools and affiliation with the VCU Health System Authority							
1. Receive reports on the relationship and affiliation between the University and the Virginia Commonwealth University Health System Authority and other institutions, organizations, laboratories, and clinics involved in the University's academic health center, including reviewing program coordination between the Virginia Commonwealth University Health System Authority and academic and research programs.			X				

A=Annually; Q=Quarterly; AN=As Necessary	Frequency			Planned Timing			
	A	Q	AN	Q1	Q2	Q3	Q4
				Sep	Dec	Feb	May
Q1, Q2, Q3, Q4 based on Fiscal Year (July – June)							
D. Academic research activities							
1. Review and approve research policies deemed to require Board of Visitor action.			X				
2. Receive reports on research advances of faculty, interdisciplinary groups, and VCU institutes and centers.			X				
3. Receive reports on the relationship of research activities to local, regional, national and international economic development.			X				
4. Report annually on the state of the VCU research enterprise including the total research awards, expenditures, trends, and outlook.	X				-		X
E. Faculty and staff employment, rights and responsibilities, and professional development							
1. Review and approve policies governing the compensation, tenure, promotion, recruitment, retention, rights and responsibilities, and development of the faculty.			X				
2. Review and approve policies and programs on equal employment opportunity and affirmative action.			X				
3. Afford an opportunity for direct communication between Board members and members of the faculty.			X				
4. Afford an opportunity for direct communication between Board members and members of the staff.			X				
F. Admissions and retention							
1. Review and approve policies governing the admission and retention of undergraduate, graduate and professional students to all divisions of the University.			X				
G. Accreditation							
1. Review and approve policies and reports related to departmental, school, and institutional accreditation.			X				
H. Academic Success of Students							
1. Review nominations and make the final selection of the recipient(s) of the Board of Visitors Award at a regularly scheduled meeting in the spring of each year.	X					X	
2. Review topical areas of interest related to the student experience and overall student engagement.		X		X	X	X	X
3. Review major fall and spring activities.	X				X		X
4. Review and monitor student academic success.			X				

A=Annually; Q=Quarterly; AN=As Necessary	Frequency			Planned Timing			
	A	Q	AN	Q1	Q2	Q3	Q4
Q1, Q2, Q3, Q4 based on Fiscal Year (July – June)				Sep	Dec	Feb	May
I. Academic Success of Student Athletes							
1. Review and oversee matters relating to the intercollegiate athletic program.	X		X				
J. Student Rights and Responsibilities							
1. Review matters (including approving policies) relating to student rights, responsibilities, conduct, concerns and discipline, including matters relating to the VCU Honor System.			X				
2. Review and oversee matters relating to student government, and appropriate student participation in university governance.			X				
3. Review and oversee matters relating to student organizations and extracurricular activities.			X				
K. Student Services							
1. Review and oversee matters relating to financial aid, housing services, counseling, student health, and other student services			X				
2. Review and approve policies relating to student records.			X				
3. Review report on campus safety that provides awareness of federal reporting requirement, general overview of VCU safety-related statistics, and ongoing efforts to improve safety.	X					X	
L. Student Communications							
1. Afford an opportunity for direct communication between Board members and students.			X				
M. International Partnerships and Collaboration							
1. Review and approve international partnerships			X				

Revised: 8/5/2013 12:53 PM
Approved by BOV: Sept. 19. 2013
Revised: 03/11/2019
Approved by BOV: 03/22/2019
Approved by BOV: 09/18/2020
Approved by BOV: 09/16/2021
Revised: 09/01/2023
Approved by BOV: 09/15/2023
Revised and approved by BOV: 09/12/2025

State Council of Higher Education for Virginia
Program Announcement Form

I. Basic Program Information.

Institution (official name)	Virginia Commonwealth University
Degree Program Designation	Master of Science
Degree Program Name	K-8 Mathematics Teacher Leadership
CIP Code	13.9999
Anticipated Initiation Date	Summer 2027
Governing Board Approval Date (actual or anticipated)	November 20-21 (anticipated)

II. Curriculum Requirements.

<p>Core Courses: 30 credit hours MATH 661: Numbers and Operations (3) MATH 662: Geometry and Measurement (3) MATH 663: Functions and Algebra (3) MATH 664: Statistics and Probability (3) MATH 665: Rational Numbers and Proportional Reasoning (3) MATH 668: Modeling with Mathematics (3) TEDU 657: Mathematics Teacher Leadership I (3) TEDU 658: Mathematics Teacher Leadership II (3) TEDU 659: Mathematics Teacher Leadership III (3) MATH 669: Mathematics Teacher Leadership Externship (3)</p> <p>Total: 30 credit hours</p>

III. Description of Educational Outcomes.

<p>Students of the proposed program will be able to:</p> <ul style="list-style-type: none">● Understand and apply mathematical concepts and procedures in the following content strands: number systems and number theory, geometry and measurement, statistics and probability, and functions and algebra.● Understand the connections among various mathematics concepts and procedures, the structures within and between different content strands, and children's learning trajectories.● Apply, at different levels of complexity, the five fundamental mathematical process standards: becoming mathematical problem-solvers, reasoning mathematically, communicating mathematically, making mathematical connections, and using mathematical models and representations.

- Understand and apply the appropriate technologies for teaching and learning mathematics including graphing utilities, dynamic software, spreadsheets and virtual manipulatives.
- Analyze and develop rich mathematical tasks for children and adults.
- Analyze, synthesize and apply mathematics education literature – including national and state standards, journals and other publications – to (i) understand trends in mathematics and pedagogy, (ii) adapt and evaluate instructional materials, assessment materials, and other resources, and (iii) organize and develop high-quality, equitable and engaging programs for children, including diverse learners.
- Study and implement effective models of mathematics coaching and mentoring of teachers.
- Study and implement effective models of professional development for K-8 schools and districts.
- Develop and apply strategies to teach mathematics to diverse learners.
- Study and apply strategies and models for managing, assessing, and monitoring children’s learning, including diagnosing student errors.
- Develop and apply the leadership skills necessary to design and implement mathematics programs at the school and division levels to improve mathematics teaching and learning.
- Develop and apply effective oral and written communication skills to gather, plan, organize, and present ideas related to mathematics content and pedagogy to various stakeholders.

IV. Description of Workplace Competencies/Skills.

Graduates will be eligible for the K-8 mathematics specialist add-on endorsement to a Virginia teaching license. Graduates will be eligible for positions that require a mathematics specialist add-on endorsement or certificate. Among others, these positions include educational consulting, school-level positions (such as instructional specialist, mathematics interventionist, department chair, etc.) and district-level positions (such as mathematics supervisor), as well as director-level positions in curriculum & professional development, assessment, etc. Some of the competencies they will acquire include:

- Leadership skills to enact change at various levels
- Mathematics expertise to identify best educational practices
- Educational expertise to guide the effective curricular design, instruction, and implementation of mathematics programs for diverse learners
- Advising skills to assist schools and teachers in enacting program improvements
- Coaching skills to facilitate professional development and assessment programs for K-8 schools and districts.

- V. **Duplication.** Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV’s degree/certificate inventory and institutions’ websites.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
Virginia Tech	Master’s degree, Curriculum and Instruction, Mathematics Specialist K-8, 13.0301	75
George Mason University	Master’s degree, Curriculum and Instruction, Mathematics Specialist Leader, 13.0301	288
Old Dominion University	Post-Baccalaureate Certificate, Online Teaching for K12 Teachers, 13.9998	0

This program does not duplicate any existing degree programs within the university. Related programs are listed below:

Credential	Related Program name	CIP code
Master’s (M.T.)	Teaching with a concentration in Mathematics Education	13.0101

VI. **Labor Market Information.**

Labor Market Information: Bureau of Labor Statistics, 2024-34 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Instructional Coordinator	232,600	235,500	1.3%, 2,900	Master’s degree
Education Administrators	333,300	328,100	-1.5%, -5,100	Master’s degree

Labor Market Information: Virginia Employment Commission, 2022-32 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Instructional Coordinator	6,212	6,420	3.35%, 208	21	Master's degree
Education Administrators, Kindergarten through Secondary	7,691	7,737	0.6%, 46	5	Master's degree

All labor market information and reports have been included as PDFs at the end of this document.

VII. Return on Investment Information

None of the fields of study in the Foundation for Research on Equal Opportunity (FREOPP) database directly align with the proposed degree program. The fields that are most closely, but not completely, aligned are “Master’s Degree in Education, Other,” and “Master’s Degree in Education, General.” Return on investment data for graduates in these fields has been included as a PDF at the end of this document.

VIII. Projected Resource Needs.

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2027-2028	Program Full Enrollment Year¹ 2027-2028
1	Projected Enrollment (Headcount)	20	20
2	Projected Enrollment (FTE)	10	10
3	Estimated Tuition and E&G Fees	\$1,500	\$1,500
4	Projected Revenue from Tuition and E&G Fees	\$30,000	\$30,000
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$0	\$0

¹ For the “Full Enrollment Year” use: for associate degrees, initiation year plus 1; for baccalaureate degrees, initiation plus 3; for masters degrees, initiation plus 2; for doctoral degrees, initiation plus 3.

IX. Virginia Needs.

State Needs.

The proposed program serves an existing and long-standing need in Virginia to prepare K-8 teachers to serve as coaches and teacher leaders. This program is designed to serve high-need districts, often marginalized, in urban and rural areas of Virginia.

Employer Needs.

Mathematics specialists provide onsite professional development for teachers in a school by coaching teachers in mathematics content and pedagogical best practices to help their students gain a deep, conceptual understanding of K-8 mathematics content. A mathematics specialist works closely with teachers by modeling or co-teaching lessons, designing and evaluating assessments, leading grade level meetings, and so on. The mathematics specialist is often a co-leader with the principal for the school's mathematics program. In Virginia, these highly trained individuals have proven to be effective in helping improve student mathematics achievement and teachers' beliefs about how mathematics is learned. Having mathematics specialists in school districts helps make much-needed progress toward more equitable communities where everyone has an opportunity to learn.

Student Needs.

Mathematics specialist preparation programs have a significant, positive impact on participants' K-8 content knowledge, pedagogical practices, and their development as teacher leaders. This program is a viable and sustainable avenue for preparing teachers to serve as mathematics specialists in K-8 schools.

Degree Program Labor Market Profile

Introduction

The Virginia Office of Education Economics (VOEE) prepared this analysis to support the degree program approval process outlined by the State Council of Higher Education for Virginia (SCHEV). The report provides insights into how the proposed degree program aligns with state and local labor markets, focusing on the jobs graduates are likely to secure upon entering the workforce. The report examines the growth prospects for these jobs in the state and the production of similar existing degree programs statewide. Additionally, the report reviews online job postings data to identify common job titles, employers, and skills for occupations aligned with the proposed degree program of study. All supporting data are referenced throughout the report and detailed in Appendix A.

Degree Program Proposal

Virginia Commonwealth University has proposed a new **MS in K-8 Mathematics Teacher Leadership (CIP code: 13.9999 Education, Other)**.

Proposer Contact Information

Name: Rob Dizenzo

Title: Academic Program Proposal Specialist and SCHEV Liaison

Institution: Virginia Commonwealth University

Department and College: Office of the Provost

Phone Number: (804) 828-0100

Section 1: Proposed Degree Program and the Workforce in Virginia

Section 1 provides an analysis of the occupations most aligned to the proposed degree program, including the five-year projected job demand and the most common job titles and skills advertised by employers for the selected occupations. Occupations are included if (1) they typically require a degree at the same level as the proposed degree program OR (2) they typically require a degree one level below the proposed degree program (e.g., a master's degree report includes occupations that typically require a bachelor's degree). See Appendix C for more information about the identification of aligned occupations.

Table 1: Occupation Degree Alignment

Table 1 includes the typical entry-level education for the aligned occupations for the proposed MS in K-8 Mathematics Teacher Leadership (CIP code: 13.9999 Education, Other).

Occupation	Typical Education
25-3099 Teachers and Instructors, All Other	Bachelor's degree

Source: Lightcast 2025 Q2 Dataset

Section 1A: Workforce Projections

Tables 2a and 2b and Tables 3a and 3b include workforce projections for the Standard Occupational Classification (SOC) occupations most closely aligned to a MS in K-8 Mathematics Teacher Leadership. Tables 2a and 3a include state-level data. Tables 2b and 3b include data for the Growth and Opportunity (GO) Virginia region of the institution. Appendix B includes a map of the GO Virginia regions.

Tables 2a and 2b: Five-year Workforce Projections by Occupation

2a) Statewide

Occupation	Workforce 2024	Workforce 5 Year Projection	Workforce Change 5 Year Projection	Workforce % Change 5 Year Projection
Teachers and Instructors, All Other	5,280	5,387	107	2.0%
State Total	5,280	5,387	107	2.0%

Source: Lightcast 2025 Q2 Dataset

2b) Growth and Opportunity (GO) Virginia Region 4

Occupation	Workforce 2024	Workforce 5 Year Projection	Workforce Change 5 Year Projection	Workforce % Change 5 Year Projection
Teachers and Instructors, All Other	896	916	20	2.3%
Region Total	896	916	20	2.3%

Source: Lightcast 2025 Q2 Dataset

Tables 3a and 3b: Annual Workforce, Growth, and Replacement Projections for Aligned Occupations

3a) Statewide

Metrics	2024	2025	2026	2027	2028	2029
Employee Count	5,280	5,321	5,349	5,375	5,391	5,387
Growth	70	53	44	36	19	30
Replacements	628	633	637	640	642	641
Total Openings	698	686	681	676	660	671

Source: Lightcast 2025 Q2 Dataset

3b) Growth and Opportunity (GO) Virginia Region 4

Metrics	2024	2025	2026	2027	2028	2029
Employee Count	896	903	909	913	916	916
Growth	9	7	5	5	2	5
Replacements	107	107	108	109	109	109
Total Openings	116	115	114	113	111	114

Source: Lightcast 2025 Q2 Dataset

Section 1B: Job Postings Analytics

An analysis of Virginia online job postings from July 2024 through June 2025 provides valuable insights into job openings for occupations aligned to the proposed degree program. All occupations in Table 1, including those that have a typical entry-level education below that of the proposed degree program are included. Charts 1 and 2 identify the industries and employers with

the most job postings for the selected occupations. Chart 3 includes the most common job titles in postings for the occupations. Charts 4 through 6 highlight the skills most frequently indicated in job advertisements.

Charts 1-2: Industries and Employers with the Most Postings

No data are available.
See Appendix F for more information.

No data are available.
See Appendix F for more information.

Source: Lightcast Job Posting Analytics

Chart 3: Most Common Job Titles

No data are available.
See Appendix F for more information.

Source: Lightcast Job Posting Analytics

Charts 4-6: Skills Most Frequently Indicated in Job Postings

No data are available.
See Appendix F for more information.

No data are available.
See Appendix F for more information.

No data are available.
See Appendix F for more information.

Source: Lightcast Job Posting Analytics

Note - Job postings data are based on web scraping technology. In some rare instances, data may be categorized incorrectly.

Section 2: Degree Programs Already Approved in Virginia

The proposed MS in K-8 Mathematics Teacher Leadership (CIP code: 13.9999 Education, Other) is already offered at other public and private institutions in Virginia. Programs are also offered at lower degree levels. Table 4 includes data for student enrollment at the existing degree programs. Table 5 includes data for degrees awarded. Tables 4 and 5 include information for both the level of the proposed degree program and for degree programs one level below the proposed program (e.g., for proposed master's degree programs, information for both master's degree and bachelor's degree programs is included). Charts 7 and 8 show the total student enrollment compared to degrees awarded for all institutions.

Tables 4a-4b: Student Enrollments by Institution Type

4a) Public Institutions

Master's Degree Programs

Institution	2021-22	2022-23	2023-24
James Madison University	17	33	46
Total	17	33	46

Bachelor's Degree Programs

No data are available.
See Appendix F for more information.

Master's and Bachelor's Degree Programs

	2021-22	2022-23	2023-24
Grand Total	17	33	46

4b) Private Institutions

Master's Degree Programs

Institution	2021-22	2022-23	2023-24
Mary Baldwin University	44	33	22
Regent University	226	186	173
Total	270	219	195

Bachelor's Degree Programs

Institution	2021-22	2022-23	2023-24
Liberty University	234	205	208
Regent University	0	51	55
Total	234	256	263

Master's and Bachelor's Degree Programs

	2021-22	2022-23	2023-24
Grand Total	504	475	458

Source: State Council of Higher Education for Virginia

Tables 5a-5b: Degrees Awarded by Institution Type

5a) Public Institutions

Master's Degree Programs

Institution	2021-22	2022-23	2023-24
James Madison University	26	31	27
Total	26	31	27

Bachelor's Degree Programs

No data are available.
See Appendix F for more information.

Master's and Bachelor's Degree Programs

	2021-22	2022-23	2023-24
Grand Total	26	31	27

5b) Private Institutions

Master's Degree Programs

Institution	2021-22	2022-23	2023-24
Mary Baldwin University	25	23	17
Regent University	74	67	72
Total	99	90	89

Bachelor's Degree Programs

Institution	2021-22	2022-23	2023-24
Liberty University	32	36	44
Regent University	0	5	10
Total	32	41	54

Master's and Bachelor's Degree Programs

	2021-22	2022-23	2023-24
Grand Total	131	131	143

Source: State Council of Higher Education for Virginia

Chart 7: Total Enrollments & Degrees Awarded - Master's Degrees

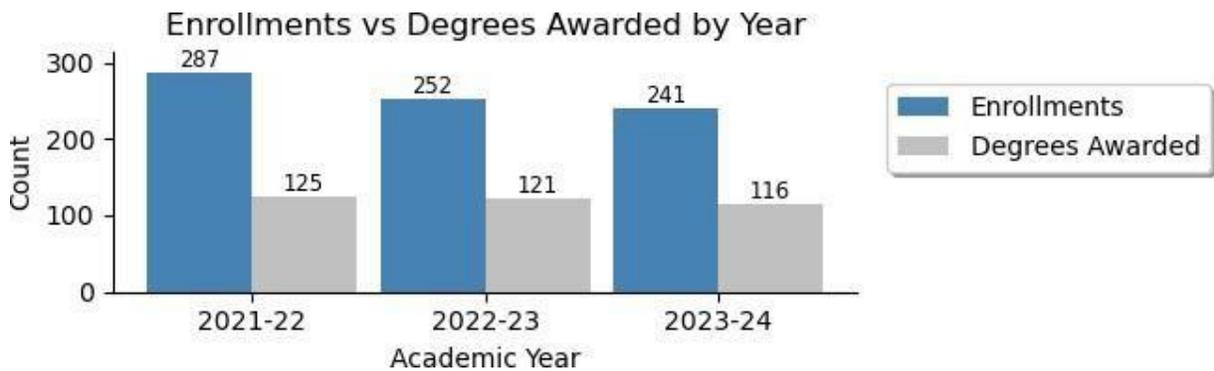
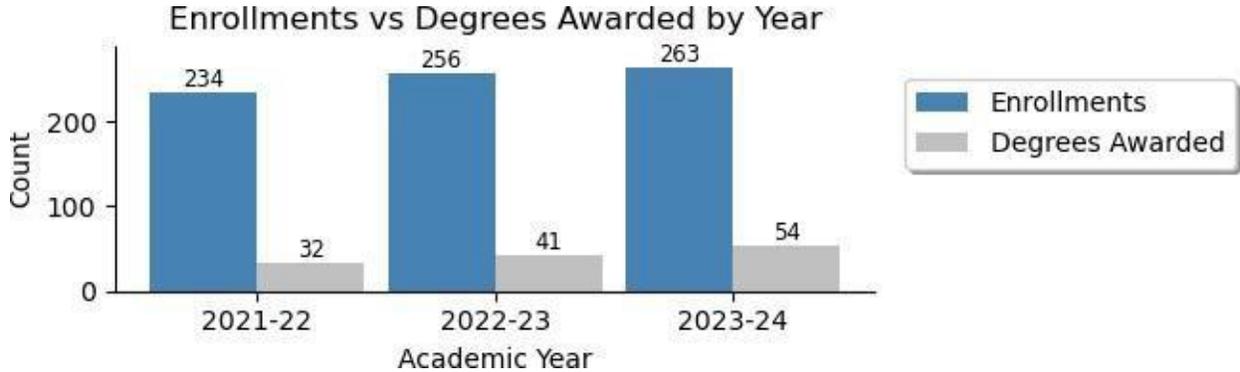


Chart 8: Total Enrollments & Degrees Awarded - Bachelor's Degrees



Source: State Council of Higher Education for Virginia

Section 3: Graduate Supply and Occupational Demand Assessment

This section provides an assessment of how the number of graduates being produced by existing degree programs compares to the demand for workers in occupations aligned to the proposed new MS in K-8 Mathematics Teacher Leadership (CIP code: 13.9999 Education, Other).

