Policies relating to tenure consideration follow the general regulations provided in the Winthrop University tenure statement. However, some of the details of those procedures are not specified in the manual. The following summarizes those procedures as they apply in the College of Visual and Performing Arts.

Any policy or procedure stated herein which is in conflict with policies and procedures of Winthrop University as stated in the Winthrop University Manual for Faculty Members or in subsequent interpretive documents is null and void and is superseded by the institution-wide policies.

INITIATION OF CONSIDERATION
Consideration of a faculty member for tenure normally occurs during the sixth year of probationary service, including years of previous service credited toward the seven years of probationary service at Winthrop University. Timelines for the review process are provided by the Office of the Vice President for Academic Affairs and are updated annually to reflect changes in the calendar. A faculty member standing for tenure submits to the department chair a tenure portfolio prepared according to the guidelines of the University and those listed later in this document. When a faculty member is applying for tenure and for promotion concurrently, a single supporting portfolio for both processes will be used. The letters of application from the faculty member, recommendations from the Chair and the Dean, and all committee recommendations must be submitted separately, as the review processes for tenure and promotion will occur independently.

DEPARTMENTAL TENURE COMMITTEES
For each faculty member being considered for tenure, a committee of no fewer than five tenured faculty, of whom a majority will be tenured within the faculty member's department or college will be formed and convened at the request of the department chair to review the tenure portfolio and to determine whether to recommend the faculty member for tenure.

If there are insufficient faculty members within a department who meet the qualifications for the committee, the Chair, in consultation with the Dean, shall appoint a special interdepartmental committee for this purpose. The Chair shall ordinarily name mostly members of the department of the faculty member(s) to be evaluated.
If a Department Chair is to be considered for tenure (as a faculty member), the Dean shall appoint a special committee to consider the matter. This committee shall meet the number and eligibility requirements stated above and shall ordinarily include some faculty members outside the department of the chair under consideration, provided that at least one member (if eligible) from within the department of the chair shall be appointed to the committee.

When the departmental committees referred to above are appointed, the person appointing them shall name one member of the committee as chair.

DEPARTMENT TENURE COMMITTEE PROCEDURES

1) The committee shall consider all materials submitted by the faculty member. Neither the candidate nor any other individual may appear in person before the committee.

2) It is the role of the departmental committee to clarify any discipline-specific information concerning Scholarly Activity or Professional Stewardship that is provided in the faculty member’s portfolio for reviewers unfamiliar with the norms of the discipline.

3) The committee in its formal deliberations shall sit alone without the Department Chair present. The committee may request to meet with the Chair or Dean for clarification of information. Individual members of the committee should not seek or receive information. Additional information that the committee deems necessary shall be sought through the committee chair.

4) All deliberations of the committee shall be confidential and shall not be revealed to the candidate or to outside agents except those persons who later participate in the evaluation process. No minutes of transactions or deliberations of the committee shall be kept.

5) Supportive materials may include items from sources outside the Winthrop University community. All information must be obtained in written form so that it may be added to the materials in the candidate's folder.

6) The committee shall evaluate the candidates in accord with the criteria in this document and in the Winthrop University Faculty Manual.

7) The committee shall, after deliberation, prepare a report and make a recommendation to the Department Chair (or Dean when considering the promotion of a Department Chair) for or against tenure for each faculty member under consideration. This report should outline reasons for the recommendation addressing all appropriate areas of review (Academic Responsibility, Student Intellectual Development, Scholarly and Creative Activities [as related to the College of Visual and Performing Arts scholarship statement], and Professional Stewardship) as
appropriate for the rank held. At this juncture no material may be deleted from the portfolio. At any stage of the review process, no material may be added to the portfolio without the approval of all prior review bodies. A positive recommendation shall require a vote of a majority of the committee.

8) When the decision of the committee is not unanimous, the report should indicate the areas of disagreement. If a single report cannot adequately represent the evaluation of committee members, a minority report must be submitted along with the primary report. All committee members must sign either the primary report or minority report. At any stage of the review process, no material may be added to the portfolio by the candidate without the approval of all prior review bodies).

