
BYLAWS OF THE DEPARTMENT OF FOCUSED INQUIRY

October 2012

Bylaws Revised and Approved by Faculty, Dean/Vice Provost, and Provost, September 2014

Appendix A: Contracts and Promotions Policy Revised & Approved by Dean/Vice Provost, University P&T Review Committee, and Faculty, 2015

Article A: Department Structure, Appendix A, 3.0, Timing of Contracts, the Service portion of 4.3 Annual Review Criteria and Ratings, and Appendix C: Non-elected Department Committees Revised & Approved by Dean and Faculty vote, January 2018



Harris Hall | 1015 Floyd Avenue, Richmond, Virginia 23284-2015

PREAMBLE

The Department of Focused Inquiry of the University College, Virginia Commonwealth University (VCU), affirms the necessity of a governance policy and structure that promotes collaboration, collegiality, and fairness among a diverse spectrum of interdisciplinary faculty who come together to promote excellence in teaching and learning in VCU's Core Curriculum. Consistent with this necessity, the Chair, other college-level administrators, and individual faculty all play key roles in the governance of the Department of Focused Inquiry. All full-time department faculty, in conjunction with a formal system of standing committees, have the opportunity to participate in the department's shared governance addressing the particular mission and curricular goals of Focused Inquiry.

MISSION STATEMENT

The purpose of this faculty and department will be to cultivate in all VCU students the skills, knowledge, and attitudes needed for collegiate and lifelong success through learning-centered experiences; to foster an environment of collaboration and fairness among its faculty; and to encourage excellence in the practice and scholarship of teaching and learning.

ARTICLE A: DEPARTMENT STRUCTURE

SECTION 1: ADMINISTRATION

The Department of Focused Inquiry (FI) will have the following administrative positions: Department Chair, Associate Chair, Faculty Development Coordinator, FI Curriculum Coordinator, Textbook Coordinator, Graduate Assistant Coordinator, Undergraduate Teaching Assistant Coordinator (2), and Assessment Coordinator.

1. DEPARTMENT CHAIR (12 MONTH POSITION)

a. Responsibilities

- In coordination with the Dean of University College (henceforth referred to as the Dean), represent the department to the appropriate branches of the University administration.
- Serve as an advisor to the Dean.
- Recruit adjunct faculty members, as needed.
- Act as Hiring Authority for search committees for full-time faculty positions as described in Section VI "Roles and Responsibilities of Hiring Authority, Search Committee Chair and Committee Members" of VCU's *Faculty Search Process Guidelines*.
- Oversee and coordinate scheduling of all UNIV courses.
- In coordination with the Associate Chair, evaluate all department faculty on a yearly basis.
- In coordination with the Dean and Director of Human resources, appoint, supervise, and evaluate administrative/clerical staff.

- Serve as the central agent in the department for formulating and carrying out department administrative policy and, in coordination with the Dean, articulate University and Department policy to faculty, students, and staff.
- Negotiate and supervise the department budget in collaboration with the Dean and the University College Fiscal Administrator.
- Make day-to-day administrative, academic, and managerial decisions.
- Appoint representatives to departmental committees as appropriate.
- Allocate and coordinate teaching responsibilities for faculty members according to guidelines of department membership (Article B, Section 2E); approve course releases and faculty leave time.
- In consultation with the Dean, supervise and coordinate curricular matters, program assessment, student support services, TA mentoring, and faculty development with Associate Chair, Curriculum Coordinator, Textbook Coordinator, Assessment Coordinator, UTA Co-coordinators, GTA Coordinator, and FI Faculty Development Coordinator.
- Arbitrate student/faculty issues.
- In coordination with the Dean, assign space and equipment for the department.
- Convene and conduct monthly faculty meetings.
- Co- Chair Faculty Evaluation Committee.
- Serve on the University College Curriculum Committee.
- Teach one section of UNIV 111, 112, 200, or another department course each semester.
- Serve on Department Council and attend Department Council meetings.

b. Qualifications

- Only full-time FI faculty with a Ph.D. who will have successfully completed at least three academic years in the Department of Focused Inquiry by the start of the new position will be eligible internal candidates. Equivalent experience will be sought in the case of a search for external candidates.