While workers in the aligned occupations often have degrees in the proposed program of study, they also have degrees from other disciplinary areas. Multiple degree programs may align to the same occupation, and graduates also take jobs in occupations that are not aligned to their program of study. To illustrate this, Table 6 uses data on a sample of graduates from Virginia’s higher education institutions to identify programs of study for workers in the noted aligned occupations.

The dataset in Table 6 includes 5,663 graduates whose first job was in one of the aligned occupations in Section 1, including both those occupations that (1) typically require a degree at the same level as the proposed degree program and those occupations that (2) typically require a degree one level below the proposed degree program. Table 6 lists the most frequent degree programs (represented by CIP code and regardless of level) and the number of graduates from "Other CIP Codes."

Table 6: CIP Codes for Degree Programs Supplying Graduates to Aligned Occupations

CIP Code	Graduate Count	Percent of Total
13.0101 Education, General.	377	6.7%
13.9999 Education, Other.	30	0.5%
23.0101 English Language and Literature, General.	318	5.6%
24.0101 Liberal Arts and Sciences/Liberal Studies.	319	5.6%
42.0101 Psychology, General.	381	6.7%
54.0101 History, General.	332	5.9%
Other CIP Codes	3,906	69.0%

Source: VOEE College and Career Outcomes Dataset

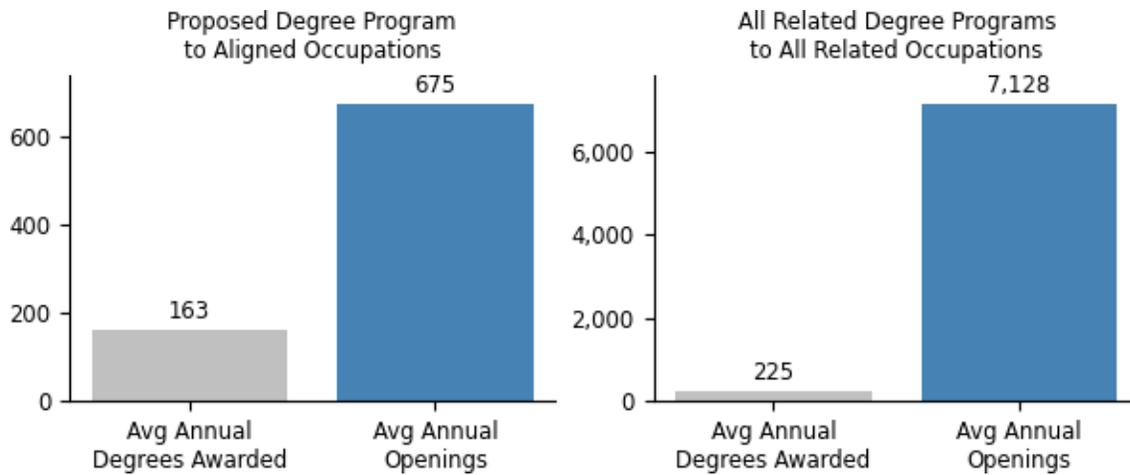
To provide a supply-to-demand comparison for the proposed degree program, Chart 9 compares the total number of graduates for CIP code: 13.9999 produced in the last academic year to:

- The annual demand for the aligned occupations.
- The total number of graduates for *all master's and bachelor's degree programs* aligned to one or more of the selected occupations produced in the last academic year.

- The annual demand for *all occupations* aligned to one or more of those degree programs.

This analysis accounts for the mapping of multiple degree programs to multiple occupations and vice versa, but it does not incorporate graduates working in unaligned occupations. See Appendix E for lists of the degree programs aligned to one or more of the selected occupations and the occupations aligned to one or more of those degree programs.

Chart 9: Average Annual Degrees Awarded vs Openings



Source: Lightcast 2025 Q2 Dataset

Appendix A: Data Sources

Lightcast 2025 Q2 Dataset

Labor market indicators provided by analytics firm Lightcast are based on the US Bureau of Labor Statistics (BLS) Quarterly Census of Earnings and Wages (QCEW), supplemented by Lightcast's proprietary analysis. For projected future employment, Lightcast extrapolates past trends and adjusts based on the BLS National Industry-Occupation Employment Matrix, industry staffing pattern data, and state-level industry projections. Earnings data are based on BLS Occupational Employment and Wage Statistics, and wage distribution metrics are imputed by Lightcast using proprietary statistical methods.

Lightcast Job Posting Analytics

Lightcast scans 65,000 job posting sites and deduplicates postings to analyze job postings by occupation, employer, industry, and requisite skills and credentials using text parsing algorithms and machine learning.

College and Career Outcomes Dataset

Developed in partnership with Lightcast and the State Council of Higher Education of Virginia (SCHEV), this dataset contains information about the skills and career pathways of over 640,000 graduates from Virginia postsecondary institutions. By matching data from SCHEV with students' professional social profiles and Unemployment Insurance (UI) wage information, the dataset tracks graduates as they progress from their programs of study into their first jobs and beyond (up to 15 years). The data includes degrees and credentials, occupations and employers as reported on professional profiles, employer industries, location (as of 2022), wages reported to the Virginia Employment Commission for UI purposes, and self-reported skills.

Appendix B: Glossary

Bureau of Labor Statistics (BLS) Standard Occupational Classification (SOC) system is a taxonomy to classify workers into occupational categories. All workers are classified into one of 867 detailed occupations.

Lightcast Open Skills Taxonomy is a system for categorizing skills stated in online job postings sourced through Lightcast’s Job Posting Analytics (see <https://lightcast.io/open-skills>). The Lightcast Open Skills Taxonomy is broken down as follows:

- **Specialized Skills:** Skills that are primarily required within a subset of occupations or equip one to perform a specific task (e.g. “NumPy” or “Hotel Management”). Also known as technical skills or hard skills.
- **Common Skills:** Skills that are prevalent across many different occupations and industries, including both personal attributes and learned skills. (e.g. “Communication” or “Microsoft Excel”). Also known as soft skills, human skills, and competencies.
- **Software Skills:** Any software tool or programming component used to help with a job (e.g. Python, Workday, AutoCAD, Microsoft Excel, React.Js, Accounting Software, and 3D Modeling Software would all be considered “Software Skills”).

National Center for Education Statistics (NCES) Classification of Instructional Programs (CIP) system is a taxonomy to organize and classify academic programs by field of study. The CIP system is widely used by educational institutions, government agencies, and researchers to track, compare, and assess academic programs in colleges and universities and trends across various institutions and over time.

Massachusetts Institute of Technology (MIT) Living Wage Calculator was developed to assist individuals, communities, employers, and others estimate the local wage rate that a full-time worker requires to cover the costs of their family’s basic needs where they live. The calculator allows individuals to explore the living wage in a county, metro area, or state for 12 different family types. The data was last updated on February 14, 2024. For more information, please visit: <https://livingwage.mit.edu>.

Replacements represent an estimate of job openings caused by workers exiting the labor force due to retirement or other reasons and by workers transferring to different occupations. Replacements do not count workers who change jobs but remain in the same occupation.

Growth and Opportunity (GO) Virginia Regions are the nine distinct regions certified by the Virginia Growth and Opportunity Board. Each region includes counties and cities that share similar economic development and workforce needs.



Figure 1: GO VA Region Map

Appendix C: Identification of Aligned Occupations

Aligned Occupations

Aligned Occupations refers to jobs that closely match the skills, knowledge, and training provided by specific academic programs. The aligned occupations are those for which graduates of a given CIP code are most likely qualified and prepared. The alignment determination is based on the curriculum's required coursework, competencies developed, and the typical educational requirements needed for specific occupations. This report uses VOEE's CIP to SOC Crosswalk and a typical entry-level education restriction to define alignment. See below for more information.

CIP SOC Crosswalk

The CIP SOC Crosswalk was developed by the Bureau of Labor Statistics and the National Center for Education Statistics (NCES) to match CIP codes (academic programs) to SOC codes (occupations). Its purpose is to relate academic programs to occupations based on skills and knowledge.

VOEE's CIP to SOC Crosswalk

VOEE uses a modified version of the NCES CIP to SOC crosswalk to map CIP codes to occupations. VOEE's modifications replace the 2018 SOC codes used in the NCES crosswalk with the equivalent SOC codes from Lightcast's SOC system to enable the use of Lightcast's enhanced labor market indicators. Additionally, the NCES program to occupation mapping framework was limited in its treatment of production occupations, so VOEE supplemented the CIP to SOC crosswalk with additional program-to-occupation mappings identified by Lightcast.

Typical Entry-Level Education Restriction

CIP to SOC crosswalks do not directly consider education level. However, in this report, occupations are restricted by typical entry-level education. For associate degree and bachelor's degree programs, only occupations with the same typical entry-level education are included. For master's degree and doctoral degree programs, occupations are included if (1) they typically require a degree at the same level as the proposed degree program OR (2) they typically require a degree one level below the proposed degree program. For example, for master's degree programs, occupations which typically only require a bachelor's degree are also included.

Appendix D: Earnings Data

Table 7 provides the results of an analysis of earnings data for the occupations aligned to the proposed new MS in K-8 Mathematics Teacher Leadership (CIP code: 13.9999 Education, Other). Earnings information includes all workers in the selected occupations, regardless of professional work experience. It includes median earnings, as well as earnings at the 25th and 75th percentiles. Median earnings are compared to the Massachusetts Institute of Technology (MIT) Living Wage Calculator. A checkmark below each scenario indicates whether the median wages meet or exceed the living wages estimate for Virginia (State Level). For additional information on MIT's Living Wage Calculator, please refer to Appendix B.

Table 8 provides the same data as Table 7 filtered down to the GO Virginia Region of the school proposing the new degree program.

Table 7: Earnings Estimates for the Occupations, State-wide

Occupation	25th %ile	Median	75th %ile	Scenario 1	Scenario 2
Teachers and Instructors, All Other	\$58,482	\$80,097	\$104,415	✓	✓

Source: Lightcast 2025 Q2 Dataset

Scenario 1 is one adult working with no children. The living wage for this scenario is \$49,982 (State Level).

Scenario 2 is two adults, one working with one child. The living wage for this scenario is \$78,312 (State Level).

Table 8: Earnings Estimates for the Occupations, GO Virginia Region 4

Occupation	25th %ile	Median	75th %ile
Teachers and Instructors, All Other	\$63,921	\$81,267	\$99,786

Source: Lightcast 2025 Q2 Dataset

Appendix E: Lists of Related Programs and Occupations

Table 9: All Related Degree Programs to Aligned Occupations, Top 20 by 3-Year Average Degrees Awarded

Academic Program	3-Year Average Degrees Awarded	Percent of Total
Education, Other.	163	72.6%
Teacher Education and Professional Development, Specific Subject Areas, Other.	62	27.4%

Source: Lightcast 2025 Q2 Dataset

Table 10: All Related Occupations to All Related Academic Programs, Top 20 by 5-Year Average Annual Openings

Occupation	5-Year Average Annual Openings	Percent of Total
Elementary School Teachers, Except Special Education	2,704	37.9%
Secondary School Teachers, Except Special and Career/Technical Education	1,913	26.8%
Middle School Teachers, Except Special and Career/Technical Education	1,316	18.5%
Teachers and Instructors, All Other	675	9.5%
Kindergarten Teachers, Except Special Education	398	5.6%
Adult Basic Education, Adult Secondary Education, and English as a Second Language Instructors	122	1.7%

Source: Lightcast 2025 Q2 Dataset

Appendix F: Missing Data

Missing Workforce, Wage, and Job Postings Data (Tables 1-3, Charts 1-6, Chart 9, Tables 7-8)

If workforce, wage, and job postings data are unavailable, there are no occupations aligned to the proposed degree program. See Appendix C for more information about aligned occupations.

Missing Enrollment and Completions Data (Tables 4-5, Charts 7-9)

If enrollment and completions data are unavailable, no existing degree programs are offered under the CIP code for the proposed degree program. If NCES has identified CIP codes that are closely related to the CIP code of the proposed degree program, additional reports will be generated for those related CIP codes.

Missing Virginia Graduates Data (Table 6)

If data about Virginia graduates are unavailable, there were no graduates whose first job was in one of the aligned occupations in the College and Career Outcomes Dataset. This dataset is a sample of graduates and is not representative of all graduates or workers in Virginia.

Graduate

State	Institution	Credential type	Field of study	Earnings 1 year after completion	Earnings 10 years after completion	Return on investment (assuming on-time graduation)	Return on investment (including risk of dropping out)
VA	James Madison University	Master's Degree	Education, General.	52,045	57,436	34,016	22,823
VA	Longwood University	Master's Degree	Education, General.	50,911	56,209	-46,147	-42,734
VA	Radford University	Master's Degree	Education, General.	45,241	52,513	-138,997	-119,191
VA	University of Mary Washington	Master's Degree	Education, General.	53,065	62,596	-440,083	-368,164
VA	Virginia Commonwealth University	Master's Degree	Education, General.	51,704	56,209	-207,039	-176,010

Graduate

State	Institution	Credential type	Field of study	Earnings 1 year after completion	Earnings 10 years after completion	Return on investment (assuming on-time graduation)	Return on investment (including risk of dropping out)
VA	James Madison University	Master's Degree	Education, Other.	54,869	73,254	305,997	246,059



Office of the Provost Organizational Changes Template: Priority Proposal September 2025

The Organizational Changes Template is designed for changes to any unit that delivers degree or certificate programs. The template contains components necessary for scoring priority, readiness and enrollment impact, all considered for university prioritization.

Additionally, the information provided aids in understanding of the university support and resources available for the organizational change before extensive time and effort are invested in developing a full proposal. The template consists of the section requirements shown below and a typical plan will be approximately 2-3 pages in length.

Campus: Monroe Park Campus

School/College: College of Humanities and Sciences

Department: Department of Mathematics and Applied Mathematics and Department of Statistical Sciences and Operations Research

Type of Organizational Change: Reorganizing and closing two departments to establish one department

Anticipated Initiation Date: July 1, 2026

Background

The proposal has been approved by the Dean of the College of Humanities and Sciences.

Designated Contact for Proposal Development:

Rebecca Segal

Purpose/Justification (250 word limit)

Reorganizing the two departments to establish one department would allow for a consolidation of programs and courses offered by two separate departments. By establishing one department to administer degree programs and departmental management (e.g., oversight of curricular offerings, scheduling, course review and program review), the department will operate more efficiently and productively. The proposed organizational change to reorganize the two departments to establish one department will allow for efficient administration of degree programs and courses. The new department will be named **The Department of Mathematics and Statistics**.



Alignment with the [VCU Mission](#) and Quest 2028 (250 word limit)

- Real-world learning that furthers civic engagement, inquiry, discovery and innovation
- Research that expands the boundaries of new knowledge and creative expression and promotes translational applications to improve the quality of human life
- Interdisciplinary collaborations and community partnerships that advance innovation, enhance cultural and economic vitality, and solve society's most complex challenges

Reorganizing and closing two departments to establish one department will allow for synergy between the department's research mission, the curriculum and student experience. The proposed organizational change will strengthen the unit's engagement with the components of VCU's Mission itemized above. Future hiring will allow for faculty who can bridge the gap between the two disciplines, and will also align with the mission of the Ph.D. program. The proposed new department will focus on the development of mathematical, statistical and computational skills used to model and analyze real-world systems.

Projected Resource Needs & Budget Implications

Currently, both departments are housed on the same floor of Grace E. Harris Hall. Other than a few general use spaces, the Department of Mathematics and Applied Mathematics and the Department of Statistical Sciences and Operations Research are the only departments on this floor. Moreover, Ph.D. students are in a program which is housed jointly between the two (2) departments. Having all the administration under one (1) unit will help to utilize space more effectively. Currently some faculty in the Department of Mathematics and Applied Mathematics share office space, and temporary space has been allocated for the Department of Statistical Sciences and Operations Research. The proposed organizational change will allow faculty to fully reorganize and reassign space, which will improve effective use of offices. Staff will also relocate to a common area for better efficiency. The proposed organizational change will streamline administrative roles and committee tasks, and mail delivery, supply ordering, copier use and telephone needs can be consolidated.

Projected impact on existing units, academic programs, and students

There is no projected impact on academic programs, students, or any other existing units.

Evidence from the accrediting agency, if required for accreditation purposes.

Not applicable.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
PROPOSAL FOR ORGANIZATIONAL CHANGE
COVER SHEET**

1. Institution Virginia Commonwealth University
2. Nature of Proposed Change (i.e., to establish, reorganize, or terminate/close an institutional unit). Please indicate the change here. Attach a detailed description of the change as a separate document. Attach copies of the institution’s current and resultant organizational charts. Reorganize and close two (2) departments to establish one (1) department.
3. Purpose of Proposed Change. Please indicate in a few words the reason for the change here or simply indicate “See attached”. Provide a detailed explanation of the rationale for the change as a separate document. See attached.
4. Type of Proposed Change (check one). <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>SIMPLE <input checked="" type="checkbox"/></p> <p>Please explain how the change fits with the institution’s mission, curriculum, and funding as a separate document.</p> </div> <div style="width: 45%;"> <p>COMPLEX <input type="checkbox"/></p> <p>Please complete and submit Part I Supplemental Information and Part II Information for Non-exempt off-campus site.</p> </div> </div>
5. Does this proposed change involve the establishment of an off-campus instructional site? <div style="display: flex; justify-content: space-around;"> <p>NO <input checked="" type="checkbox"/></p> <p>YES <input type="checkbox"/></p> </div> <p>If yes, does the proposal fit the criteria for a partially-exempt, non-exempt, or fully-exempt instructional site?</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>PARTIALLY-EXEMPT <input type="checkbox"/></p> <p>If partially-exempt, please attach documentation to support this status.</p> </div> <div style="width: 30%;"> <p>NON-EXEMPT <input type="checkbox"/></p> <p>If non-exempt, please complete and submit Part II and Part III of this form.</p> </div> <div style="width: 30%;"> <p>FULLY-EXEMPT <input type="checkbox"/></p> <p>If fully-exempt, please attach documentation to support this status.</p> </div> </div>
6. Date of Approval by Board of Visitors (e.g., May 1, 2021): November 20, 2025
7. Proposed Effective Date of Organizational Change (e.g., December 15, 2021). July 1, 2026

Signature

Date

Title

Phone



Office of the Provost Organizational Changes Template: Priority Proposal September 2025

The Organizational Changes Template is designed for changes to any unit that delivers degree or certificate programs. The template contains components necessary for scoring priority, readiness and enrollment impact – all of which are considered for university prioritization.

Additionally, the information provided aids in understanding of the university support and resources available for the organizational change before extensive time and effort are invested in developing a full proposal. The template consists of the section requirements shown below and a typical plan will be approximately 2-3 pages in length.