**ACTIONS OF THE DEPARTMENT CHAIR**

The Department Chair reviews all materials and submits a report including a recommendation for or against tenure, along with all of the materials, to the College of Visual and Performing Arts Personnel Committee. The chair’s report should outline reasons for the recommendation addressing all appropriate areas of review (Academic Responsibility, Student Intellectual Development, Scholarly Activity, and Professional Stewardship). The Chair shall include the reasons for agreeing or disagreeing with the committee recommendation. The Chair may clarify a faculty member’s claims with regard to the discipline and department norms that may not be evident to a reviewer from another unit or discipline.

**ACTIONS OF THE COLLEGE OF VISUAL AND PERFORMING ARTS PERSONNEL COMMITTEE**

After the Department Chair has added the statement to the folder, the materials shall be submitted to the chair of the College Personnel Committee which shall meet to consider all candidates submitted by Chairs as well as those coming from special committees (if any) to consider applications from Department Chairs.

This committee shall then follow the procedures specified above for departmental committees. Where reference is made in those procedures to the Department Chair "the Dean" shall be substituted. The committee reviews all materials and submits to the dean a report including a recommendation, along with the portfolio and all previous reports. The college committee’s response must include a clear statement indicating the recommendation and must highlight pertinent information or clarification for subsequent review bodies. The college committee’s recommendation can refer to previous recommendations and documents from the department committee and chair. When the decision of the committee is not unanimous, the report should indicate the areas of disagreement. If a single report cannot adequately represent the evaluation of committee members, a minority report must be submitted along with the primary report. All committee members must sign either
the primary report or minority report. In the case of academic units without department level review committees, the college committee may clarify faculty member claims with regard to the discipline that may not be evident to a reviewer from another unit or discipline.

After completing its written evaluation(s) of the candidate(s) for tenure, the committee shall submit the folder(s) to the Dean.

**ACTION BY THE DEAN**

After receiving the folder(s) with recommendation(s) from the departmental committees, the Department Chairs and the College of Visual and Performing Arts Personnel Committee, the Dean reviews all materials, creates a written response, and forwards all materials to the Vice President for Academic Affairs. The dean’s response must include a clear statement indicating the recommendation for or against tenure and must highlight pertinent information or clarification for subsequent review bodies. In most cases, a rationale pointing to previous reports is sufficient. In cases of disagreement within and among the review bodies, the dean must clarify and address the issues of disagreement.

**CONFIDENTIALITY OF THE PROCESS OF REVIEW**

During the period of consideration of a faculty member for tenure, actions and recommendations of the various committees, the Department Chairman, and the Dean will be held in complete confidence.

**AREAS TO BE REVIEWED AND MATERIALS TO BE SUBMITTED FOR TENURE CONSIDERATION - DEFINITIONS AND EXAMPLES**

The candidate for tenure shall prepare a folder containing the following materials (a description of the required format is available in the Office of the Dean):

1) A current vita indicating creative activity/scholarship, service, and so forth. The vita should indicate the current status of all manuscripts and creative projects; i.e., in print, accepted for publication, scheduled for performance or exhibition, etc. Verification of status should be included with supporting materials.

2) A statement by the faculty member requesting consideration for tenure, in which the faculty member may include any arguments which he or she thinks supportive of the case for tenure.

3) Copies of the annual reports of the faculty member for each year of the candidate's probationary period at Winthrop. These reports must include chair and dean evaluations/comments.
4) The faculty member should address all appropriate areas of review (Academic Responsibility, Student Intellectual Development, Scholarly Activity, Professional Stewardship, and academic responsibility) as appropriate for the rank held. Details and examples of activities in each of these categories are included below.

5) Copies of all publications and/or papers produced in the years of the candidate's probationary status at Winthrop. In the case of scholarly or creative activity, which is not developed in written form, the candidate should submit materials appropriate to the medium of the scholarly or creative activity.

Additional materials that support the request for tenure (refer to section addressing tenure in the Winthrop University Manual). This material may include letters or comments from individuals outside the Winthrop University campus.