c. Selection Process

- The Department Chair will be nominated by the faculty to the Dean for a three-year term that normally will begin on July 1, renewable indefinitely. If a Chair is unable to complete the full term, the Department Council (Article A, Section 2, item 1) will schedule a nominating process at an appropriate time. Unless otherwise stipulated, the successor will be elected to serve out the remainder of the current academic year, plus a full term.
- The nominating process will be organized and administered by the Department Council, except in the event of an external search.
- All members of the faculty, including adjunct faculty, are eligible to vote in the nomination selection. Graduate Teaching Assistants are not eligible for voting.
- Nominations will be made from the floor of the nomination meeting. The faculty member making the nomination will have secured the permission of the nominee.
- Those faculty members receiving both a nomination and a second to that nomination-will appear on the ballot.
- Faculty will have at least four weeks to consider the candidates and hear candidate platform presentations and ballots will be presented at the next scheduled faculty meeting or a specially called voting meeting within this time frame.
- Voting will be conducted by secret ballot, which will be collected and counted by the Nominating Committee. Absentee ballots from faculty may be cast by telephone or email with the Nominating Committee. The Nominating Committee will tabulate the ballots.

- If a member of the Nominating Committee is nominated for the position of Chair, he or she will be recused from administering the election.
- Faculty endorsement for the position of Chair will require a majority of ballots cast.
- Voting on the first ballot will be closed within three working days from the meeting where voting takes place. Within three days after the close of the election, the Nominating Committee will present the voting results to the faculty. If no nominee receives a majority of the votes cast on the first ballot, the two receiving the highest number will be placed on the second ballot and voting will follow the procedures above. If no nominee is selected after three ballots, the Nominating Committee will make recommendations to the department concerning appropriate action.
- The name of the faculty-approved candidate will be presented to the Dean for final approval.
- In the case of an external search, the Dean will be responsible for organizing the search, and faculty input on finalists for the position will be solicited.

2. ASSOCIATE CHAIR (10 MONTH POSITION, REDUCED TEACHING LOAD)

a. Responsibilities

- In coordination with Chair, allocate and coordinate teaching responsibilities for faculty members according to guidelines of department membership (Article B, Section 2E).
- Assist and support Chair with course scheduling and registration management.
- In coordination with the Chair, evaluate departmental faculty on a yearly basis.
- Teach one section of UNIV 111/ UNIV 112/ UNIV 200, or another Department course each semester.
- Serve as liaison and advisor to Writing Center director.
- In coordination with the Dean and the Chair, serve on appropriate University College and University committees, and chair ad-hoc committees as needed.
- Serve on the University College Curriculum Committee.
- In consultation with Chair, coordinate and help lead monthly faculty meetings.
- Serve as advisor to Chair and the Dean in the formulation and maintenance of policy and curricula and make recommendations in conjunction with appropriate faculty committees.
- In coordination with Chair, mediate student complaints and appeals.
- Meet regularly with the Chair for program oversight, and act in the Chair's stead in the event the Chair is unavailable.
- Co- Chair Faculty Evaluation Committee.
- In coordination with Chair, develop and oversee a promotion mentoring program.
- Collaborate with Department Council to plan Faculty Institutes.
- Assist Chair in management of Department web presence and social media.
- Assist Chair in making committee assignments.
- Assist and support Chair with faculty recruitment.
- Serve on Department Council and attend Department Council meetings.

b. Qualifications

- Only full-time FI faculty who will have successfully completed at least three academic years in the Department of Focused Inquiry by the start of the new position, and who have either been promoted to Assistant, Associate, or Full Professor or who have served on the

promotion committee will be eligible internal candidates. Equivalent experience will be sought in the case of a search for external candidates.

- In the event of an external search, equivalent experience in interdisciplinary core studies will be sought in place of experience with FI.

c. Selection Process and Terms of Service

- The Associate Chair will be elected using the coordinator election process and serve a three-year term, renewable by subsequent election.
- Continuation in the position is dependent on positive annual review by the Chair.

3. FACULTY DEVELOPMENT COORDINATOR (10 MONTH POSITION, REDUCED TEACHING LOAD)

a. Responsibilities

- Assess faculty development needs and coordinate appropriate development and consultation.
- Oversee mentorship of new faculty members.
- Organize faculty development workshops throughout the fall and spring academic semesters.
- Collaborate with Department Council to plan Faculty Institutes.
- Coordinate Faculty Symposium series.
- Coordinate department faculty learning community (FLC) program in conversation with Department Council, and in response to Department and University College initiatives.
- Serve on the Information Fluency Committee.
- Serve on the Focused Inquiry Curriculum Committee.
- Chair Faculty Development Committee.
- Serve on Department Council and attend Department Council meetings.
- Announce upcoming faculty development events and opportunities.
- Share responsibility for maintaining online faculty development resources with other department coordinators.
- Assist Department Chair and Associate Chair with other duties as needed.