Campus: Monroe Park Campus

School/College: College of Engineering

Department: Chemical and Life Science Engineering

Type of Organizational Change: Name change

Anticipated Initiation Date: July 1, 2026

Background

In fall 2024, faculty in the Department of Chemical and Life Science Engineering (CLSE) discussed the possibility of a name change based on the following factors: 1) trends in the current job market, including a higher demand for sustainability and environmental skill sets, 2) incoming students not quite understanding what type of jobs and careers are available to those with a degree in chemical and life science engineering, and 3) the desire to maintain a competitive edge among peer departments who have marketed their programs to include more elements of environmental and sustainability engineering.

Department faculty met on August 12, 2024 to discuss the name change. The Department Chair, Frank Gupton, asked all CLSE faculty to send new department name ideas for later discussion and voting. The faculty met and revisited the name change topic on November 4, 2024. The following name ideas were submitted to the department chair:

- Chemical and Pharmaceutical Engineering
- Chemical and Biomolecular Engineering
- Chemical, Biological, and Environmental Engineering
- Chemical, Pharmaceutical, and Environmental Engineering
- Chemical, Biomolecular, and Environmental Engineering
- Chemical, Biochemical, and Environmental Engineering

The Department Chair asked the faculty to vote on the preferred new name for the department. The new name was agreed upon and selected by the CLSE faculty at the December 16, 2024 department meeting. The proposed new name is the Department of Chemical and Biomolecular

Engineering. The proposed change was approved by the Office of the Dean in the College of Engineering.

Designated Contact for Proposal Development:

B.F. Gupton, bfgupton@vcu.edu

James Ferri, jferri@vcu.edu

Purpose/Justification (250 word limit)

Of VCU’s 25 State Council of Higher Education for Virginia (SCHEV) peer institutions, 21 institutions have a Department of Chemical Engineering or similar. Nine (9) of these departments include the term “Chemical and Bio[XXX] Engineering.” Three (3) departments include “Chemical and Environmental Engineering,” and only eight (8) departments include just “Chemical Engineering” or include the term “Chemical” and another sub-disciplinary focus area (Materials, Sustainability, etc.). This trend in peer institutions further underscores the national trend among peer institutions to represent additional foci in the department’s name. See Table 1 for details.

Table 1. Institution and department names for similarly named programs among the VCU SCHEV peer institutions.

Boston University	MA	Private	Not offered
Drexel University	PA	Private	Chemical and Biological Engineering
Florida State University	FL	Public	Chemical and Biomedical Engineering
New York University	NY	Private	Chemical and Biomolecular Engineering
Ohio State University- Main Campus	OH	Public	Chemical and Biomolecular Engineering
SUNY at Buffalo	NY	Public	Chemical and Biological Engineering
Temple University	PA	Public	Not offered
University of Alabama at Birmingham	AL	Public	Not offered
University of Arizona	AZ	Public	Chemical and Environmental Engineering
University of Cincinnati- Main	OH	Public	Chemical and Environmental

Campus			Engineering
University of Colorado at Denver and Health Sciences Center	CO	Public	Not offered
University of Illinois at Chicago	IL	Public	Chemical Engineering
University of Iowa	IA	Public	Chemical and Biochemical Engineering
University of Kansas Main Campus	KS	Public	Chemical and Petroleum Engineering
University of Kentucky	KY	Public	Chemical and Materials Engineering
University of Louisville	KY	Public	Chemical Engineering
University of Miami	FL	Private	Chemical, Environmental, and Materials Engineering
University of Minnesota-Twin Cities	MN	Public	Chemical Engineering and Materials Science
University of Missouri-Columbia	MO	Public	Chemical and Biomedical
University of Nevada-Reno	NV	Public	Chemical and Materials Engineering
University of New Mexico-Main Campus	NM	Public	Chemical and Biological Engineering
University of Southern California	CA	Private	Chemical Engineering and Materials Science
University of Utah	UT	Public	Chemical Engineering
Wayne State University	MI	Public	Chemical Engineering and Materials Science
West Virginia University	WV	Public	Chemical and Biomedical Engineering

The proposed name would also provide recognition of the depth and breadth of academic programs, activities and initiatives, and research areas in the department. The department has active initiatives that involve working with state and local organizations to support outreach and public awareness in environmental engineering, as well as in fundamental and applied understanding of biomolecular systems. Faculty are conducting research on applications in

chemical processes, biomolecular systems, and environmental science and engineering. The proposed new name would recognize these activities in more visible way.

Nomenclature for acknowledgement

The proposed name change will help the faculty and the College of Engineering to advertise the department as an academic unit for conducting and sharing research in these disciplines. The proposed organizational change to rename the department will help to develop the department's reputation among other academic units with similar foci, goals and programs.

Alignment with the [VCU Mission](#) and Quest 2028 (250 word limit)

The proposed organizational change to change the name of the Department of Chemical and Life Science Engineering to the **Department of Chemical and Biomolecular Engineering (CBE)** strongly supports the mission of Quest 2028 through its focus on innovative, interdisciplinary research and its commitment to addressing real-world challenges.

1. **Diversity, Equity, and Inclusion (DEI):** The Department of CBE will be able to foster DEI by integrating inclusive teaching practices, supporting diverse student and faculty recruitment, and ensuring that a broader set of engineering solutions consider the needs of marginalized communities. The department can also create a more equitable learning environment by offering mentorship and resources tailored to underrepresented groups in STEM.
2. **Student Success:** The Department of CBE will be able to enhance student success by offering wider range of experiential learning opportunities such as internships and community-based projects that engage students in hands-on, real-world problem-solving. These experiences can help students develop the skills needed for future careers and can help ensure a holistic, supportive culture of care.
3. **Research and Innovation:** The Department of CBE's research into environmental sustainability, biomolecular engineering and chemical processes directly aligns with addressing global challenges such as climate change, health disparities and resource scarcity. By collaborating across disciplines and with community partners, the department will be able to amplify its impact and contribute to innovative solutions.
4. **Thriving Communities:** The Department of CBE will partner with local and global communities to develop sustainable technologies and solutions that improve public health, environmental quality, and economic opportunity. These partnerships would directly support the goal of solving social and health inequities through collaborative action.

By aligning with the goals of Quest 2028, the Department of Chemical and Biomolecular Engineering will be able to significantly contribute to VCU's broader mission of transformation and societal impact.

Projected Resource Needs & Budget Implications

There will be an initial, one-time expenditure of \$5,000 for the purchase of stationery, business cards, signage (internal to the building), and other supplies associated with the proposed name change. This cost will be accommodated by the department's operating funds. The costs for

publicity and promotion will be accommodated by the existing marketing budget of the Office of the Dean in the College of Engineering.

Projected impact on existing units, academic programs, and students

No additional expenses are required to implement the proposed name change. No new positions will be needed to implement the name change. Department administration, administrative support and space will not be impacted by the proposed name change. The proposed name change will have a positive impact on undergraduate and graduate recruitment for the Department and the College. The Department and College will cover the associated costs for website changes and the majority of changes will be made as a part of duties and responsibilities of existing staff. Virginia Commonwealth University and the College of Engineering have adequate and sufficient resources for the proposed organizational change to change the name of the department. No new resources will be requested from the state to initiate or sustain the organizational change to rename the Department of Chemical and Biomolecular Engineering.

Evidence from the accrediting agency, if required for accreditation purposes

N/A



Organizational Changes Template

This template is designed to assist the institution in determining the feasibility of a proposed organizational change, its alignment with institutional priorities, and subsequently its likelihood of approval by the State Council of Higher Education for Virginia (SCHEV). Please complete all sections thoroughly.

Primary Contact(s)	Marcus Messner (mmessner@vcu.edu) and Amy Rector (alrector@vcu.edu)
Campus	MPC
School/College	CHS
Brief Description of Proposed Change <i>What is the core nature of this change? (e.g., creating a new department, merging existing departments, renaming a department, etc.)</i>	Name change for the Department of English to the Department of Language and Literature to reflect updated curriculum
Anticipated Initiation Date¹	July 15 2026

Background <i>What conversations (meetings, emails, etc.) occurred to highlight a need for this change? In what ways has this proposal been vetted - either at the department, school/college, or institutional level? Has the proposed change been approved by the dean? If available, please attach the communication log² and/or meeting minutes to demonstrate discussions of the proposed action.</i>
As part of the Repositioning Task Force recommendations guided by former Provost Fotis Sotiropoulis, the College of Humanities and Sciences implemented several streamlining actions, including moving the Foreign Language program under the umbrella of the Department of English. The department now includes more than just curriculum in English, and thus the name of the department needs to change to reflect these richer pedagogical opportunities. The proposal to rename the Department of English in conjunction with the movement of the Foreign Language program into the Department of English was vetted by the Department of English faculty (ENGL), the Foreign Language faculty (FRLG), the CHS Dean, and the Provost. A guided charette was organized for ENGL and FRLG faculty to discuss potential new names for the department, a naming study was implemented by Good Run Research, Inc., and the proposed new name of the department, the Department of Language and Literature, was voted on by ENGL and FRLG faculty. Please see the communication log for a list of relevant meetings and events related to the renaming of this department.

¹ SCHEV requires that institutions submit proposals for most organizational changes at least 90 days prior to the proposed effective date. Please note: SCHEV only allows organizational change submissions in its March and July windows.

² If the proposed action is approved to move forward, the communication log will serve as a resource for writing the full SCHEV proposal.

Rationale (250-word limit)

Briefly describe the rationale for the proposed organizational change. Please note that a rationale must include objective evidence of the need for the proposed change. Evidence (e.g., committee/consultant reports, surveys, etc.) may be attached as evidence. Consider the following: Why is the action being proposed? What are the goals and objectives of the proposed action? What does the proposed action aim to achieve? How does the proposed action benefit students?

The proposed name change to the Department of Language and Literature will provide a more accurate and inclusive identity for the department as it reflects the full scope of the department's program offerings, research activities, and faculty expertise. The department currently offers a BA in English, an MA in English, an MFA in Creative Writing, a PhD in Media, Art, and Text, and minors in American Studies, British Studies, Creative Writing, English, Health Humanities, and Professional Writing and Editing. The new name acknowledges the contributions of the foreign language faculty and inclusion of the BS in Foreign Language with minors in French, French Studies, German Studies, American Studies, Latin American Studies, Middle Eastern and Islamic Studies, Russian Studies, Spanish, and Spanish and Health Sciences while continuing to honor the central role of the undergraduate and graduate programs in English. The proposed name change to the Department of Language and Literature is supported by the renaming survey implemented by Good Run Research, Inc. (report available [here](#)), which indicated very clearly that the department name needs to strategically reflect the offerings of the department in order to appeal to students, parents, and alumni. The proposed renaming is thus important for recruitment, identity, and support of faculty and students.

Alignment with the [VCU Mission](#) and Quest 2028 (250-word limit)

Briefly describe the alignment of the proposed action with the university's mission by selecting one or more of the statements below. The alignment should be specific to the proposed action and not something that could apply to any action at the institution.

- X Real-world learning that furthers civic engagement, inquiry, discovery and innovation.
- Research that expands the boundaries of new knowledge and creative expression and promotes translational applications to improve the quality of human life.
- X Interdisciplinary collaborations and community partnerships that advance innovation, enhance cultural and economic vitality, and solve society's most complex challenges.
- Health sciences that preserve and restore health for all people, seek the cause and cure of diseases through groundbreaking research and educate those who serve humanity.
- X Deeply ingrained core values of diversity, inclusion and equity that provide a safe, trusting and supportive environment to explore, create, learn and serve.

This proposed name change is in line with the VCU Mission by facilitating the creation of a new departmental identity that will encourage students to engage with the Department of Language and Literature research and curricular opportunities. The department cannot keep its current name as it does not accurately reflect the scholarship and pedagogy that occurs within it; this proposal provides clarity, transparency, and engagement for students that will lead to further inquiry and discovery, collaborations and cultural vitality, and a trusting environment for learning. We believe changing our name to better represent ourselves to students, the community, VCU and external stakeholders will affect enrollment, job placement and community partnerships positively.

Briefly indicate the projected impact on existing units, academic programs, and students.

Indicate all potential impacts, both positive and negative. Please be aware that if a potential impact is not disclosed here but discovered during the review process, it could affect or delay proposal approval.

Potential positive impacts include greater clarity for students and other stakeholders to identify and avail themselves of the department's breadth and depth of offerings, in light of recent recommendations from the Repositioning Task Force. We anticipate developing innovative new programs for majors and minors in the department. Potential negative impacts include that there may be lag in students recognizing where curricular opportunities are housed with a new departmental name and the growing pains associated with developing a new departmental identity.

Briefly indicate additional institutional resources needed.

Include needs related to faculty and staff, physical space, equipment and technology, library and other learning resources, marketing and recruitment, etc.

The name change will be implemented using the department's currently authorized funds. No changes are planned to faculty or support staffing. The department anticipates an initial, one-time expenditure of \$1000 for the purchase of stationary, business cards, signage (internal to the building), and other supplies associated with the proposed name change. This cost will be accommodated by the department's operating funds. The costs for publicity and promotion will be accommodated by the existing marketing budget of the Office of the Dean in the College of Humanities and Sciences. No additional state resources will be requested.

Is the proposed action necessary for maintaining or pursuing accreditation? If yes, please provide evidence from the accrediting body.

The proposed name change is not associated with accreditation.



Appendix B. Communication Log (Optional)

This communication log is designed to assist with writing the background section of the SCHEV proposal for organizational changes. The log should indicate meetings held within two years of submission to SCHEV that determined whether the proposed organizational change should be requested. Department meeting minutes should be attached when possible.

Please note: Only the provost can request an organizational change to SCHEV, so the communication log should clearly indicate the date on which the school/college dean met with the provost to discuss the change or for health sciences schools when the SVPHS met with the provost to discuss the change.

Shaded areas are provided as examples and should be deleted before submission. The examples are not meant to be exhaustive, so a department may have more meetings than described before a decision is made.

Meeting Date	Attendees	Discussion Topics	Discussion and Results/Decisions Made
11/27/2023	ENGL chair, SWS director and associate director	Preliminary ENGL/FRLG discussion	Exploring the movement of FRLG into the Department of English
12/05/2023	n/a	Repositioning Task Force Recommendations & CHS announcement on intranet	See the full repositioning recommendations at https://repositioning.vcu.edu/recommendations/
5/1/2024	CHS faculty	CHS repositioning in response to Task Force and Provost-level recommendations	See slides here: https://intranet.chs.vcu.edu/media/chs-intranet/documents/CHS_TownHall_5-1-24.pptx.pdf Specifically, “Phase I: Collaboration between English and Languages”

9/24/2024	CHS Dean, ENGL chair, ADs	FL merger and teaching load	Discussion and commitment to plan to move FRLG into the Department of English and rename the unit
10/1/2024	CHS Dean, ENGL chair and associate chair, ADs	ENGL and FL merger	Discussion of curriculum needs and alignment associated with the merging of FRLG into Department of English
10/3/2024	Email invitations to merger managers	Invitations to serve as merger managers to help guide the discussions between ENGL and FRLG faculty	Acceptances from Catherine Seltzer, Kamilia Rahmouni, Mar Davis, and Shermaine Jones
10/7/2024	Merger managers, ADs	Merger manager orientation meeting	Discussion of the process and communication with faculty and chairs
10/15/2024	ENGL faculty, CHS Dean, ADs	English faculty meeting about merger with FL	Discussion with the Department of English about the process
10/17/2024	ENGL and FRLG faculty	FRLG + ENGL Sweet Meet & Greet	The Dean's office would like to host everyone for a sweet treat next week so that faculty have a chance to meet and spend some time together as we look forward to successfully merging units. This will be the first of many opportunities for discussion and planning together, and we hope that you can join us.
10/28/2024	Merger managers, ADs	Merger manager meeting	Discussion of the process and communication with faculty and chairs
11/11/2024	Merger managers, ADs	Merger manager meeting	Discussion of the process and communication with faculty and chairs

11/15/2024	Good Run Research and ADs	Proposal for renaming study for ENGL-FRLG	Discussed the parameters of the renaming study
12/2/2024	Merger managers, ADs	Merger manager meeting	Discussion of the process and communication with faculty and chairs
12/19/2024	ADs and GRRR	Signed agreement for the naming study	Agreed that naming study will take place based on names proposed by ENGL and FRLG faculty and the Dean's office
1/7/2025	Merger managers, ADs	Merger manager meeting	Discussion of the process and communication with faculty and chairs
1/9/2025	Email from Good Run Research	Information about timeline for naming study	2/10/2025: survey programmed and tested 2/17-2/24/2025: Survey fields 3/3-3/10/2025: Analysis, reporting, results shared by 3/14
1/28/2025	ENGL and FRLG faculty	Guided charette to discuss moving forward as a combined department and the name	"Three good options for our new name, the exercises gave us an exciting glimpse into the opportunities the merger presents."
2/3/2025	Merger managers, ADs	Post-charette meeting	Discussed success of the charette and the proposed names
2/10/2025	Merger managers, ADs	Merger manager meeting	Discussion of the process and communication with faculty and chairs
2/11/2025	ENGL faculty, CHS Dean, ADs	ENGL department meeting	Discussion of elections in light of upcoming merger
2/24/2025	Merger managers, ADs	Merger manager meeting	Discussion of the process and communication with faculty and chairs

3/14/2025	Email to ADs	Results of Good Run Research naming study	Report available here
3/17/2025	Merger managers, ADs	Merger manager meeting	Discussion of the process and communication with faculty and chairs
3/24/2025	Merger managers, ADs	Merger manager meeting	Discussion of the process and communication with faculty and chairs
3/26/2025	FRLG meeting	Discussion of names	Approved names from GRR results: Department of Languages and Literature, Department of Languages, Literature, and Creative Writing, Department of Languages, Literature, and Media
4/14/2025	Merger managers, ADs	Merger manager meeting	Discussion of the process and communication with faculty and chairs
4/29/2025	ENGL and FRLG faculty	ENGL-FRLG afternoon tea	The Dean's office would like to host everyone for a sweet treat next week so that faculty have a chance to meet and spend some time together as we look forward to successfully merging units.
5/1/2025	Email to ENGL and FRLG faculty	Voting form with results of Good Run Research vetted names sent to faculty	Report available here
5/5/2025	Merger managers, ADs	Merger manager meeting	Discussion of the process and communication with faculty and chairs
5/15/2025	Email to ENGL and FRGL faculty	Results of voting form	59.1% (26 votes) Department of Language and Literature 40.9% (18 votes) Department of Languages and Literature

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Proposed Intent to Discontinue

Virginia Commonwealth University (VCU) requests to discontinue the Bachelor of Arts (B.A.) in Religious Studies (CIP Code: 38.0201). The degree program is located in the School of World Studies in the College of Humanities and Sciences.

Background

The B.A. in Religious Studies was initiated at VCU in Fall 1978. The degree program was designed to advance understanding of the nature, history, and diversity of religious traditions. The purpose of the degree program was, and remains, to prepare students to engage critically with diverse religious traditions by applying the vocabulary, concepts, and research methods of the academic study of religion, analyzing the influence of religions on ethics, society, and culture, and clearly communicating their insights.

In January 2025, Religious Studies faculty in the School of World Studies and the director of the School of World Studies met to discuss the B.A. in Religious Studies degree program. The faculty and director reviewed the core and required courses needed to offer the degree. The faculty also discussed student enrollment trends and examined industry demand for the degree program. The faculty and director also discussed ideas on how to improve enrollment in the degree program

In February 2025, faculty members and the director of the School of World Studies met with the associate dean and dean of the College of Humanities and Sciences. The group discussed and evaluated the benefits and challenges of continuing to offer the degree program. The group discussed closing the degree program. Based on the discussion, the faculty, director of the School of World Studies, and the associate dean and dean of the College of Humanities and Sciences held a vote on discontinuing the B.A. in Religious Studies.

On February 18, 2025, the provost was informed of a decision to discontinue the B.A. in Religious Studies degree program. Based on the process that occurred, the provost determined that a proposal to discontinue the degree program should be submitted to the State Council of Higher Education for Virginia (SCHEV).