When applying for tenure, faculty members are encouraged to have a portfolio of work that demonstrates effectiveness and accomplishment in the areas of Academic Responsibility, Student Intellectual Development, Creative and Scholarly Activity, and Professional Stewardship. This evidence and reflection should demonstrate their level of engagement, their achievements, and the impact of their efforts. Documentation of faculty accomplishments should be annually accumulated and reviewed through the annual report process. The examples below should not be viewed as the only means for participation or as a list of specific expectations.

ACADEMIC RESPONSIBILITY

Academic Responsibility is an area of responsibility that spans all the traditional areas of faculty evaluations, and includes involvement of faculty in ways that support the institutional mission, maintain the function of the University and sustain the faculty role in shared governance. All faculty members are expected to be academically responsible to their students and peer as a baseline for service in their academic departments.

In the area of academic responsibility, most documentation is explicit and objective and does not require extensive reflection. For example, faculty will be asked to document some activity through lists (e.g., number of advisees, membership on committees). Likewise, direct supervisors will be expected to comment on faculty involvement in fulfilling their academic responsibility (e.g., participation in faculty governance through attendance at meetings, adherence to academic policies) in responses to annual reports.

Academic Responsibility includes but is not limited to activities such as: academic registration support, availability to students through multiple platforms (e.g., office hours, emails, assignment feedback), engagement in faculty meetings at all levels, participation in department and college events, participation in university commencements and convocations, professional development that supports improvements in practice (e.g., participation in peer observations, attendance at professional conferences to explore current research, engaging in sessions through the Teaching
and Learning Center), recruitment and retention efforts, and service on committees. Chairs and deans should ensure equitable distribution of assignments among faculty; and faculty should be supported in ways that allow for free exchange of ideas, broad participation, and balanced work expectations.

In addition to activities related to academic responsibility, there are certain other professional responsibilities that are expected of faculty who hold full-time appointments, regardless of rank. These professional responsibilities are primarily documented through reviews by supervisors and are considered expectations of employment. These responsibilities include such things as adherence to academic policies (e.g., the privacy and confidentiality of student information, intellectual property and copyright, treatment of human subjects in research, final exam schedule, meeting classes at the appointed times, adhering to deadlines for grade submission, submission of midterm grades as requested) and active participation in the collection of assessment data associated with teaching and/or work assignments. Although faculty may not report on these expectations regularly, chairs and deans will address areas of concern through meetings with individual faculty and annual evaluations.

**Student Intellectual Development (Teaching), Creative and Scholarly Activity, and Professional Stewardship (Service)**

When applying for tenure, faculty members are encouraged to have a portfolio of work that demonstrates accomplishment in the areas of **Student Intellectual Development (Teaching)**, **Creative and Scholarly Activity**, and **Professional Stewardship (Service)**. This evidence and reflection should demonstrate their level of engagement, their achievements, and the impact of their efforts. Documentation of faculty accomplishments should be annually accumulated and reviewed through the annual report process.

Examples of **Student Intellectual Development (Teaching)**, **Creative and Scholarly Activity**, and **Professional Stewardship (Service)** are provided at the Department, College and University College levels (see below). These examples should not be viewed as the only means for participation or as a list of specific expectations.

**STUDENT INTELLECTUAL DEVELOPMENT (Teaching)**

Examples of such work for the promotion portfolio may include but not be limited to the following:

1. Courses, Program, Curriculum
   - Development of course, curriculum, or program
   - Development of instructional materials (e.g., syllabi, assignments, software, original course supplements)
• Instructional practices and assessment methods (e.g. lecture seminar, online (blackboard), rubrics etc.)
• Effective use of class time
• Connections made between instruction and program goals
• Course updates to maintain relevance and enhance teaching methods
• Curricular revision efforts
• Engagement of students in service learning (e.g. performance at local schools, clubs, senior centers, etc.)