b. Qualifications

- Only full-time faculty who will have successfully completed at least three academic years in the Department of Focused Inquiry by the start of the position will be eligible for the FI Faculty Development Coordinator position.

c. Selection Process and Terms of Service

- The Faculty Development Coordinator will be elected through the process described in Article A, Section 1, Item 9.
- The FI Faculty Development Coordinator will serve a three-year term, renewable by subsequent election. Consecutive terms of service as Faculty Development Coordinator are limited to two.
- Continuation in the position is dependent on positive annual review by the Chair.

4. GRADUATE TEACHING ASSISTANT (GTA) COORDINATOR (10 MONTH POSITION, REDUCED TEACHING LOAD)

a. Responsibilities

- Work with Department Chair to recruit, interview and hire Graduate Teaching Assistants (GTAs) for UNIV 111/112 courses at the end of each academic year or as needed.
- Recruit, supervise, and mentor UNIV 111, UNIV 112, and UNIV 200 GTAs and teach practicum course.
- Invite incoming Coordinator to participate in the interviewing and selection of GTAs.
- Work with Human Resources to issue contracts.
- Assign GTAs to participating faculty mentors.
- Plan and facilitate orientation for GTAs at the beginning of the academic year.
- Facilitate weekly practicum for GTAs.
- Meet regularly with faculty mentors.
- Serve on Department Council and attend Department Council meetings.
- Serve ex officio on the Focused Inquiry Curriculum Committee.
- Coordinate planning with the Writing Center.
- Assist Department Chair and Associate Chair with other duties as needed.

b. Qualifications

- Only full-time faculty who will have successfully completed at least three academic years in the Department of Focused Inquiry by the start of the new position and have mentored a GTA will be eligible for the GTA Coordinator position.

c. Selection Process and Term of Service

- The Graduate Teaching Assistant Coordinator will be elected through the process described in Article A, Section 1, item 9.
- The UNIV 111/112 GTA Coordinator will serve a three-year term, renewable by subsequent election. Consecutive terms of service as UNIV 111/112 GTA Coordinator are limited to two.
- Continuation in the position is dependent on positive annual review by the Chair.

5. CURRICULUM COORDINATOR (10 MONTH POSITION, REDUCED TEACHING LOAD)

a. Responsibilities

- Chair Focused Inquiry Curriculum Committee.
- Serve ex officio on the Textbook Committee.
- Collaborate with Department Council to plan Faculty Institutes.
- Maintain departmental syllabus templates.
- Collect, review, and archive all departmental syllabi.
- Serve ex officio on the Policies and Procedures Committee.
- Guide faculty in student digital engagement initiatives and coordinate with the appropriate development and technology support resources.

- Share responsibility for maintaining online faculty development and curricular resources with other department coordinators.
- Serve on Department Council and attend Department Council meetings.
- Serve on the University College Curriculum Committee.
- Assist Chair and Associate Chair with other duties as needed.
- Serve as liaison with the University Library and Learning Support Services.

b. Qualifications

- Only full-time faculty who will have successfully completed at least three academic years in the Department of Focused Inquiry by the start of the term will be eligible for the position.

c. Selection Process and Term of Service

- The Curriculum Coordinator will be elected through the process described in Article A, Section 1, item 9.
- The Curriculum-Coordinator will serve a three-year term, renewable by subsequent election, beginning in the last year of a UNIV 111/112 course theme and ending in the penultimate year of the new theme. Consecutive terms of service are limited to two.
- Continuation in this position is dependent on positive annual review by the Chair.

6. TEXTBOOK COORDINATOR (10 MONTH POSITION, REDUCED TEACHING LOAD)

a. Responsibilities

- Chair Textbook Committee.
- Manage textbook related matters, including selection, ordering, confirmation of availability, delivery of reserve copies to Cabell Library, and delivery of desk copies to instructors.
- Coordinate open educational resource development and implementation.
- Serve ex officio on the Focused Inquiry Curriculum Committee.
- Collaborate with Department Council to plan Faculty Institutes.
- Serve on Department Council and attend Department Council meetings.
- Assist Chair and Associate Chair with other duties as needed.
- Share responsibility for maintaining online faculty development and curricular resources with other department coordinators.

b. Qualifications

- Only full-time Focused Inquiry faculty who will have successfully completed at least three academic years in the Department of Focused Inquiry by the start of the term will be eligible for the Textbook Coordinator Position.

c. Selection Process and Terms of Service

- The Textbook Coordinator will be elected through the process described in Article A, Section 1, item 9.
- The Textbook Coordinator will serve a three-year term, renewable by subsequent election. Consecutive terms of service as UNIV Textbook Coordinator are limited to two.