Rationale for Intent to Discontinue

The Bachelor of Arts in Religious Studies is no longer a degree program that should be offered by VCU. There are three (3) reasons why the degree program should be discontinued at this time: (1) low enrollment, (2) sustainability, and (3) low productivity.

Enrollment

Student enrollment in the Bachelor of Arts in Religious Studies degree program has steadily decreased. Institutional records show student enrollment has declined since at least Fall 2016. Students have also not consistently enrolled in the program since Fall 2021.

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Enrollment	21	15	16	12	8

New Enrollment	0	0	1	1	0
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It is apparent that the degree program is no longer desirable for students at VCU. The lack of enrollment supports the need to discontinue the degree program at this time.

Sustainability

The degree program cannot be sustained efficiently. Five (5) faculty members are required to teach core and required courses, yet enrollment in many of these courses remains below the minimum threshold. Given the disproportionate faculty resources relative to student demand, discontinuing the program will allow more effective reallocation of resources to higher-demand programs and research initiatives.

Productivity

Student enrollment and graduation data indicate that the degree program will not meet the productivity and viability standards of the State Council of Higher Education for Virginia (SCHEV) when reviewed during the next review cycle. Faculty members in the Bachelor of Arts in Religious Studies have discussed the program requirements and do not have a plan to improve and increase student enrollment. Discontinuing the degree program at this time will preemptively remove the degree program from VCU’s degree program inventory.

Critical Shortage Area

The Bachelor of Arts in Religious Studies is not in a critical shortage area.

Teach-out Plan

A total of 12 students are currently enrolled in the B.A. in Religious Studies. Four (4) students are expected to graduate in Spring 2026, and four (4) students are expected to graduate in Spring 2028.

The last semester that students will be able to complete the B.A. in Religious Studies is Spring 2028. This plan will allow three (3) years for students to complete the degree program. To ensure that students with challenges can meet the deadline, the discontinuation of the degree program has been extended one (1) year beyond the expected date for all students to graduate.

All faculty have been made aware of the impending closure. No faculty positions will be lost as a result of the discontinuance of the degree program. Faculty teaching courses in the Bachelor of Arts in Religious Studies will teach coursework in other degree programs.

“Stopped Out” Students

Institutional records show that four (4) students have “stopped out” since 2022, and the students have been considered. There is a one-semester period in which students may return and complete the Bachelor of Arts in Religious Studies. All core and required courses will continue to be offered, as such courses are used to fulfill requirements for other degree programs. The four (4) students will be notified in writing about the discontinuation of the degree program. Faculty advisors will also work with the students to transfer to another degree program, if a degree program is appropriate.

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Proposed Intent to Discontinue

Virginia Commonwealth University (VCU) requests to discontinue the Bachelor of Science (B.S.) in Financial Technology (CIP Code: 52.0899). The degree program is located in the Department of Finance, Insurance, and Real Estate in the School of Business.

Background

The B.S. in Financial Technology was initiated at VCU in Fall 2003. The degree program was designed to train students to apply mathematical, statistical, and programming tools to the finance discipline. The purpose of the program was, and remains, to prepare graduates for employment in areas such as derivative instruments and securities, hedging, and financial risk management.

Between May 2023 and May 2024, the One VCU Academic Repositioning Task Force was formed to lead efforts to make VCU both a more academically attractive and more efficient university. The task force included leadership, faculty, and staff from across the university. Between July–November 2023, the task force met monthly to research, investigate, discuss, and propose recommendations. Between January–May 2024, the provost vetted the task force’s priority recommendations with the VCU community.

In September 2024, faculty in the Department of Finance, Insurance, and Real Estate and the department chairperson met to discuss the Bachelor of Science in Financial Technology degree program, which had been flagged for potential closure by the repositioning task force. Faculty reviewed and analyzed current and historical student enrollment data for the program, as well as enrollment in core and required courses. The faculty also discussed degree completion data from the past five years and examined the degree requirements for both the B.S. in Financial Technology and the department’s B.S. in Finance.

In September 2024, the Virginia Commonwealth University Board of Visitors reviewed and voted on the One VCU Academic Repositioning Task Force recommendations. Based on those recommendations and the board’s vote, the provost determined that the degree program should be discontinued.

Rationale for Intent to Discontinue

The Bachelor of Science (B.S.) in Financial Technology is no longer a degree program that should be offered by VCU. There are two (2) reasons why the degree program should be discontinued at this time: (1) declining enrollment and (2) degree program productivity.

Enrollment

The degree program has struggled to maintain sufficient student enrollment numbers. Institutional records show that overall student enrollment has been decreasing steadily since Fall 2018. In addition, new enrollments—while higher in Fall 2024—have consistently been low.

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Enrollment	31	33	27	21	26

New Enrollment	2	3	3	2	9
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It is apparent that the degree program is no longer desirable for students at VCU. The lack of enrollment supports the need to discontinue the degree program at this time.

Productivity

Student enrollment and graduation data indicate that the degree program will not meet the productivity and viability standards of the State Council of Higher Education for Virginia (SCHEV) when reviewed during the next review cycle. Faculty members in the School of Business discussed the program requirements and do not have a plan to improve and increase student enrollment. Discontinuing the degree program at this time will preemptively remove the degree program from VCU’s degree program inventory.

	2021	2022	2023	2024	2025
Degrees Awarded	9	9	8	11	5

Critical Shortage Area

The B.S. in Financial Technology is not in a critical shortage area.

Teach-out Plan

A total of 31 students are currently enrolled in the Bachelor of Science in Financial Technology degree program. Thirteen (13) students are expected to graduate in the 2025–2026 academic year; nine (9) students are expected to graduate in the 2026–2027 academic year; six (6) students are expected to graduate in the 2027–2028 academic year; and three (3) students are expected to graduate in the 2028–2029 academic year.

These students will have the ability to complete the Bachelor of Science in Financial Technology program because the required courses are offered in other degree programs. Courses will continue to be offered for at least the next six years as needed. The last semester that students will be able to complete the B.S. in Financial Technology is Spring 2031. The plan will allow six (6) full years for students to complete the degree program.

Faculty teaching courses in the degree program have been made aware of the impending closure. No faculty positions will be lost as a result of the discontinuance of the degree program. Faculty teaching courses in the B.S. in Financial Technology degree program will teach coursework in other degree programs.

“Stopped Out” Students

Institutional records show no students have “stopped out” of the degree program. No plan is needed to notify students.

[DRAFT] Faculty Promotion and Tenure Policies and Procedures

Policy Type: Board of Visitors
Responsible Office: Academic and Faculty Affairs
Initial Policy Approved: 09/24/1981
Current Revision Approved: MM/DD/YYYY

Policy Statement and Purpose

Virginia Commonwealth University herewith establishes its policies and procedures for faculty promotion and tenure. This document institutes a unified promotion and tenure system throughout the University, while allowing variations in the academic units to accommodate their specific needs.

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

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

Recognized and rewarded contributions include those made to the intellectual and academic success of the student body through teaching; to research and discovery that advances knowledge, inspires creativity and improves human health through scholarship; and to the global engagement of students, faculty, and staff that transforms lives and communities through service in support of the university's mission.

~~Faculty members may be recognized and rewarded for academic work conducted in an integrated way by using their research to inform their teaching; using their service and teaching as sources of ideas for their research; and using their teaching as opportunities to provide service to the community, as well as to foster student learning.~~

Promotion in rank reflects quality of performance in appropriate teaching, scholarship, and service as noted above. 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 VCU 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 administration, and the Board of Visitors
- An ongoing succession and infusion of new faculty members.

Objectives

The objectives of the system described in this document are:

- Promotion of an engaged, learner-centered environment that fosters inquiry, discovery, and innovation in a global setting
- Faculty achievement to the highest attainable level within the context and resources of the university
- Support of university goals and support of the various 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

Noncompliance with this policy may result in disciplinary action up to and including termination. VCU supports an environment free from retaliation. Retaliation against any employee who brings forth a good faith concern, asks a clarifying question, or participates in an investigation is prohibited.

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Who Should Know This Policy

All faculty eligible for tenure and promotion are responsible for knowing this policy and familiarizing themselves with its contents and provisions.

Definitions

School

The term “school” is used throughout this document to refer to a school, college, or other major academic unit such as the Libraries.

Unit

The term “unit” is used throughout this document to mean the smallest organizational unit with a promotion and tenure policy, [such as a program, department, or school](#).

Department

The term “department” is used throughout this document to refer to an organizational unit within a school or college, [such as a program, department, or school \(within a college\)](#).

Department Chair

The term “department chair” is used throughout this document to refer to the administrative head of a “department”.

Contacts

The Office of Faculty Affairs officially interprets this policy. The Office of Faculty Affairs is responsible for obtaining approval for any revisions as required by the policy *Creating and Maintaining Policies and Procedures* through the appropriate governance structures. Please direct policy questions to the Office of Faculty Affairs, Senior Vice Provost for Faculty Affairs.

Policy Specifics and Procedures

1.0 Authority and Applicability

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

Each unit shall establish written guidelines for promotion and tenure, including expedited tenure. Unit guidelines shall be consistent with this policy and shall also specify the details involved in meeting the particular goals and objectives of those units. [Unit guidelines may be more proscriptive than this policy](#). If there is any conflict between university and unit-level policy and guidelines, the university policy shall govern.

Guidelines shall define 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. Unit guidelines shall include a process, 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 recommend and elect the committee members. A majority vote of the unit faculty and approval of the Dean shall be required for the approval of all unit guidelines. Finally, the Office of the Provost must approve unit-level and school-level guidelines for compliance with university policy prior to them becoming effective.

1.2 Appointing Authority

Tenure of the faculty is made under the ultimate authority and with the final approval of the Board of Visitors.

The President is authorized to approve tenured and tenure-eligible faculty promotions and to recommend conferral of tenure to the Board of Visitors according to the procedures set forth in this document.

1.3 Applicability of This Policy

The provisions of this policy shall apply to all tenure-eligible faculty hired on or after July 1st, 2026. Tenure-eligible faculty hired prior to July 1, 2026 may elect to be evaluated for tenure and, for tenure-eligible Assistant Professors, promotion to Associate Professor under the guidelines that were effective at the time of their hiring, but must make that choice known to their Dean and the Office of the Provost by September 1st, 2026. Otherwise, they will be evaluated under the provisions of this policy.

[For tenured associate professors hired before July 1, 2026, this policy will not become effective until three years after approval of this policy by VCU's Board of Visitors. Tenured associate professors hired before July 1, 2026 may choose to be considered for promotion under the former VCU promotion guidelines through the 2028-2029 promotion cycle.](#)

2.0 Defining Appointments

All faculty appointments shall be either tenured, probationary (tenure-eligible), term (non-tenure), or adjunct (non-tenure). Adjunct (non-tenure, non-term) appointments are part-time. All other appointments shall be full-time tenured, probationary (tenure-eligible), or term (non-tenure), or part-time tenured or term (non-tenure). "Part-time" is considered not less than 75% for tenured faculty and not less than 50% for term (non-tenure) faculty. Exceptions to this may be considered on a case by case basis and must be approved by the Provost. All probationary (tenure-eligible) faculty appointments shall be full-time.

A tenured appointment is an appointment that continues until the faculty member voluntarily leaves the university, is separated pursuant to applicable university policy, or is dismissed for cause as specified in Section 11. Tenure is conferred in accordance with the criteria and procedures established by this document and supplemented by appropriate school and unit guidelines. Tenure is granted only at the rank of Associate Professor or Professor.

~~Tenure-eligible Assistant Professors may not carry a service workload in excess of 20% without written approval from the Dean and Provost. Tenured Associate Professors may not carry a service workload in excess of 30% without written approval from the Dean and Provost.~~

~~Adjunct faculty (non-tenure) appointments are generally one semester in duration and 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 of adjunct faculty shall not require academic review outside the school. Adjunct faculty appointments do not carry faculty rank and are not eligible for tenure or promotion. 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.~~

Affiliate and adjunct faculty appointments are not eligible for tenure.

2.1 Tenured Appointments

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

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

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

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

2.2 Probationary (Tenure-Eligible) Appointments

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

The maximum period of probationary service for an Assistant Professor is six academic years, except as noted in 3.2.1. An initial appointment at the rank of Professor or Associate Professor may also be a probationary appointment. The maximum period of probationary service is two years as a professor and three years as an Associate Professor, except as noted in 2.2.1.

2.2.1 Alterations of the Probationary Period

There are some situations where reductions or extensions in the typical probationary period are warranted and may be established at the time of the initial appointment by the mutual agreement between the faculty member and the Department Chair and/or Dean.

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

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

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

The faculty member's prior annual reviews shall be considered in making the decision about the extension of the initial probationary period. In no case shall an extended probationary period be granted based solely on lack of progress toward work plan goals. Extensions may only be granted when faculty have existing evaluations of at least Very Good in both Scholarship and Teaching in the most recent annual evaluation prior to the onset of the extenuating circumstance.

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

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

In no case shall such an altered probationary period exceed 10 years for an Assistant Professor, five years for an Associate Professor, and three years for a full Professor.

Units must specify and clearly describe the situations for an altered probationary period in their unit guidelines and apply the criteria for the alterations uniformly for all faculty.

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

2.2.2 Evaluation of Faculty with Probationary Tenure Eligibility

Probationary appointments at the rank of Assistant Professor must be reviewed periodically for progress toward promotion and tenure (e.g., third-year review) by the academic unit. The guidelines for each 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. [In addition, at the time of annual evaluation, there should be a separate evaluation of the candidate's progress toward promotion and tenure to be included in the candidate's promotion and tenure file.](#)

A faculty member may be reviewed for tenure once before the normal review occurring at the end of the probationary period. Faculty members reviewed for tenure before the end of their maximum probationary period shall not be subject to any extraordinary requirements and shall be required to meet the same standards required of them at the end of the maximum probationary period.

A decision to terminate a probationary appointment may be made during any year of the probationary period and need not wait until the end of the normal probationary period. The decision to terminate a probationary appointment is ultimately made by the Provost based on the recommendation of the school Dean. A Department Chair may initiate a recommendation to the school Dean for consideration. Notification of terminations of probationary appointments in the first year of employment must be issued by March 1st to become effective at the end of that academic year. Notification of terminations of probationary appointments in the second year of employment must be issued by December 1st to become effective at the end of the academic year. Terminations of probationary appointments in the third year and beyond require a minimum of twelve months' notice prior to the termination date.

2.2.3 Linkage

Tenure-eligible Assistant Professors shall be reviewed in one process, with both promotion and tenure awarded or denied in a single decision in accordance with the criteria in Section 3.1.10.

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

2.3 Transition between Tenure Track Positions and Term Appointments

Within the sole discretion of VCU, a tenure-eligible faculty member on a probationary appointment may transfer to a term appointment with the concurrence of the Provost [or Senior Vice President \(for units on the Health Sciences campus\)](#) and the Dean, Department Chair (where applicable), and the faculty member concerned. This transfer terminates the period of probationary service, but the faculty member retains rights consistent with other term appointment guidelines.

2.4 Continuing Review of Faculty

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

2.5 Honorary Titles

The President and/or Board of Visitors (or designee) may designate the rank of University Professor, Commonwealth Professor, or Emeritus Professor as deemed appropriate. The voting privileges of faculty holding honorary titles shall be specified in the guidelines of the units where they are appointed.

2.6 Administrative Titles

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

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

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

[It is not possible for an administrator to earn tenure based on an administrative title.](#)

2.7 Notice of Appointments

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

The notice shall include the following information: rank, academic unit(s) in which the appointment is made, type of appointment (tenured, tenure eligible, term, or adjunct), period of appointment, whether it is part-time or full-time, and salary. If it is a tenure-eligible position, the notice of appointment shall also include the length of the probationary period and the tenure review date.

2.8 Joint Appointments with Non-University Agencies

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

Joint appointments with a non-university entity shall require a letter of approval from the university and non-university administrative units involved in the appointment. Such letters shall specify the privileges granted to the faculty member by each unit and the responsibilities and obligations of the faculty member to that unit during the appointment.

3.0 Faculty Ranks and Appointments

This document applies to the university faculty appointments at the ranks of Professor, Associate Professor, and Assistant Professor. All faculty appointments shall be either tenured, probationary (tenure-eligible), term (non-tenure, including clinical educator), or adjunct (non-tenure). Section 2.0 defines these types of appointments. Tenure-eligible and tenured appointments are subject to this policy. Term appointments are subject to the Term Promotion Policy.

3.1 General Criteria and Information Supplied by Candidates

In order to ensure distinguished contributions in teaching, scholarship (including research and creative expression), and service, the following criteria shall apply in the evaluation of all tenured and tenure-eligible faculty members for promotion and tenure. All faculty members' work plans are developed in accordance with the Faculty Roles and Rewards policy. Faculty members holding administrative positions must meet the guidelines of their own academic unit. [The narrative describing scholarship, teaching, and service should not exceed 6000 words.](#)

3.1.1 Timeline

Units must establish a timeline by which candidates declare their candidacy for tenure and/or promotion based on university guidance specifying that, for 9/10-month faculty, the following shall be completed before annual contracts end in May. For 12-month faculty, the following shall be completed by the end of the fiscal year prior to submitting documentation for promotion.

- Faculty declaration of candidacy for promotion or P&T
- Formation of peer review committee/s, including identification of a chair
- Identification of potential external reviewers
- Invitations sent to external reviewers
- Faculty provision of external reviewer materials to be shared by the PRC chair;

This timeline must be [included in the unit guidelines or otherwise](#) communicated to candidates with at least 45 days' advance notice before declarations of candidacy are due. After declaring their candidacy, the peer committee is formed. Candidates then submit their dossier to the unit (as outlined below) for evaluation. Unit guidelines may add specificity to the dossier requirements below, but may not reduce or waive any requirements in this policy.

3.1.2 Curriculum Vitae

Candidates must supply a comprehensive CV that documents their body of work across their academic career. The exact format of the CV may vary by discipline, and unit guidelines may specify certain

format stipulations. However, the CV must document performance in all areas of the candidate's workload. When possible, the CV should include links to evidence and artifacts. [For example, published works must be linked within the CV.](#) There is no length limitation on the CV

3.1.3 Appropriate credentials and experience

Tenured or tenure-eligible faculty must hold a terminal degree [in their field](#) to be appointed at the rank of Assistant Professor or to be promoted to the rank of Associate Professor or Professor. [In cases of extraordinary professional accomplishment, the Provost, at the request of the Dean, may make an exception to this requirement.](#) Tenure-eligible or tenured faculty hired prior to July 1, 2026, are not required to hold a terminal degree to be granted tenure and/or be promoted to the rank of Associate Professor or Professor.

Accepted terminal degrees include those recognized by the [Fulbright Scholar Program](#). Degrees on this list qualify as terminal for the purposes of promotion. If a faculty member holds a degree not listed that they believe should be recognized as a terminal degree for the purposes of seeking promotion, they may submit a written request with documentation to the Dean who will make a recommendation and request to the Office of the Provost for consideration. Requests may also be submitted on behalf of a program, department, or school by the Dean on an as-needed basis or as described in unit-level guidelines for promotion and tenure. The Provost or their designee makes the final determination of whether degrees not on the above-referenced list qualify as terminal for the purposes of promotion within VCU. Any requests related to the terminal degree requirement must be submitted by December 1st of the year before they intend to apply for promotion and/or tenure. Once an exception is approved for an individual faculty member, it will apply to future promotions for that individual faculty member in the current academic appointment.