2. Evaluation and Assessment
• Implementation of high expectations for students (e.g., course tasks that require thinking at various levels of cognition, demonstration of specific skills and/or techniques, course assessments that measure student learning at various levels of cognition, impact on student development associated with University Level Competencies, etc.)
• Response and reflection on teaching methods and evaluations
• Response and reflection on performance (individual or group), exhibition design, and/or other Student Intellectual Development activity from supervisors, peers etc.
• Evidence of student progress toward learning outcomes for course and/or program

3. Other
• Leading student groups on field experiences or international experiences
• Student mentoring activities (e.g., undergraduate and graduate research, career direction, information literacy)

SCHOLARLY AND CREATIVE ACTIVITY
Examples of such work for the promotion portfolio may include but not be limited to the following:

1. Creative endeavors
   • Performances
   • Compositions
   • Exhibitions
   • Commissions
   • Contracts
   • Competitions
   • Residencies
   • Recordings
   • Literary works
   • Showcases
   • Workshops

2. Academic presentations
• Conferences
• Seminars
• On-campus colloquia
• Museums, Arts Centers etc.
• Other college and university campuses
• National, regional and local organizations, clubs etc.

3. Academic publications
• Journals
• Conference proceedings
• Scholarly books
• Scholarly texts

4. Grants and Awards

5. Demonstrated research resulting in change such as Departmental, college, or university level procedures

6. Special Cases (the following may be considered as scholarly and creative activities ONLY when an individual is re-assigned and the work to be done has been pre-arranged with Department Chair AND Dean.)
   a. Scholarship of Integration (helping non-specialists make connections to a discipline or explorations that examine information in a new way)
      • Systems/reports that require synthesis of expertise and exploration of data
      • Integration of knowledge for the development of cross-disciplinary experiences, the creation of which required faculty to engage in significant study outside their area of expertise (e.g. development of new programs or courses, study needed to develop new research experiences for students)
   b. Scholarship of Application (use of knowledge to solve specific problems (e.g. new professional certifications resulting from significant exploration, design of assessment, etc.)
      • University processes, internal course materials used across sections
   c. Scholarship of Teaching (work that affects the students with whom they engage, expanding what is known of the discipline, its connections and related problems)
      • original curriculum and materials for professional development programs or continuing education programs

PROFESSIONAL STEWARDSHIP (Service)
Examples of such work for the promotion portfolio may include but not be limited to the following:

5. Service to the Profession
   a. Professional Organizations (Executive board positions, memberships, etc.)
   b. Adjudication, Consultation, and Advisory Roles
   c. Fostering education in area of expertise
6. Service to the Institution
   a. Committees (membership and/or chair)*
      • Departmental
      • College
      • University
   a. Service to Institution
      • Advisory Role
      • Consulting Role
      • Special Assignment by Chair, Dean, etc.
      • Program development
      • Participation in any academic evaluation process
      • Recruiting**
      • Work for departmental, college, or university use
        1. Performances
        2. Photography
        3. Recordings (sound or visual)
        4. Digital (websites, power points, etc.)
        5. Literature (Pamphlets, flyers, etc.)

7. Service to the Community
   a. Community committees and task forces
      • Membership
      • Advisory/consultation role
   b. Community organizations, churches, schools, etc.
      • guest lectures
      • presentations
      • demonstrations
      • workshops
      • performances
      • showcases
      • fund raising

* Service on committees usually falls under the category of “academic responsibility.” However, there may be examples of committee service that exceed the basic minimum responsibilities of professional faculty. Faculty may wish to count this service as professional stewardship if there is clear evidence that their work and efforts went beyond these basic responsibilities.

** Participation in some basic recruitment activities (Preview Day, First Look Friday, Winthrop Day, etc.) falls under the category of “academic responsibility.” However, there may be examples of recruitment activities that go beyond these minimal expectations. Faculty may wish to count activities as professional stewardship if there is clear evidence that their work and efforts exceed these types of minimal expectations.
• pet rescue

c. Donations to community organizations

• Blood donations
• Food (food drives, etc.)
• Time (work in a soup kitchen, etc.)
• Furniture, etc.
• Original curriculum and materials for professional development programs or continuing education programs