- Continuation in this position is dependent on positive annual review by the Chair.

7. UNDERGRADUATE TEACHING ASSISTANT (UTA) CO-COORDINATOR (2 POSITIONS, 10 MONTH POSITION)

a. Responsibilities

- Facilitate UTA Faculty Learning Community for faculty mentors.
- Support faculty mentors of UTAs in the selection and admission process, as well as in administrative and pedagogical matters related to the UTA program.
- Serve as instructor of record for UNIV 250 or UNIV 251, and UNIV 350.
- Design and implement the application process for UNIV 250, UNIV 251, and 350.
- Facilitate the UNIV 350 course.
- Plan and facilitate orientation for UTAs at the beginning of each semester.
- Oversee UNIV 250, 251, and 350 peer-to-peer mentorship.
- Serve on Department Council and attend Department Council meetings.
- Develop and review UTA work plans, as well as UTA Faculty Mentor work plans.
- Assist Department Chair and Associate Chair with other duties as needed.

b. Qualifications

- Only full-time Department of Focused Inquiry faculty who will have successfully completed at least three academic years in the Department of Focused Inquiry by the start of the term and have experience mentoring UTAs will be eligible for the UTA Co-coordinator positions.

c. Selection Process and Terms of Service

- The UTA Co-coordinators will be elected through the process described in Article A, Section 1, item 9.
- The UTA Co-coordinators will serve three-year terms, renewable by election, which should not occur in the same year. Consecutive terms of service as UTA Co-coordinator are limited to two.
- Continuation in this position is dependent on positive annual review by the Chair.

8. FI ASSESSMENT COORDINATOR (9 MONTH POSITION, REDUCED TEACHING LOAD)

a. Responsibilities

- In consultation with Dean, Chair, and Director of Student Success, oversee department assessment process.
- Serve on University Assessment Council and other university-wide groups as appropriate.
- Serve as a faculty resource and address faculty concerns regarding rubrics and assessment.
- Chair the Assessment Committee.
- Facilitate development of program rubrics.

- Prepare annual assessment report during the summer. A summer contract will be provided to compensate for this additional time commitment.
- Calculate and post grade reports for the Chair and Associate Chair at the end of each semester.
- Keep faculty apprised of any appropriate assessment updates.
- Coordinate department assessment with institutional assessment via the Director of Assessment.
- Coordinate department assessment with University College assessment with the Dean and the Director of Program Development and Student Success.
- Facilitate annual assessment days as needed.
- Serve on Department Council and attend Department Council meetings.
- Assist Department Chair and Associate Chair with other duties as needed.

b. Qualifications

- Only full-time FI faculty or external candidates who have the relevant and necessary training and experience working with assessment will be eligible for the position of FI Assessment Coordinator.

c. Selection Process and Terms of Service

- The Department Chair in consultation with the Dean and the Director of Assessment will be responsible for recruiting and appointing or hiring the FI Assessment Coordinator.
- The FI Assessment Coordinator will serve an indefinite term.
- Continuation in this position is dependent on positive annual review by the Chair.

9. DEPARTMENT COORDINATOR AND ASSOCIATE CHAIR ELECTION PROCESS

Note: This selection process is standard procedure for the Associate Chair and all Coordinator positions, unless otherwise noted in the individual Coordinator selection process description.

- Notice of availability for the Coordinator or Associate Chair position will be given to faculty at least one month prior to nominations.
- Regularly elected Coordinators and Associate Chairs will begin service on August 1 of the academic year subsequent to election.
- Selection of a Coordinator or Associate Chair will typically take place in the fall term of an academic year, to provide an opportunity for the incoming Coordinator to shadow the outgoing coordinator.
- Nominations by the faculty will be open for a period of at least two weeks, during which time nominees' names will be sent to the Chair. Before putting forward a nominee's name, the person making the nomination will secure the permission of the nominee. They will also consult the Coordinator or Associate Chair position description in the bylaws to ensure the nominee meets requisite criteria.
- Credentials of all nominees will be checked by the Department Chair to ensure they meet the criteria for service as Coordinator or Associate Chair, and the names of qualifying

nominees will be published and regularly updated during the nomination period, in a form easily accessible and readable by faculty.