3.1.4 Scholarship

Demonstrated continuing scholarship, professional growth, and national or international contributions. Faculty members must be [consistently](#) engaged in productive and creative scholarly activity in areas relevant to the goals and mission [of the university-their academic unit](#). They must make a substantive contribution to the body of knowledge in their discipline, [or in an interdisciplinary capacity](#), that reflects high standards of quality in creativity, scholarship, and professional competence and demonstrates national or international recognition. They must demonstrate leadership and professional competence in independent and/or collaborative scholarship that leads to the creation of new knowledge or creative expression. Scholarship can be in the form of research and discovery scholarship, the scholarship of teaching and learning, integration of research, [translational](#) or community-engaged research, [or creative activity](#). 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; or development and dissemination of materials for use in teaching beyond one's own classes. Integration of research examines knowledge in a broader context, focusing on synthesizing, interpreting, and connecting data, most often in an interdisciplinary way. Examples include a comprehensive literature review, or a textbook used in multiple fields of study. 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. [Creative activity includes original works in fine and performing arts, and literary, graphic, and digital arts.](#)

Scholarship Statement and Evidence: Candidates must supply a scholarship statement that articulates their line or lines of scholarship, providing a narrative rationale for their work and its significance, influence, and national or international reputation. ~~This statement may not exceed 1,500 words in length.~~ The statement must emphasize the significance of the candidate's work. When possible, linking to scholarly artifacts within the CV may suffice. However, candidates may also choose to supply approximately five exemplar scholarly artifacts.

3.1.5 Teaching

Demonstrated quality in teaching: 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 in communicating this understanding to student learners; ~~in other words~~, faculty members are required to demonstrate that their students learn. There must be evidence of the candidate's sustained commitment to high quality instruction, incorporation of advising and availability to students as a component of teaching, creating a positive environment for learning, 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 as an advisor and other forms of beneficial interactions between the candidate and learners should be given appropriate weight as a part of the teaching criteria, as determined by the unit. Demonstrated quality of teaching may include community-engaged teaching (e.g., service-learning experiences), ~~and clinical teaching.~~ ~~Each unit shall explicate the quality of teaching for the unit.~~

Teaching Statement and Evidence: Candidates must supply a teaching statement that summarizes their contributions in the area of teaching. ~~The teaching statement may not exceed 1,500 words in length.~~ Candidates must supply evidence to support their teaching effectiveness. ~~For faculty who teach courses, student end-of-course evaluations of teaching must be included, and candidates must include the full, unredacted student comments. Unit guidelines should describe how course evaluations will be considered; review committees may consider trends and themes from course evaluation data, or they may consider benchmarking scores and comments while accounting for key contextual factors as described in the Assessing Teaching Effectiveness Report. In addition, evidence of the candidate's efforts toward continuous improvement in teaching effectiveness must be included, as specified by unit guidelines. Acceptable evidence may include peer observations, syllabi, student work (with identifiers removed), assessments of student learning outcomes, or other forms of documented impact, such as those mentioned in the Assessing Teaching Effectiveness Report.~~

3.1.6 Service

Demonstrated performance in service: Faculty members are expected to spend a portion of their time and expertise for the betterment of their department, school, and university, 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 university, professional, community-engaged, and clinical service.~~

Service Statement and Evidence: Candidates must supply a service statement that summarizes their work in the area of service. ~~This statement must include a description of unit- or university-level service, professional and community-engaged service, and/or clinical service. The statement ought to~~

connect the service work of the candidate to their national/international scholarly reputation and how their service advances the institution and/or profession. ~~This statement may not exceed 1,500 words.~~ In general, documentation of service is not required beyond the CV and narrative, unless clarification is requested during the review process. However, candidates should include brief supporting materials for service roles that are unusually time-intensive, innovative, or externally impactful.

3.1.7 Annual Evaluations

Annual evaluations are not included in the promotion and tenure dossier, as they serve a separate purpose. The annual evaluation is an administrative evaluation on productivity per year, which is a different purpose and criterion than the evaluation of the body of work for tenure and/or promotion. However, in cases where additional context is needed, summary commentary regarding the annual evaluations may be provided in the Chair's or Dean's evaluation report. ~~In addition, statements on progress toward promotion and/or promotion and tenure from department chairs at the time of annual evaluation and/or third year reviews should be included.~~

3.1.8 Workload Distribution

The dossier must include clear documentation of the workload distribution across time at VCU. This may be a simple table that shows the percentage distribution per category for each year of VCU faculty employment. Those with service at prior institutions may choose to include those workload distributions as well.

3.1.9 ~~Accessibility~~

~~All materials submitted as part of the dossier must meet VCU's accessibility standards (<https://digitalaccessibility.vcu.edu/>).~~

3.1.9 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 that the candidate is expected to perform at an excellent level in scholarship and holds promise for further professional development.

Appointment or promotion to Associate Professor requires a minimum rating of excellent in scholarship, a rating of at least very good in teaching, and a rating of at least satisfactory in service. Candidates must be effective scholars 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 scholarship, a rating of at least very good in teaching, and a rating of at least very good in service. Candidates must be effective

scholars and teachers and demonstrate a pattern of distinguished accomplishment in scholarship that indicates achievement of a national or international reputation in their discipline.

3.2 Unit Criteria

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

The individual unit guidelines shall define the scholarship, teaching, and service criteria and define what is meant by ratings of excellent, very good, satisfactory, and unsatisfactory in each area. These criteria must emphasize national and international recognition.

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

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

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

The candidate shall develop a file following the guidelines established by the unit. The completed file shall be forwarded to the peer review committee to conduct a substantive evaluation of the candidate's record and performance.

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

4.1 Peer Review Committee

4.1.1 Committee Formation

The Dean or designee shall form a peer review committee following procedures described in the unit guidelines. [Peer review committees must have at least three members and be composed of tenured faculty only, with a majority from the unit if possible. There must also be at least one tenured faculty member from outside the unit on the committee. The unit guidelines shall indicate whether the chair of the committee will be appointed by the Dean or designee \(e.g., department chair\) or elected by its members.](#) For promotions to the rank of Professor, the chair of the peer review committee must hold the rank of Professor. Candidates may challenge, in writing, the appointment of a member to the peer review

committee for cause, such as a conflict of interest. The Dean or designee shall consider any such challenges and determine whether to replace that member.

In the event that there is an inadequate number of tenured faculty from within a department to meet this criterion, the Dean or designee may solicit members from another unit, unless unit guidelines specify a different process.

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

4.1.2 Evaluation Process

The peer review committee solicits and receives external evaluations. External evaluators must be individuals with expertise in the candidate's field or a closely related scholarly field, be from outside of VCU, and be individuals who can provide an independent review of the candidate's work. Persons who have co-authored publications, collaborated on research, been institutional colleagues, or been academic mentors or advisors of the candidate shall be excluded from consideration as an external evaluator.

Reviews must be solicited from individuals suggested by the candidate and individuals suggested by the peer review committee. [Candidates may also provide names of potential external reviewers who should not be solicited.](#) The peer review committee shall maintain an electronic list of all individuals solicited for external review letters that detail each evaluator as being selected by the candidate or the committee, identifies any relationship of the evaluator to the candidate, and whether the individual agreed to provide an evaluation letter. [All external evaluators must be faculty at or above the rank sought by the candidate, and at least three should be from a Doctoral University - Very High Research Activity \(R1\) institutions. An additional two letters may be from other types of institutions in accordance with unit-level guidelines.](#) A minimum of five external letters must be received for review. All external letters that are received must be included in the file for review. Committees will only include information on letters they received and will not consider evaluators who were invited but declined to provide a letter.

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

External evaluators should not be asked to determine whether the candidate meets the criteria for tenure and/or promotion at VCU or at their home institution. Instead, they should be asked to provide an evaluation of the significance, quality, and national/international reputation of the candidate's scholarship.

All letters from external evaluators are strictly confidential unless disclosure is otherwise required by law.

The peer review committee shall review all elements of the candidate's dossier and all external evaluator letters. They shall add a written report to the candidate's file that summarizes the outcome of their discussion, including the rationale for ratings on each criterion. The report shall also include the results of a vote by secret ballot. The final evaluation in each category is determined by the highest category at which there is a majority vote (for example, if there were five members with two voting Excellent, one voting Very Good, and two voting Satisfactory, then the overall rating is Very Good.) Committee ratings below the level of Very Good must be accompanied by a written explanation for that rating or vote.

The committee must recommend in favor of promotion to associate professor and tenure or tenure only (if applicable), when the overall rating for Scholarship is Excellent, Teaching is at least Very Good, and Service is at least Satisfactory. The committee must recommend in favor of promotion to professor when the overall rating for Scholarship is Excellent, Teaching is at least Very Good, and Service is at least Very Good. The committee must recommend against promotion and/or tenure if the overall ratings do not meet these thresholds.

The peer committee shall forward the file to the chair of the department, or in units without departments, the School Promotion and Tenure Committee.

4.2 Department Chair

For units with departments, after receiving the file from the peer committee, the chair of the department shall review the file using the unit guidelines, request supplementary material as needed, add a written recommendation, and forward the recommendation, the file, and the peer committee report to the school promotion and tenure committee. As noted in 3.1.7, the Department Chair may also provide summary comments regarding the annual evaluations in cases where additional context is needed. If included, such comments must summarize relevant patterns. The Department Chair's evaluation is independent of the peer committee, though the chair shall consider the peer review committee recommendation as evidence. For units without departments, this step is not included.

4.3 School Promotion and Tenure Committee

4.3.1 Committee Election and Term of Office

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

The committee shall consist of no fewer than three faculty members, all of whom shall be tenured. None of the committee members shall hold an administrative title at the level of Department Chair or above.

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

4.3.2 Evaluation Process

The school promotion and tenure committee shall receive the file from the chair of the department, or from the peer review committee in schools without departments, and review the file using the guidelines of the school as a reference. The committee shall review prior recommendations and enter a written report of its proceedings, including the results of a secret ballot with evaluations in scholarship, teaching, and service, for or against recommending promotion and/or tenure, and the rationale for the recommendation. The report shall also include the results of a vote by secret ballot. The vote and resulting overall recommendation shall follow the procedures and criteria outlined for the Peer Review Committee in Section 4.1.2.

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

5.0 Administrative Review Procedures for Academic Personnel Actions

5.1 The Dean

After receiving a file, the Dean shall review the file and add a recommendation that includes, but is not limited to, addressing the fiscal and programmatic impact of the proposed academic personnel action on the school. A copy of the file, complete with all recommendations but excluding the letters from the external reviewers, shall be given to the candidate.

If the promotion and/or tenure is not supported by either the peer committee, the chair of the department, or the school tenure and promotion committee, then the Dean has the option of agreeing with their recommendation, disagreeing with their recommendation, or returning the file, no more than once, to those review bodies that did not support the proposed personnel action and request reconsideration. Unit promotion and tenure guidelines may also allow for candidates to add a written response to the file after a negative peer review committee, Department Chair, and/or school committee recommendation, which will then be submitted to the Dean.

When promotion and/or tenure is not recommended, the Dean shall inform the candidate of this decision. At this time, the Dean shall also give the candidate a copy of the file, without the letters from the external reviewers unless disclosure of these letters is required by law, and notify the candidate of the right to add a written statement to be included in the file. The candidate has 10 working days after notification by the Dean to add a statement to the file [or withdraw the file from further consideration](#).

The Dean shall forward the original file, containing the candidate's written response (if one is provided) and all recommendations and letters to the Provost or Senior Vice President of Health Sciences.

5.2 The Senior Vice President of Health Sciences

For units on the Health Sciences campus, the Senior Vice President of Health Sciences shall receive and review files and add a recommendation for tenure and/or promotion that includes, but is not limited to, addressing the University's fiscal and long-range planning impact of the proposed academic personnel action. If the administrative review by the Senior Vice President for Health Sciences supports

tenure and/or promotion, the Senior Vice President shall forward the original file, containing the candidate's written response (if one is provided) and all recommendations and letters to the Provost for review. If the SVP does not support tenure and/or promotion, the SVP shall inform the candidate of this decision. At this time, the SVP shall also give the candidate a copy of the file, without the letters from the external reviewers unless disclosure of these letters is required by law, and notify the candidate of the right to add a written statement to be included in the file. The candidate has 10 working days after notification by the SVP to add a statement to the file or withdraw the file from further consideration.

The Senior Vice President shall forward the original file, containing the candidate's written response (if one is provided) and all recommendations and letters to the Provost.

5.3 The Provost

The Provost shall receive and review files from Deans on the Monroe Park Campus and from the Senior Vice President of Health Sciences on the Health Sciences Campus and add a recommendation that includes, but is not limited to, addressing the University's fiscal and long-range planning impact of the proposed academic personnel action.

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

If the administrative review of the Provost does not support promotion and/or tenure, the Provost shall inform the candidate of the decision in writing and notify the candidate of their right to appeal to the University Appeal Committee. The candidate has 15 working days from notification to appeal the decision of the Provost.

6.0 Appeal Process

6.1. Committee Composition

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

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

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

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

6.2 Grounds for Appeal

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

1. The proper procedures in this policy were not followed, and the procedural error had a material impact on the outcome.
2. New evidence ([including factually incorrect information not provided by the candidate](#)) is discovered after the decision of the Provost, and the evidence was not available before the decision of the Provost, and the candidate could not have discovered the evidence by the use of reasonable diligence.

6.3 Appeal Procedure

The University Appeal Committee shall receive all appeals. The candidate must provide a written request to appeal a decision to deny tenure and/or promotion to the Office of the Provost. The request must specify how proper procedures were not followed and how that materially affected the outcome, and/or specify the new evidence and detail why the evidence was not available or discoverable before the decision of the Provost. The Office of the Provost shall forward the written appeal to the Appeal Committee.

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

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

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

- a. Vote to support the appellant. When the Appeal Committee votes to support the appellant, the Committee shall forward the file to the President with a letter describing their recommendation, with copies to the appellant, the Provost, and the Dean. The letter shall include a rationale for the 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, 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.

For each case reviewed by the Appeal Committee, the President will review the materials provided and the recommendation from the Appeal Committee, and render a decision. The decision will be shared with the candidate, the Appeals Committee chair, the Dean, [the Senior Vice President of Health Sciences \(if applicable\)](#), and the Provost. The President's decision is not appealable within the university.

7.0 The President and Board of Visitors

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

When the President does not support the recommendation of a faculty member for promotion and/or tenure, the President shall notify the Board of Visitors, the candidate, the Provost, and the Dean of this decision in writing. If the President does not support a recommendation for promotion and/or tenure, no further appeal exists within the university.

If the President recommends a faculty member for promotion and/or tenure to the Board of Visitors and the Board of Visitors does not support the recommendation, the President shall notify the candidate, the Provost, [the Senior Vice President of Health Sciences \(if applicable\)](#), and the Dean of this decision in writing. If the Board of Visitors does not support the recommendation of a faculty member for promotion and/or tenure, no further appeals exist within the university.

8.0 Procedure for Termination of Employment of Tenured Faculty Members

8.1 Reasons for Dismissal for Cause

Tenure is designed to protect the academic freedom of individual faculty members who have established themselves during probationary periods. Tenured faculty members are expected to continue to strive for excellence in all of their academic and scholarly tasks. Adequate reason for dismissal of a tenured faculty member may be established by a demonstration of any of the following:

- a. Neglect, inability, or failure to do the customary and expected satisfactory teaching, research, and other services within the areas of presumed professional competence.
- b. Professional incompetence, which includes failure to continue scholarly development within the individual's discipline and failure to fulfill University assignments.
- c. Serious misconduct that impairs the ability of the faculty to carry out their professional duties or that substantially negatively affects the operation of the unit or university.
- d. Violation of academic or professional ethics.

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

8.2 Post Tenure Review

Post Tenure Review is described in a separate policy.

8.3 Dismissal for Cause Procedures

To initiate the termination of a tenured faculty member for just cause, the Dean shall inform the faculty member and the Provost ([as well as the Senior Vice President for Health Sciences, if applicable](#)) in writing of the proposed termination, the specific reasons for it, and the effective date of termination. The Dean must also inform the faculty member that a request for a hearing of the case by the University Appeal Committee must be initiated within 45 working days. In the absence of such a request, the Dean's action becomes final.

The University Appeal Committee shall begin all requested hearings within 30 working days following receipt of a faculty member's request. At least two-thirds of the Committee must be present at the hearing.

The faculty member shall have the opportunity to attend the hearing. The faculty member shall have the opportunity to cross-examine witnesses, to present evidence, and may be accompanied by one nonparticipating advisor.

A complete record of the hearing shall be maintained and available to the parties involved. The hearing shall be closed to the public.

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

The Provost shall review the University Appeal Committee's findings and recommendations and convey a decision with a rationale in writing to the faculty member and to the University Appeal Committee within 10 working days. If the decision is for dismissal, they shall also inform the President. The Office of the President, upon written request, shall review a decision for dismissal of the faculty member. However, unless the request is made within 15 working days after the Provost has rendered a decision, the Provost's decision shall be final and not subject to further appeal or review.

If a review by the President is requested within the 15 working day period, the President shall review the full record of the University Appeal Committee hearing, the Committee's findings and recommendations, and the Provost's decision and rationale before rendering a decision. The decision of the Office of the President shall be final and not subject to further appeal or review.

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

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

9.0 Procedures for Review and Amendment of this Document

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

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

Forms

There are no forms associated with this policy and procedures.

Related Documents

1. Faculty Roles and Rewards Policy [link](#)
2. Fulbright Scholar Program
<https://fulbrightscholars.org/sites/default/files/2024-07/US-Scholar-Terminal-Degrees.pdf>
3. Procedures for Declaration of Financial Emergency and Consequent Reduction, Reorganization, or Elimination of Programs Requiring Termination of Faculty Members Policy [link](#)
4. Teaching Effectiveness Report [link](#)
5. Term Promotion Policy [link](#)
6. Virginia Sickness and Disability Program
https://www.dhrm.virginia.gov/docs/default-source/hrpolicy/pol457vsdp.pdf?sfvrsn=e049034c_2

Revision History

This policy supersedes the following archived policies:

Approved by the Board of Visitors: September 24, 1981

Effective Date: September 24, 1981.

Revision approved by Board of Visitors: January 17, 1985.

Revision approved by Board of Visitors: November 19, 1987

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Revision approved by Board of Visitors: January 20, 1993

Effective Date: July 1, 1993.

Revision approved by Board of Visitors: September 19, 1996

Effective Date: July 1, 1997

Revision approved by Board of Visitors: May 16, 2003

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Effective Date: November 11, 2004

Revision approved by Board of Visitors: May 19, 2006

Effective Date: May 19, 2006

Revision approved by Board of Visitors: May 10, 2013

Minor revision made on February 28, 2017. Corrected "Policy Type" to Board of Visitors.

FAQ

1. Where should candidates undergoing a review for promotion or promotion with tenure first turn with questions?

If a peer review committee (PRC) has been established, a candidate would direct questions to the chair of the peer review committee within their unit. If a PRC has not yet been established, questions would be directed to the unit head for topics not addressed by the university, school, and unit guidelines.

2. How do I submit my materials?

Once a candidate's dossier is complete, materials will be submitted via a designated online system determined by the School. (Ex: School of the Arts provides a google drive folder in which the candidate uploads materials by an established deadline.)

3. Can I duplicate entries in different sections of my CV?

It is best to avoid duplications in multiple sections of a CV. If necessary, the Peer Review Committee Chair can recommend the appropriate location in the dossier. Candidates will select in which category an item best fits, and can address in the narrative statement how material relates to both sections.

4. How do I select potential external reviewers?

To identify external reviewers, a candidate must consider field experts at R1 universities serving at a comparable or higher rank to the rank the candidate strives to achieve. Reviewers shall have no conflicts of interest (such as personal or close professional relationships) and must be able to objectively review materials.

5. Why follow the established promotion and tenure timeline?

To maintain the integrity and consistency of the review process, candidates must follow a predetermined timeline that culminates in the approval of the Board of Visitors.

6. What types of unit-level criteria may be included?

Units may elect to specify formatting and/or elements of the dossier, expectations for service minimums, or other unit-specific criteria.



~~Pending Internal Approval~~

[DRAFT] Term Faculty Promotion Policies and Procedures

Policy Type: Board of Visitors
Responsible Office: Academic and Faculty Affairs
Initial Policy Approved: MM/DD/YYYY
Current Revision Approved: MM/DD/YYYY

Policy Statement and Purpose

Virginia Commonwealth University herewith establishes its policies and procedures for term faculty promotion. This document institutes a unified promotion system throughout the University, while allowing variations in the academic units to accommodate their specific needs.

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

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

VCU rewards contributions made to the intellectual and academic success of the student body through teaching; the advancement of knowledge, creativity and human health through scholarship; and the engagement of students, faculty, and staff to transform lives and communities through service in support of the university's mission.

The promotion system at VCU 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 administration, and the Board of Visitors
- An ongoing succession and infusion of new faculty members

Objectives

The objectives of the system described in this document are:

- Promotion of an engaged, learner-centered environment that fosters inquiry, discovery, and innovation in a global setting
- Faculty achievement to the highest attainable level within the context and resources of the university
- Support of university goals and support of the varied 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.

Noncompliance with this policy may result in disciplinary action up to and including termination. VCU supports an environment free from retaliation. Retaliation against any employee who brings forth a good faith concern, asks a clarifying question, or participates in an investigation is prohibited.

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Who Should Know This Policy

All faculty eligible for promotion under term (non-tenure track) faculty guidelines are responsible for knowing this policy and familiarizing themselves with its contents and provisions.

Definitions

Term Appointment

For the purposes of this policy, Term appointments refer to non-tenure-eligible faculty appointments with VCU (not to include adjunct faculty), and to faculty with affiliate appointments who serve as Clinical

Educators. Clinical Educators will be considered eligible for promotion just like term faculty members, in accordance with section 2.0 below.

School

The term “school” is used throughout this document to refer to a school, college, or other major academic unit such as VCU Libraries.

Unit

The term “unit” is used throughout this document to mean the smallest organizational unit with a promotion and tenure policy, such as a program, department, or school.

Department

The term “department” is used throughout this document to refer to an organizational unit within a school or college, such as a program, department, or school (within a college).

Department Chair

The term “department chair” is used throughout this document to refer to the administrative head of a “department”.

Service

Service is used throughout this document to refer to service to the university, profession, and community, and includes clinical service. Service may represent a faculty member’s primary, secondary, or tertiary area of effort or workload allocation.

Primary, Secondary, and Tertiary areas of effort or workload allocation

Primary area of workload allocation typically refers to the area with the greatest percentage of effort. The secondary and tertiary areas refer to other areas of effort, and may or may not apply. The designation of primary, secondary, and tertiary areas of effort for the purposes of promotion shall be determined by unit guidelines.

Contacts

The Office of Faculty Affairs officially interprets this policy. The Office of Faculty Affairs is responsible for obtaining approval for any revisions as required by the policy *Creating and Maintaining Policies and Procedures* through the appropriate governance structures. Please direct policy questions to the Office of Faculty Affairs, Senior Vice Provost of Faculty Affairs.

Policy Specifics and Procedures

1.0 Authority and Applicability

1.1 Relationship of Schools¹ and Departments to University Term Promotion Policy

¹

Each Unit shall establish written guidelines for promotion, and departments, may establish written guidelines for promotion. Unit guidelines shall be consistent with this policy and shall also specify the details involved in meeting the particular goals and objectives of those units. [Unit guidelines may be more proscriptive than this policy.](#) If there is any conflict between university and unit-level policy and guidelines, the university policy shall govern.

The guidelines for all units shall be formulated and reviewed periodically by a committee of the unit. The faculty shall elect the committee members, and the committee members shall be open to faculty recommendations. A majority vote of the unit faculty shall be required for the approval of all unit guidelines. Finally, the Office of the Provost must approve unit-level guidelines prior to them becoming effective. Guidelines shall define term faculty positions and the relationship of the unit's promotion system to the unit's work plan and individual faculty member work plans developed in accordance with the Faculty Roles and Rewards Policy. Unit guidelines shall include a process, composition of committees, and criteria for promotion relative to the unit's mission. The guidelines shall include specific measures for evaluating faculty member performance.

1.2 Appointing Authority

The Provost is authorized to approve faculty promotions according to the procedures set forth in this document.

1.3 Applicability of This Policy

[For Term faculty hired before July 1, 2026, this policy will not become effective until three years after approval of this policy by VCU's Board of Visitors. Term faculty hired before July 1, 2026 may choose to be considered for promotion under the former VCU promotion guidelines through the 2028-2029 promotion cycle.](#)

2.0 Defining Appointments

All faculty appointments shall be either tenured, probationary (tenure-eligible), term (non-tenure), or adjunct (non-tenure). Adjunct (non-tenure, non-term) appointments are part-time. All other appointments shall be full-time tenured, probationary (tenure-eligible), or term (non-tenure), or part-time tenured or term (non-tenure). "Part-time" is considered not less than 75% for tenured faculty and not less than 50% for term faculty. Exceptions to this may be considered on a case by case basis and must be approved by the Provost.

A term (non-tenure) appointment is an appointment to the faculty for a specified mix of duties and does not lead to tenure. Term appointments shall always be at the rank of professor, associate professor, assistant professor, or instructor. 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) may be used. A term appointment [may be up to one year or multi-year](#) and is renewable unless stated otherwise in the employment contract. Conditions and notifications for non-renewal are specified in the terms and conditions of employment for term appointments. If the employment contract/terms and conditions conflict with this policy, then the employment contract/terms and conditions take precedence.

A term faculty member may be reviewed for promotion in any review cycle. However, a term faculty member who is reviewed and denied promotion may not reapply for promotion for [the following](#) two cycles. This ensures adequate time has passed for the dossier to be meaningfully more developed than in the prior review. The restriction on reapplication does not apply to cases in which the faculty member withdraws their application prior to submission to the Provost or Senior Vice President for Health Sciences..

Term appointments are defined in the Term Promotion Policy (this policy).

~~Adjunct faculty (non-tenure) appointments are generally one semester in duration and 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 of adjunct faculty shall not require academic review outside the school. Adjunct faculty appointments do not carry faculty rank and are not eligible for tenure or promotion. 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.~~

Affiliate faculty appointments are not eligible for tenure and are defined in the Affiliate Faculty Appointments Policy.

Clinician Educators with an Affiliate Faculty designation provide clinical care as a component of their work distribution, service to the university, and support for accreditation standards. Clinician Educators provide direct patient care, contribute significantly to the operations of academic medical facilities, may participate in research activities, and play a vital role in clinical teaching for VCU learners. Clinician Educator faculty are eligible for promotion and applicable faculty privileges. Note that in accordance with the Affiliate Faculty Policy, Clinical Educators with an Affiliate Faculty designation who are promoted in rank are not eligible for promotion-based salary increases as affiliate appointments are not compensated by VCU.

2.1 Transition between Tenure Track Positions and Term Appointments

Transfers from term appointments to tenure-track positions must follow the [VCU Guidelines for Faculty Transfers](#). Upon transfer, their appointment would be governed by the University Promotion and Tenure Policy.

2.2 Continuing Review of Faculty

All term faculty members shall be evaluated annually using criteria established in the guidelines of the school and/or department. The guidelines for all evaluations shall be consistent with and fully incorporate the guidelines in the Faculty Roles and Rewards Policy.

[All term faculty members shall receive regular feedback on their progress toward promotion, if not yet fully promoted. The procedures for providing this feedback should be described in unit guidelines, and may](#)

include a separate statement from the department chair at the time of annual evaluations, a pre-promotion review, or both.

2.3 Honorary Titles

The president and/or board of visitors (or designee) may designate the rank of University Professor, Commonwealth Professor, or Emeritus Professor as deemed appropriate. The voting privileges of faculty holding honorary titles shall be specified in the guidelines of the units where they are appointed.

2.4 Administrative Titles

Faculty members may be assigned administrative titles designating administrative responsibilities held in addition to any term faculty rank concurrently held.

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

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

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

2.5 Notice of Appointments

Every faculty appointment or change of status shall be specified in a written notice of appointment issued by or on behalf of the provost, president, and/or board of visitors to the faculty member.

The notice shall include the following information: rank, academic unit(s) in which the appointment is made, type of appointment (term), period of appointment, whether it is part-time or full-time, and salary.

2.6 Joint Appointments with Non-University Agencies

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

Joint appointments with a non-university entity shall require a letter of approval from the university and non-university administrative units involved in the appointment. Such letters shall specify the privileges granted to the faculty member by each unit and the responsibilities and obligations of the faculty member to that unit during the appointment.

3.0 Faculty Ranks and Appointments

This document applies to the university faculty appointments at the ranks of Professor, Associate Professor, Assistant Professor, and Instructor. This policy applies only to Term appointments. Tenured and tenure-eligible appointments are subject to the University Tenure and Promotion Policy. Adjunct faculty appointments and affiliate faculty appointments are not eligible for tenure.

3.1 General Criteria and Information Supplied by Candidates

In order to ensure distinguished contributions in the specific mix of duties for term faculty, which include teaching and/or research, scholarly pursuits and creative expression, and service and/or clinical service, the following criteria shall apply in the evaluation of all term faculty members for promotion. All faculty members' work plans are developed in accordance with the Faculty Roles and Rewards policy. Faculty members holding administrative positions must meet the guidelines of their own academic unit.

The narrative describing scholarship, teaching, and/or service should not exceed 6000 words.

3.1.1 Timeline

Units must establish a timeline by which candidates declare their candidacy for promotion based on university guidance specifying that, for 9/10-month faculty, the following steps shall be completed **by May 15**. For 12-month faculty, the following steps shall be completed **by July 1** prior to submitting documentation for promotion.

- Faculty declaration of candidacy for promotion **to Department Chair or Dean (for units without departments)**.
- Formation of peer review committee/s, including identification of a chair
- Identification of external reviewers
- Invitations sent to external reviewers
- Faculty provision of external reviewer materials, if applicable, to be shared by the PRC chair

This timeline must be **included in unit guidelines or** communicated to candidates with at least 45 days' advance notice before declarations of candidacy are due. After declaring their candidacy, the peer committee is formed. Candidates then submit their dossier (as outlined below) for evaluation to the unit. Unit guidelines may add specificity to the dossier requirements below, but may not reduce or waive any requirements in this policy.

3.1.2 Curriculum Vitae

Candidates must supply a comprehensive CV that documents their body of work across their academic career. The exact format of the CV may vary by discipline, and unit guidelines may specify certain format stipulations. However, the CV must document performance in all areas of the candidate's workload. When possible, the CV shall include links to evidence and artifacts. **For example, published works must be linked within the CV.** There is no length limitation on the CV.

3.1.3 Appropriate credentials and experience

Term faculty must hold a degree as outlined by unit guidelines and in accordance with applicable accreditation requirements to be eligible for promotion or appointment to the rank of Assistant Professor, Associate Professor or Professor.

3.1.4 Scholarship

Demonstrated continuing scholarship, professional growth, and national or international contributions. Faculty members with a percentage of effort dedicated to scholarship must be **consistently** engaged in productive and creative scholarly activity in areas relevant to the goals and mission of the **university**. They must make a substantive contribution to the body of knowledge in their discipline **and/or in an interdisciplinary capacity** that reflects high standards of quality in creativity, scholarship, and professional competence and demonstrates national or international recognition. They must demonstrate leadership and professional competence in independent and/or collaborative scholarship that leads to the creation of new knowledge or creative expression. Scholarship can be in the form of research and discovery scholarship, the scholarship of teaching and learning, integration of scholarship, **translational and community-engaged research, and/or creative activity**. 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 class. Integration of scholarship examines knowledge in a broader context, focusing on synthesizing, interpreting, and connecting data most often in an interdisciplinary way. Examples include a comprehensive literature review, or a textbook used in multiple fields of study. 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. **Creative activity includes original works in the arts, including the fine, performing, digital, literary, and graphic arts.**

Scholarship Statement and Evidence: Candidates with a percentage of effort for scholarship must supply a scholarship statement that articulates their line or lines of scholarship, providing a narrative rationale for their work and its significance, influence, and national or international reputation. **This statement may not exceed 1,500 words in length.** The statement must emphasize the significance of the candidate's work. When possible, linking to scholarly artifacts within the CV may suffice. However, candidates may also choose to supply approximately five exemplar scholarly artifacts.

3.1.5 Teaching

Demonstrated quality in teaching. Faculty members with a percentage of effort dedicated to teaching shall be evaluated based primarily upon the impact of the faculty member's teaching in programs relevant to the mission of the **university**. Faculty members must demonstrate mastery of their subject matter and in communicating this understanding to student learners; **in other words**, faculty members are required to demonstrate that their students learn. There must be evidence of the candidate's sustained commitment to high quality instruction, the incorporation of advising and availability to students as a component of teaching, creating a positive environment for learning, 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. Faculty members whose teaching is not course based (e.g.,

librarianship, [clinical supervision](#)) shall articulate how their professional practice contributes to the teaching mission of the unit and university in accordance with unit promotion guidelines. Mentoring and other forms of beneficial interactions between the candidate and learners should be given appropriate weight as a part of the teaching criteria, as determined by the unit. [Demonstrated quality of teaching may include community-engaged teaching \(e.g., service-learning experiences\), and clinical teaching. Each unit shall explicate the quality of teaching for their unit.](#)

Teaching Statement and Evidence: Candidates with a percentage of effort for teaching must supply a teaching statement that summarizes their contributions in the area of teaching. [The teaching statement may not exceed 1,500 words in length.](#) Candidates must supply evidence to support their teaching effectiveness. [For faculty who engage in course instruction, student end-of-course evaluations must be included, and candidates must include the full, unredacted student comments. Unit guidelines should describe how course evaluations will be considered; review committees may consider trends and themes from course evaluation data, or they may consider benchmarking scores and comments while accounting for key contextual factors as described in the Assessing Teaching Effectiveness Report. In addition to course evaluations, evidence of the candidate's efforts toward continuous improvement in teaching effectiveness must be included, as specified by unit guidelines. Acceptable evidence may include peer observations, syllabi, student work \(with identifiers removed\), assessments of student learning outcomes and other forms of documented impact such as those described in the Assessing Teaching Effectiveness Report](#)

3.1.6 Service

Demonstrated performance in service. Faculty members give of their time and expertise for the betterment of their department, school, and university, 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. Demonstrated performance in service may include [university service \(i.e., service to the department, school, or university\), professional service \(e.g., service in national organizations\), community-engaged service \(e.g., service to address a community-identified need\), and clinical service \(e.g., patient care and consultation\).](#)

Service Statement and Evidence: Candidates must supply a service statement that summarizes their work in the area of service. [This statement must include a description of university, professional, community-engaged, and/or clinical service, and should connect the service work of the candidate to their professional reputation and how their service advances the institution and/or profession. This statement may not exceed 1,500 words.](#) When service is a tertiary area of workload, documentation of service may not be required beyond the CV and narrative, unless clarification is requested during the review process. In cases where service is a primary or secondary area of workload, faculty should have documentation and evidence that illustrates the impact on teaching and learning and/or impact in the department or unit and profession while highlighting outcomes that are innovative. Candidates may also elect to include supporting materials for service roles that are unusually time-intensive, innovative, or externally impactful.

3.1.7 Annual Evaluations

Annual evaluations are not included in the promotion dossier, as they serve a separate purpose. The annual evaluation is an administrative evaluation on productivity per year, which is a different purpose

and criterion than the evaluation of the body of work for promotion. However, in cases where additional context is needed, summary commentary regarding the annual evaluations may be provided in the Chair's or Dean's evaluation report.

In addition, statements on progress toward promotion from department chairs at the time of annual evaluation and/or pre-promotion reviews should be included.

3.1.8 Workload Distribution

The dossier must include clear documentation of the workload distribution across time at VCU. This may be a simple table that shows the percentage distribution per category for each year of VCU faculty employment. Those with service at prior institutions may choose to include those workload distributions as well. [Unit guidelines shall specify the methodology for determining a faculty member's primary, secondary, and tertiary \(if applicable\) effort or workload allocations for purposes of promotion.](#)

Term faculty may have appointments that do not include allocations in all categories. If a faculty member has no allocation in a given category, they do not need to submit documentation for that category.

3.1.9 Accessibility

[All materials submitted as part of the dossier must meet VCU's accessibility standards \(https://digitalaccessibility.vcu.edu/\).](https://digitalaccessibility.vcu.edu/)

3.1.9 Application of Criteria and Criteria Ratings for Term 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 term faculty performance ratings shall use this terminology.

Appointment or promotion to Assistant Professor shall indicate that the candidate is expected to perform at an excellent level in the area of their primary workload allocation and holds promise for further professional development.

[Appointment or promotion to Associate Professor requires a minimum rating of excellent in the primary area of effort or workload, either teaching, scholarship, or service; at least very good in a secondary area; and at least satisfactory in a tertiary area, if applicable .](#)

[Appointment or promotion to Professor requires a minimum rating of excellent in the primary area of effort or workload, either teaching, scholarship, or service; at least very good in a secondary area; and at least very good in a tertiary area, if applicable.](#)

3.2 Unit Criteria

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

The individual unit guidelines shall define scholarship, teaching, and service criteria and define what they mean by ratings of excellent, very good, satisfactory, and unsatisfactory in each area. These criteria must require national and international recognition in at least one area of effort for those seeking promotion to Professor.

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

4.0 Academic Review Procedures for Promotion of Term faculty members

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

The candidate shall develop a dossier following the guidelines established by the unit. The completed dossier shall be forwarded to the peer review committee to conduct a substantive evaluation of the candidate's record and performance.

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

4.1 Peer Review Committee

4.1.1 Committee Formation

The Dean or designee shall form a peer review committee following procedures described in the unit guidelines. Peer review committees must have at least three members with at least one Term faculty member, and the committee may be composed entirely of Term faculty. The majority of committee members should come from the unit, if possible, and there should be one member from outside the unit. All committee members must be at or above the rank sought by the candidate. The committee may include tenured faculty. The unit guidelines shall indicate whether the chair of the committee will be appointed by the dean or designee (e.g., department chair) or elected by its members. Candidates may challenge, in writing, the appointment of a member to the peer review committee for cause, such as a conflict of interest. The Dean or designee shall consider any such challenges and determine whether to replace that member.

In the event that there is an inadequate number of eligible faculty from within a unit to meet peer review committee composition criteria, the dean or designee may solicit members from another unit, unless unit guidelines specify a different process.

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

4.1.2 Evaluation Process

For faculty with scholarship as the primary area of effort or workload, three external reviews are required for promotion to Associate Professor or Professor. The peer review committee solicits and receives external evaluations. External evaluators must be individuals with expertise in the candidate's field or a closely related field, be from outside of VCU, and be individuals who can provide an independent review of the candidate's work. Persons who have co-authored publications, collaborated on research, been institutional colleagues, or been academic mentors or advisors of the candidate shall be excluded from consideration as an external evaluator.

Reviews must be solicited from individuals suggested by the candidate and individuals suggested by the peer review committee. Candidates may also provide names of potential external reviewers who should not be solicited. The peer review committee shall maintain an electronic list of all individuals solicited for external review letters that details each evaluator as being identified by the candidate or the committee, identifies any relationship of the evaluator to the candidate, and whether the individual agreed to provide an evaluation letter. All external evaluators must be faculty at or above the rank sought by the candidate. At least two must be at a Doctoral University - Very High Research Activity (R1) institution. The third letter may be from other types of institutions in accordance with unit-level guidelines. All external letters that are received must be included in the file for review. Committees will only include information on letters they received and will not consider evaluators who were invited but declined to provide a letter.

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

External evaluators must not be asked to determine whether the candidate meets the criteria for promotion at VCU or at their home institution. Instead, they are being asked to provide an evaluation of the significance, quality, and national/international reputation of the candidate's scholarship ~~or teaching.~~

Unit guidelines may also require external letters for promotion for faculty with teaching or service as the primary area of effort or workload. Unit guidelines may require other evaluations of teaching or service, such as letters from colleagues within the university.

All letters from external evaluators are strictly confidential unless disclosure is otherwise required by law.

The peer review committee shall review all elements of the candidate's dossier, including external evaluator letters or internal letters, if applicable. They shall add a written report to the candidate's file that summarizes the outcome of their discussion, including the rationale for ratings on each criterion. The report shall also include the results of a vote by secret ballot. The final evaluation in each category is determined by the highest category at which there is a majority vote (for example, if there were five members with two voting Excellent, one voting Very Good, and two voting Satisfactory, the overall rating is Very Good). Ratings and votes for ratings below the level of Very Good must be accompanied by a written explanation for that rating or vote.

When the overall rating for the primary area of workload allocation is Excellent, and the secondary area allocation, if applicable, is at least Very Good, and the tertiary area (if applicable) is at least Very Good for promotion to Professor and at least Satisfactory for promotion to Assistant or Associate Professor, the committee shall recommend promotion. With any other combination of ratings, the committee shall recommend against promotion.

The peer committee shall forward the file to the department chair. Where the smallest unit is the School, the peer review committee shall forward the file to the School Promotion and Tenure or School Term Promotion Committee.

4.2 Department Chair

For units with departments, after receiving the file from the peer committee, the chair of the department shall review the file using the unit guidelines, request supplementary material as needed, add a written recommendation, and forward the recommendation, the file, and the peer committee report to the school promotion and tenure committee. As noted in 7.1, the Department Chair may also provide summary comments regarding the annual evaluations in cases where additional context is needed. If included, such comments must summarize relevant patterns and feedback regarding the candidate's performance as a faculty member. The Department Chair's evaluation is independent of the peer committee, though the chair shall consider the peer review committee's recommendation as evidence. For units without departments, this step is not included.

4.3 School Promotion and Tenure Committee or School Term Promotion Committee

4.3.1 Committee Election and Term of Office

Schools shall specify in their guidelines how their School-level committee will be composed for term faculty. Schools may elect to use the same School Promotion and Tenure Committee as specified in Section 4.3.1 of the University Promotion and Tenure Committee and add at least one term faculty member when evaluating term promotion cases. Alternatively, schools may elect to form a separate School Term Promotion Committee. If a school elects to form a separate School Term Promotion Committee, the following provisions apply:

The committee shall consist of no fewer than three faculty members, all of whom shall be at the rank of Associate Professor or higher. None of the committee members shall hold an administrative title at the

level of Department Chair or above. The members of a School Term Promotion Committee may be term or tenured faculty, but must include at least one term faculty member.

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

The school shall select a school term promotion committee as provided by the guidelines of the school. The school guidelines may allow the dean to appoint committee members in addition to the election of committee members. Only full-time faculty members shall be eligible to vote.

4.3.2 Evaluation Process

The school promotion and tenure committee or school term promotion committee shall receive the file from the chair of the department, or from the peer review committee in schools without departments, and review the file using the guidelines of the school as a reference. The committee shall review prior recommendations and enter a written report of its proceedings, including the results of a secret ballot with evaluations in scholarship, teaching, and/or service, for or against recommending promotion, and the rationale for the recommendation. The report shall also include the results of a vote by secret ballot. ~~The final evaluation in each category is determined by the highest category at which there is a majority vote (for example, if there were five members with two voting Excellent, one voting Very Good, and two voting Satisfactory, the overall rating is Very Good). Ratings and votes for ratings below the level of Very Good must be accompanied by a written explanation for that rating or vote.~~

~~For promotion to professor, if the overall rating for the faculty member's primary area of workload allocation is Excellent, the secondary area of workload allocation (if applicable) is at least Very Good, and Service (if Service is not the primary or secondary area of effort) is at least Very Good, the committee shall recommend promotion. With any other combination of ratings, the committee shall recommend against promotion.~~

~~For promotion to assistant or associate professor, if the overall rating for the faculty member's primary area of workload allocation is Excellent, the secondary area of workload allocation (if applicable) is at least Very Good, and Service (if Service is not the primary or secondary area of effort) is at least Satisfactory, the committee shall recommend promotion. With any other combination of ratings, the committee shall recommend against promotion.~~

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

5.0 Administrative Review Procedures for Academic Personnel Actions

5.1 The Dean

After receiving a file, the Dean shall review the file and add a recommendation that includes, but is not limited to, addressing the fiscal and programmatic impact of the proposed academic personnel action on the school and forward the original file to the Provost. A copy of the file, complete with all recommendations but excluding the letters from the external reviewers, shall be given to the candidate.

If the promotion is not supported by either the peer committee, the chair of the department, or the school tenure and promotion committee or school term promotion committee, then the dean has the option of agreeing with their recommendation, disagreeing with their recommendation, or returning the file, no more than once, to those review bodies that did not support the proposed personnel action to request reconsideration. Unit promotion guidelines may also allow for candidates to add a written response to the file after a negative peer committee, Department Chair, and/or school committee recommendation [which will then be submitted to the Dean](#).

When promotion is not recommended, the Dean shall inform the candidate of this decision. At this time, the Dean shall also give the candidate a copy of the file, without the letters from the external reviewers unless disclosure of these letters is required by law, and notify the candidate of the right to add a written statement to be included in the file. The candidate has 10 working days after notification by the Dean to add a statement to the file [or to withdraw the file from further consideration](#).

The Dean shall forward the original file, containing the candidate's written response (if one is provided) and all recommendations and letters to the Provost or the Senior Vice President for Health Sciences.

5.2 The [Provost or the Senior Vice President for Health Sciences](#)

[For units on the Health Sciences campus, the Senior Vice President for Health Sciences shall receive and review files and add a recommendation that includes, but is not limited to, addressing the determination of the lower committees and the University's fiscal and long-range planning impact of the proposed academic personnel action. If the review by the Senior Vice President for Health Sciences supports promotion, the Senior Vice President shall forward the original file, containing the candidate's written response \(if one is provided\) and all recommendations and letters to the Provost for review. If the Senior Vice President does not support promotion, the Senior Vice President will inform the candidate of this decision and give the candidate a copy of the file, without the letters from external reviewers unless disclosure of these letters is required by law, and notify the candidate of the right to add a written statement to be included in the file. The candidate has 10 working days after notification by the Senior Vice President to add a statement to the file or to withdraw the file from further consideration.](#)

The Senior Vice President for Health Sciences shall forward a recommendation, along with the original file containing the candidate's written response (if one is provided) and all prior recommendations and letters, to the Provost.

5.3 The Provost

[The Provost shall receive and review files from Deans on the Monroe Park and Qatar Campuses and from the Senior Vice President of the Health Sciences from the Health Sciences Campus and add a recommendation that includes, but is not limited to, addressing the University's fiscal and long-range planning impact of the proposed academic personnel action.](#)

If the administrative review of the Provost supports promotion, the Provost shall approve the proposed personnel action.

If the administrative review of the Provost does not support promotion, the Provost shall inform the candidate of the decision in writing and notify the candidate of their right to appeal to the University Term Appeal Committee. The candidate has 15 working days from notification to appeal the decision of the Provost.

6.0 Appeal Process

6.1 University Term Appeal Committee

The University Appeal Committee is composed as specified in Section 6.1 of the University Promotion and Tenure Policy. However, for appeals from term faculty, the committee will add at least two term faculty, appointed by the Provost, to add term faculty perspectives to their deliberations.

6.2 Grounds for Appeal

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

1. The proper procedures in this policy were not followed, and the procedural error had a material impact on the outcome.
2. New evidence ([including factually incorrect information not provided by the candidate](#)) is discovered after the decision of the provost, and the evidence was not available before the decision of the provost, and the candidate could not have discovered the evidence by the use of reasonable diligence.

6.3 Appeal Procedure

The University Appeal Committee shall receive all appeals. The candidate must provide a written request to appeal a decision to deny tenure and/or promotion to the Office of the Provost. The request must specify how proper procedures were not followed and how that materially affected the outcome, and/or specify the new evidence and detail why the evidence was not available or discoverable before the decision of the Provost. The Office of the Provost shall forward the written appeal to the Appeal Committee.

The Appeal Committee will review the documents in question and determine if grounds for an appeal exist via secret ballot.

If a majority of the Appeal Committee votes that grounds for an appeal exist, then the candidate shall have the right to address the Appeal Committee at a time convenient for both the candidate and committee members. Such presentations shall be limited in scope to the specific grounds for appeal alleged in the written appeal request. New subject areas not addressed in the appeal may not be introduced. The candidate may be accompanied by one nonparticipating advisor. The candidate may suggest to the Appeal Committee the names of additional witnesses to speak at the hearing, but the Committee determines whether or not to call additional witnesses. The Appeal Committee may decide

whether it needs limited additional information or testimony and may call appropriate witnesses for a hearing or contact those individuals or review bodies identified in the denial for additional information. The Committee shall invite the dean of the relevant school to provide evidence, and the Committee may also contact those individuals or review bodies identified in the denial for additional information or to provide evidence at the hearing. It shall confine any such hearings to those questions or issues specified in the appeal.

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

a. Vote to support the appellant. When the Appeal Committee votes to support the appellant, the Committee shall forward the file to the president with a letter describing their recommendation, with copies to the appellant, the Provost, and the Dean. The letter shall include a rationale for the 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, and the Dean. The letter shall include a rationale for the recommendation and the number of committee members voting for and against the decision. In the event of a tie vote, the appeal is considered denied.

For each case reviewed by the Appeal Committee, the President will review the materials provided and the recommendation from the Appeal Committee, and render a decision. The decision will be shared with the candidate, the Appeals Committee chair, the Dean, the Senior Vice President for Health Sciences (if applicable), and the Provost. The President's decision is not appealable within the university.

7.0 The President

In the event of an appeal, the President will make the final decision about promotion after reviewing the report of the University Appeal Committee and any reconsidered prior reviews the President may order. If, after appeal, the president does not support the recommendation of a faculty member for promotion, the president shall notify the candidate, the Provost, the Senior Vice President for Health Sciences (if applicable), and the Dean of this decision in writing. If the president does not support a recommendation for promotion, no further appeal exists within the university.

8.0 Termination of Employment of Term Faculty Members

Term faculty appointments carry no guarantee of reappointment or continued employment beyond the terms of the current faculty contract. [Any non-renewal of a term faculty appointment shall be in keeping with the notice provisions outlined in the corresponding terms and conditions of employment, which are also outlined in the VCU Faculty Handbook. Non-renewal of a faculty appointment is separate and distinct from the dismissal for cause procedures described below.](#)

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

Adequate reason for dismissal of a term faculty member for cause may be established by a demonstration of any of the following:

- a. Neglect, inability, or failure to do the normal and expected satisfactory teaching, research, and other services within the areas of presumed professional competence.
- b. Professional incompetence, which includes failure to continue professional development within the individual's discipline and failure to fulfill University assignments.
- c. Serious misconduct that impairs the ability of the faculty to carry out their professional duties or that substantially negatively affects the operation of the unit or university.
- d. Violation of university policy or academic or professional ethics.
- e. Unprofessional conduct that significantly adversely affects the functioning of the department, school, or university.

Term faculty terminations [for cause](#) may be appealed by the faculty member to the Provost in writing, who will review the reasons for the appeal and determine whether to uphold the termination. If the Provost upholds the termination, no additional appeal exists within the university.

9.0 Procedures for Review and Amendment of this Document

Changes in the Faculty Term Promotion Policies and Procedures may be initiated at the request of the President, the Provost, the Senior Vice President for Health Sciences, the Faculty Senate, the University Council, or upon petition by 20% of the term faculty. Upon such a request, the president shall appoint an ad hoc faculty committee to review issues and recommendations regarding appointment and promotion policies and procedures and, if necessary, to recommend modifications.

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

Forms

There are no forms associated with this policy and procedures

Related Documents

1. **Affiliate Faculty Appointment Policy** [link](#)
2. **Faculty Administrative Contracts and Compensation Structure** [link](#)
3. **Faculty Promotion and Tenure Policy and Procedures** [link](#)

4. Faculty Roles and Rewards Policy [link](#)
5. Fulbright Scholar Program
<https://fulbrightscholars.org/sites/default/files/2024-07/US-Scholar-Terminal-Degrees.pdf>
6. Teaching Effectiveness Report [link](#)
7. Virginia Commonwealth University Faculty Track Transfer [link](#)
8. VCU Faculty Handbook [link](#)

Revision History

None – New Policy

FAQ

1. Where should candidates undergoing a review for promotion first turn with questions?

If a peer review committee (PRC) has been established, a candidate would direct questions to the chair of the peer review committee within their unit. If a PRC has not yet been established, questions would be directed to the unit head for topics not addressed by the university, school, and unit guidelines.

2. Can I duplicate entries in different sections of my CV?

It is best to avoid duplications in multiple sections of a CV. If necessary, the Peer Review Committee Chair can recommend the appropriate location in the dossier. Candidates will select in which category an item best fits, and can address in the narrative statement how material relates to both sections.

3. How do I submit my materials?

Once a candidate's dossier is complete, materials will be submitted via a designated online system determined by the School. (Ex: School of the Arts provides a google drive folder in which the candidate uploads materials by an established deadline.)



ATTACHMENT B



Faculty Excellence: Impact, Innovation and Influence

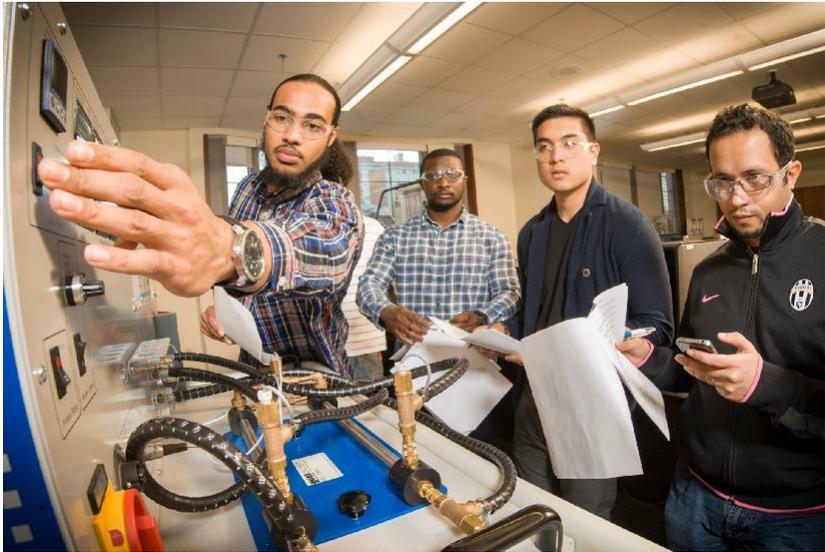
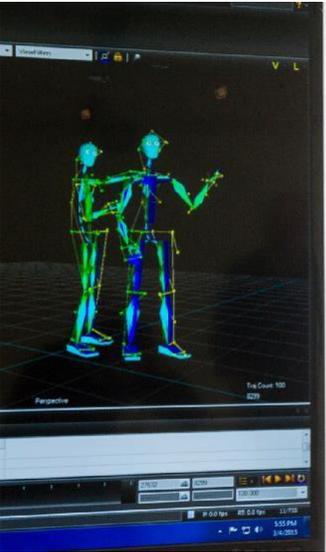
Academic, Health Affairs and Research Committee

November 21, 2025

Beverly J. Warren, Ph.D.
Interim Provost and Senior Vice President for
Academic Affairs

Marlon F. Levy, M.D.
Senior Vice President, VCU Health
Sciences and CEO, VCU Health

Faculty excellence abounds in every corner of VCU



Faculty excellence creates a thriving environment for students, drives research that matters, and provides service that enhances patient care and elevates the human experience for all

Tenure-track faculty

engage in teaching, research/scholarship, and service with a probationary appointment

Tenured faculty

engage in teaching, research/scholarship, and service with continuing appointment

Term faculty

engage in a special combination of teaching, research/scholarship, and/or service (including clinical service) for a time-limited contract

Panel of Health Sciences Deans

Moderated by Dr. Marlon Levy



**Lyndon F. Cooper,
D.D.S., Ph.D.**

Dean

School of Dentistry



**Amy R. Darragh,
Ph.D.**

Dean

College of Health
Professions



**Patricia A. Kinser,
Ph.D., RN, WHNP-
BC, FAAN**

Dean

School of Nursing



**Kelechi C.
Ogbonna,
Pharm.D., MSHA**

Dean

School of Pharmacy



**Arturo Saavedra,
M.D., Ph.D.**

Dean

School of Medicine



Panel of Faculty

Moderated by Dr. Kathleen Rudasill



Roberto Jamora

Assistant Professor
School of the Arts



Elena Olson, Ph.D.

Associate Professor
School of Business



**Elvin Price,
Pharm.D., Ph.D.**

Associate Professor
School of Pharmacy



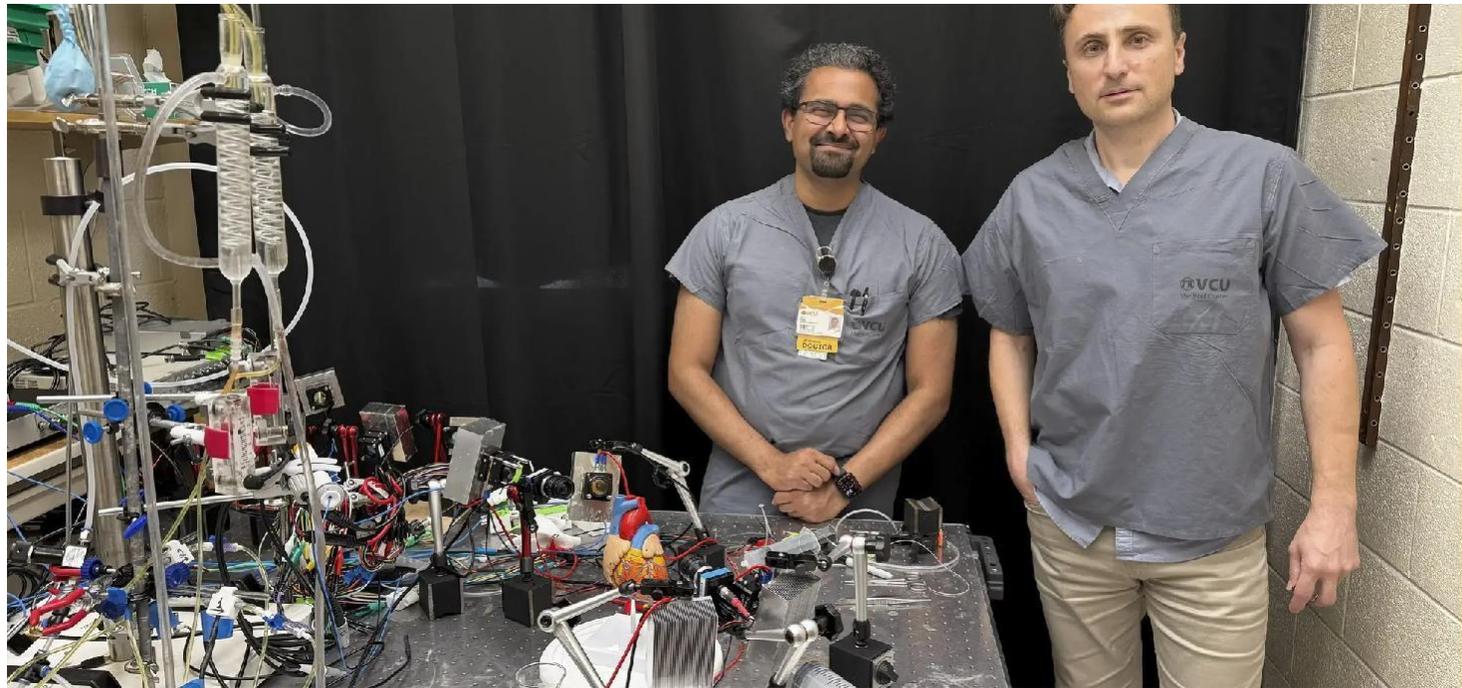
Amy Rector, Ph.D.

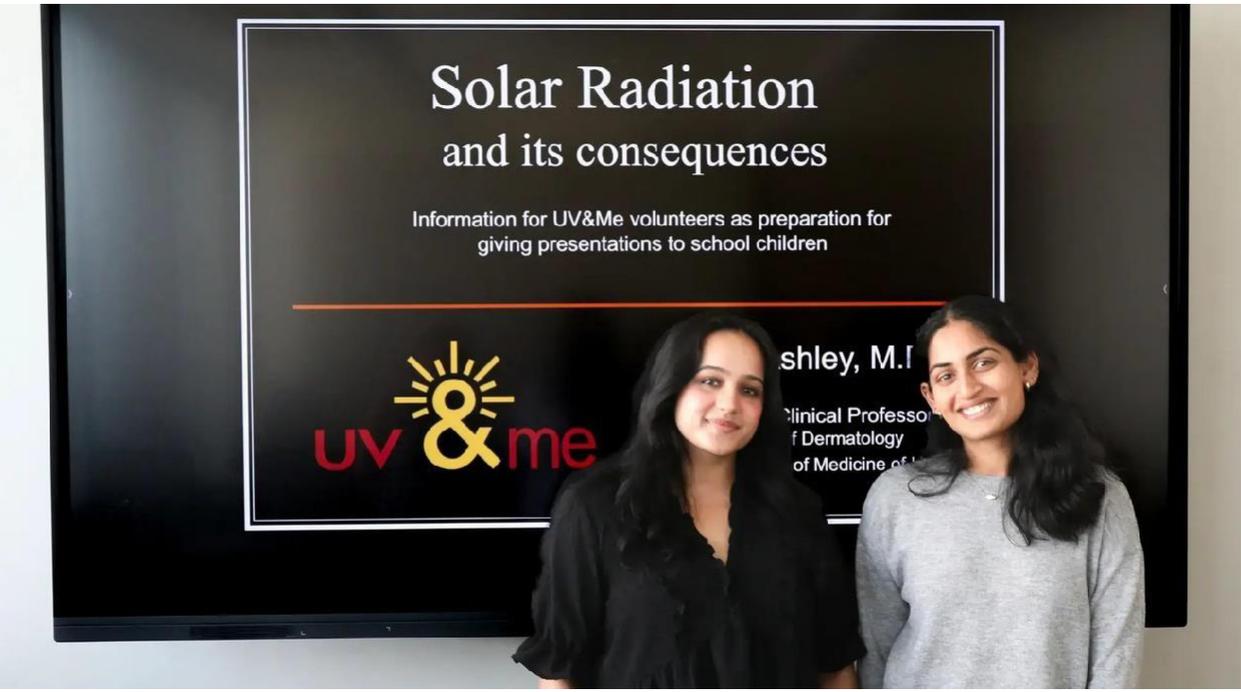
Associate Professor
College of Humanities
& Sciences



Lana Sargent, Ph.D.

Associate Professor
School of Nursing





Faculty Achievements

SCHEV Outstanding Faculty Awards (OFA)

2022:

Michelle Doll, VCU Internal Medicine

Jay Albanese, VCU Criminal Justice

2025:

Fadi N. Salloum, VCU Medicine and Physiology & Biophysics

Xuewei Wang, VCU Dept. of Chemistry

Excellence in Pedagogical Innovation Award (EPIA)

24 honorees were named in inaugural 2025 class of EPIA winners

Excellence in Community Engagement Award

114 of our scholars have earned this award since 2023

2023: 44 honorees

2024: 40 honorees

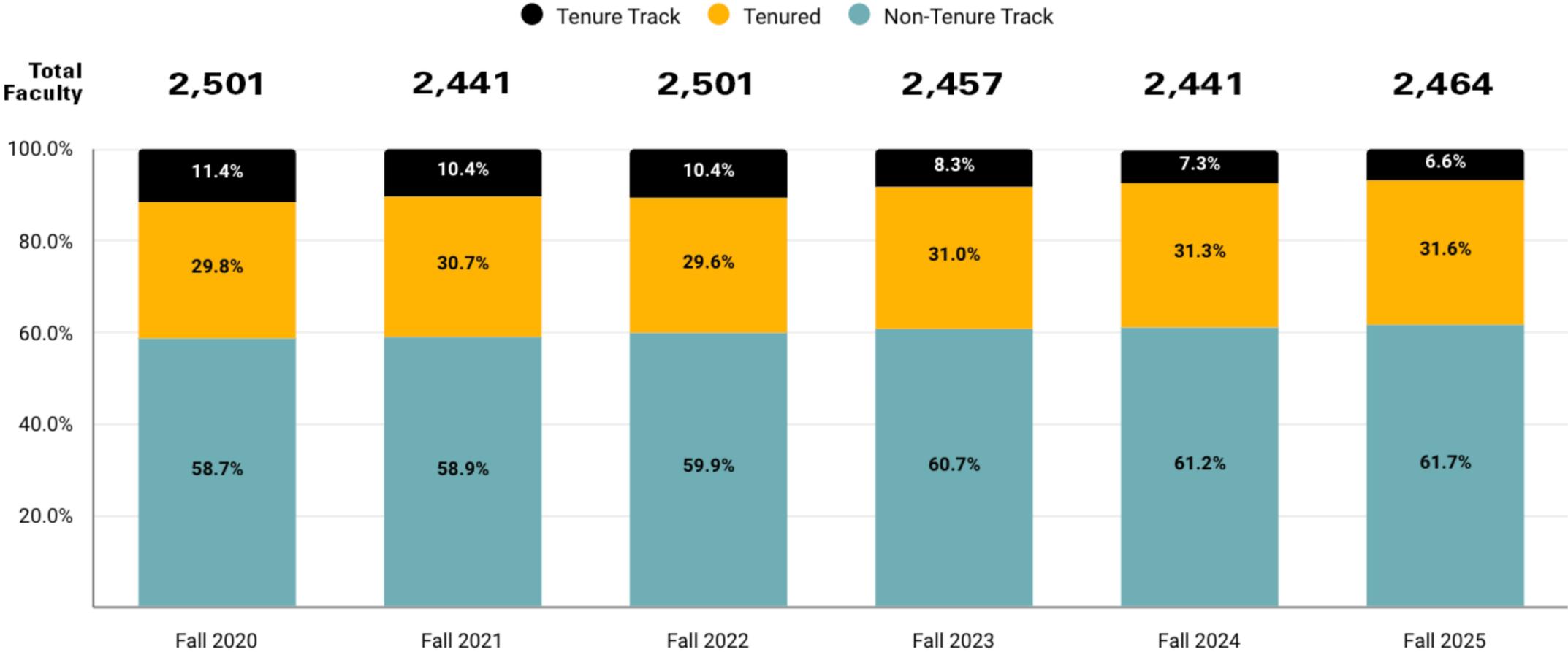
2025: 30 honorees

Excellence in Community Engagement Award

Two VCU faculty members, one student group, and one community group were honored with [2025 Excellence in Community Engagement Awards](#)

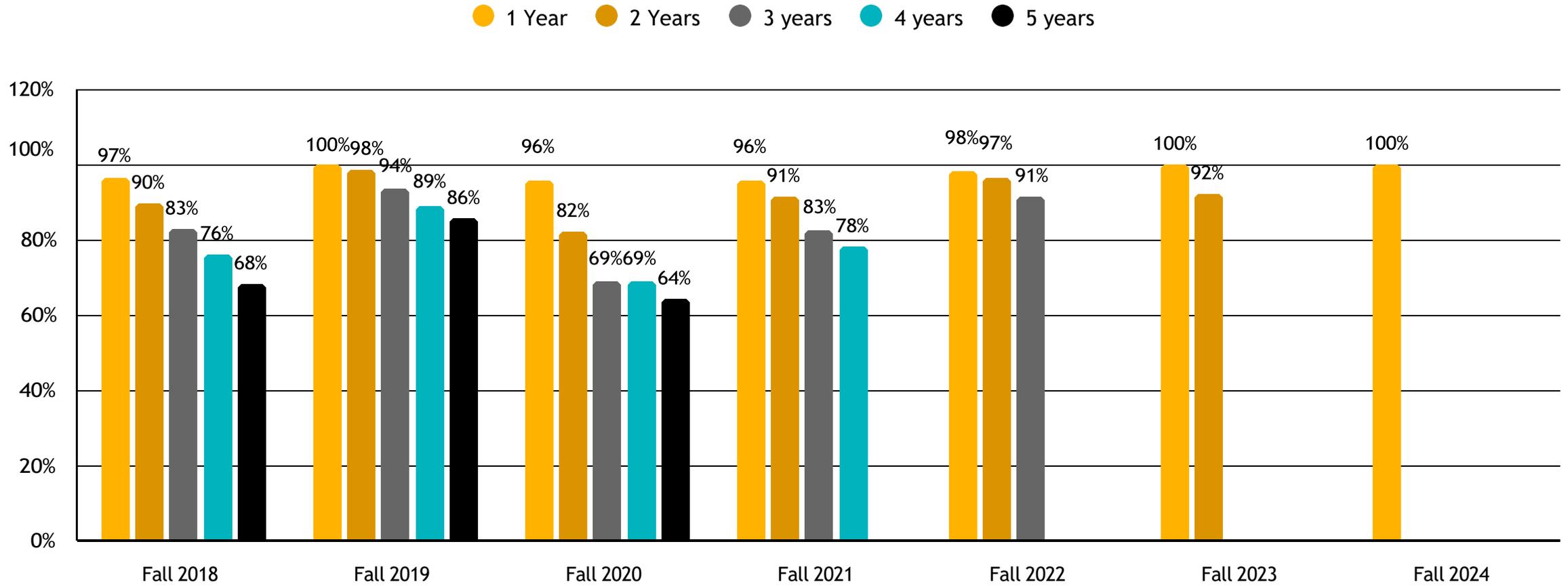
Overview of Teaching and Research Faculty

Source: [IRDS](#), Census II



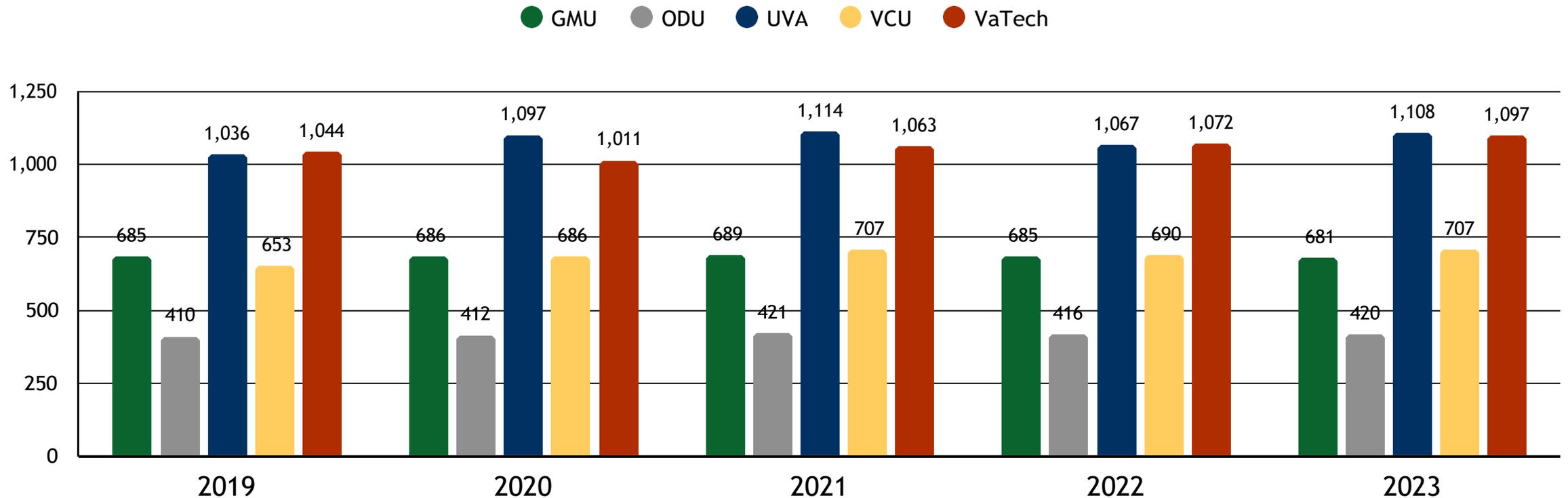
Retention of New Teaching and Research Faculty

Source: [IRDS](#), Census II



Total Full-Time Tenured Instructional Faculty among VA R1 universities

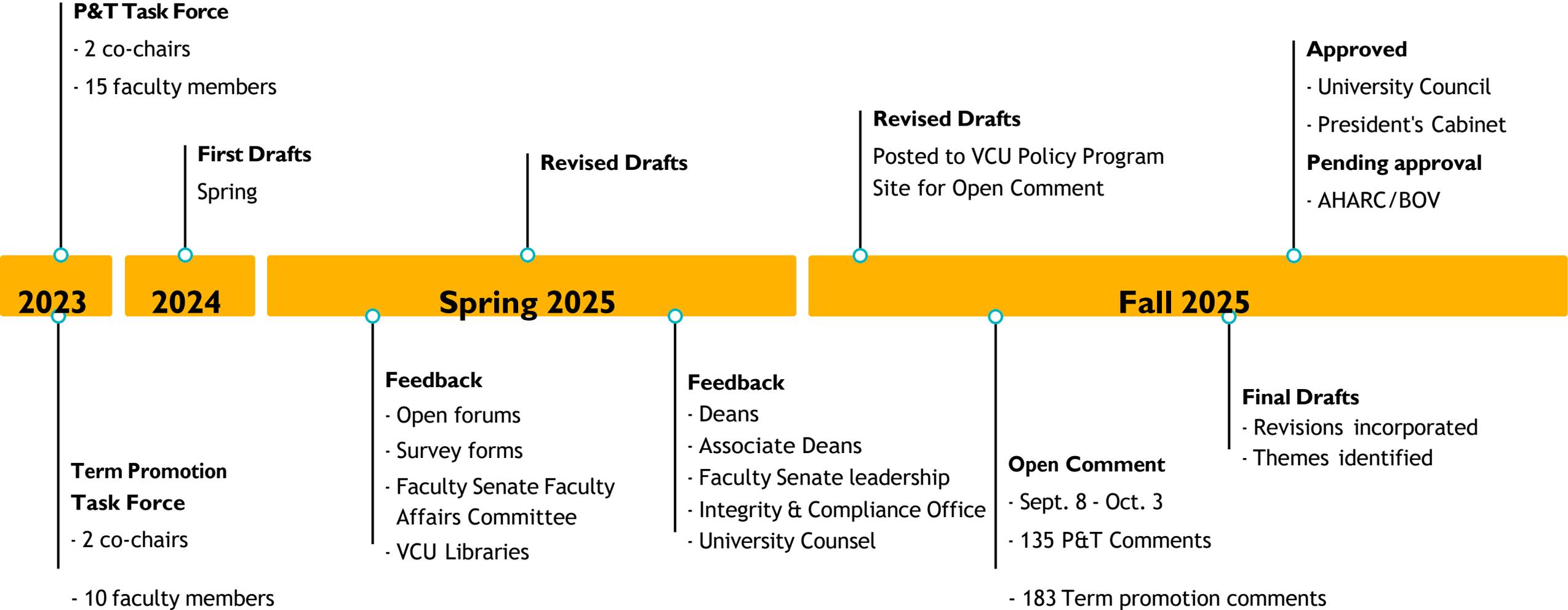
Source: IPEDS



Promotion & Tenure Policy (tenure track/tenured faculty)

Promotion Policy (term faculty)

Timeline



P&T Policy: Themes (135 comments)

- Excellence in scholarship (55)
- 5 external letters from R1 institutions (43)
- Two-cycle waiting period post denial (14)
- Effort/workload concerns (13)
- Document inconsistencies, editing, clarity (13)
- Student non-participation in reviews (12)
- 1500 dossier section word limit (12)
- Terminal degree requirement (12)
- Annual evaluations not included (11)
- 1 year sunset period for tenured associate professors (9)
- Peer Review Committee requirements (8)
- Post Tenure Review is missing (5)
- Course evaluation requirements (4)
- Teaching evidence (3)
- Appeals language (3)
- Role of program chairs, school directors (3)
- Probationary periods (2)
- Review/selection of external reviewers (2)
- Track changes (2)
- Expand description of research (2)

P&T Policy: Themes (135 comments)

Items in blue were revised based on comments

- Excellence in scholarship (55)
- 5 external letters from R1 institutions (43)
- Two-cycle waiting period post denial (14)
- Effort/workload concerns (13)
- Document inconsistencies, editing, clarity (13)
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- Role of program chairs, school directors (3)
- Probationary periods (2)
- Review/selection of external reviewers (2)
- Track changes (2)
- Expand description of research (2)

Term Policy: Themes (183 comments)

- Terminal degree requirement (68)
- 3 External letters (58)
- Document inconsistencies, clarifications, edits (34)
- 1 year sunset period (28)
- 1500 dossier section word limit (27)
- Teaching evidence (27)
- Annual evaluations not included (15)
- Course evaluation requirements (13)
- Peer Review Committee requirements (11)
- Service section underdeveloped (11)
- Tertiary area of workload (9)
- Student non-participation in reviews (8)
- Scholarship and “goals of the unit” (7)
- Scholarship is de-emphasized (7)
- Scholarship - replace “continuously” with “consistently” (6)
- Appeals language (5)
- Combine with P&T policy (5)
- External letters from R1 institutions (4)
- Service as possible primary area (4)
- Expand description of research (4)
- Describe salary increase with promotion (4)
- Terms & conditions of termination (3)
- Accessibility requirement (3)
- Financial considerations should not apply (2)
- Promotion for Clinical Educators should be separate policy (2)

Term Policy: Themes (183 comments)

Items in blue revised based on comments

- Terminal degree requirement (68)
- 3 External letters (58)
- Document inconsistencies, clarifications, edits (34)
- 1 year sunset period (28)
- 1500 dossier section word limit (27)
- Teaching evidence (27)
- Annual evaluations not included (15)
- Course evaluation requirements (13)
- Peer Review Committee requirements (11)
- Service section underdeveloped (11)
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- Service as possible primary area (4)
- Expand description of research (4)
- Describe salary increase with promotion (4)
- Terms & conditions of termination (3)
- Accessibility requirement (3)
- Financial considerations should not apply (2)
- Promotion for Clinical Educators should be separate policy (2)

Comparison with VCU's aspirational peers

	UBuffalo	OSU	UMinn	FSU	Pitt	USF
Terminal degree req'd for all ranks	Yes	Yes	Yes	Yes, exceptions allowed	Yes	Yes
Terminal degree req'd for tenure	Yes	Yes	Yes	Yes	Yes	Yes
Research excellence	Yes, plus in teaching	Yes, in all areas	No explicit rating reqs	Not explicit, excellence "baked in"	Eminence	Yes
Include annual evals	No	Yes	Yes	Progress toward promotion	Provost level review	Made available
Sunset clause	Yes	Use policy at time of hire	TT can choose policy within 1 yr	Yes, 3+ years can choose	?	Yes, 3+ years can choose
# external letters	4	5	4	3	6	5 promotion; 3 tenure
Student involvement	no	no	no	no	no	?

Teaching and Research Support for Faculty

Office of the Vice President for Research and Innovation

- Proposal writing
- Collaboration tools
- Support letter guidelines
- Grant Academy
- Network of VCU researchers

Office of the Provost, Faculty Affairs

- Mentoring network
- Professional development workshops
- Research toolkit
- Center for Teaching and Learning Excellence (CTLE) workshops

Office of the Provost, Community Engagement

- Developing collaborative partnerships
- Community-engaged research design
- Writing seminars

Faculty Promoted in 2024-25

Tenure-Track (63)

Awarded Tenure: 13

Tenure and Promotion to Associate Professor: 18

Promotion to Professor (with Tenure): 32

Term (126)

Promotion to Assistant Professor: 15

Promotion to Associate Professor: 86

Promotion to Professor: 25