- Nominations will close two weeks before a scheduled faculty meeting in which candidates will be allowed remarks according to guidelines set by the Chair.
- Voting will be by secret ballot, which will be collected by the Chair and counted by an ad hoc group of three faculty members appointed by the chair.
- In the case of more than two candidates, prior to the initial vote the Chair will choose an appropriate ranking system for balloting, to provide an automatic selection should no nominee receive a majority of votes.
- The elected faculty member will be presented to the Department Chair as a nomination upon which the Chair can decide whether to appoint or not to appoint. In the event of non-appointment, the Dean and the Chair will determine how best to proceed.

SECTION 2: ELECTED DEPARTMENT COMMITTEES

The Department of Focused Inquiry (FI) shall have the following elected committees: The Faculty Evaluation Committee, Policies and Procedures Committee, and the Promotion Committee. Unless specified otherwise, election to the Faculty Evaluation Committee and the Policies and Procedures Committee shall normally occur during the first faculty meeting of the fall semester; election to the Promotion Committee will normally occur by April 15 of the year prior to evaluation of candidates for promotion. In addition to elected and non-elected committees, the Department shall have the Department Council. In cases where a minimum or maximum of membership on any standing committee is not observed, the Department Council will take appropriate steps to rectify the situation. For other standing committees, see Appendix C: Non-Elected Department Committees.

1. THE DEPARTMENT COUNCIL

a. Purpose

- The FI Department Council serves to foster communication among the various departmental committees, Coordinators, Associate Chair, and Chair.

b. Responsibilities

- Schedule and staff summer and winter institutes, and address questions of committee staffing and function not handled by the Department Chair.
- Conduct elections for representatives to University committees such as University Council, Faculty Senate, ARAC, ARC, UUCC, Common Book Selection Committee, etc.
- Call for the formation of ad hoc committees, as needed.
- Advise the chair on matters of department policy.
- The Council will convene on a weekly basis.

c. Selection/Membership

- Membership for the Department Council will consist of the FI Faculty Development Coordinator, the Curriculum Coordinator, the Textbook Coordinator, the GTA Coordinator, the UTA Co-coordinators, the Assessment Coordinator, the Associate Chair, and the Chair.
- Rotations on the Department Council will follow those of the offices represented on it.

2. FACULTY EVALUATION COMMITTEE

a. Purpose

- The purpose of the Faculty Evaluation Committee is to maintain and revise as necessary the faculty work plan, annual faculty report, peer observation guidelines, course evaluation forms, and other relevant documents. The Chair and Associate Chair will use these documents as a measure of individual faculty progress.

b. Responsibilities

- The committee will review and revise relevant documents as needed, ensuring that the components of each of these documents are in keeping with the goals and bylaws of the Department of Focused Inquiry.
- The committee will meet at least once a semester, with additional meetings as needed.

c. Selection/Membership

- The committee will be composed of a minimum of five members and a maximum of seven; committee membership will be representative of the department's foundational courses (UNIV 111, 112, 200).
- Members will be elected to a two-year term, with a limit of two consecutive terms.
- Members will be elected and will rotate at the beginning of an academic year.
- The Department Chair and Associate Chair will serve as co-chairs of the committee.

3. POLICIES AND PROCEDURES COMMITTEE

a. Purpose

- The purpose of the Policies and Procedures Committee is to solicit faculty input upon and draft policies and procedures for the Department of Focused Inquiry. These policies outline the mission, goals, and structure of the department and delineate faculty roles and rewards.

b. Responsibilities

- The committee is charged with drafting any new policies and procedures needed by the department. Once completed, drafts of any new policy and procedure documents will be submitted for administrative approval and put to a faculty vote approval.
- The committee will also revisit existing policies yearly and revise as needed.
- The committee should meet as needed, with a minimum of two meetings per semester.

c. Selection/Membership

- The committee will be composed of four to eight members from the faculty at large, and the Curriculum Coordinator as an ex officio member; committee membership should be representative of the courses taught in the department.
- Committee members will be elected for a three-year term, adjustable to maintain staggered terms of service.
- Chairs will be elected by a majority of the committee.

- Chairs will serve for two years, with the expectation that the position will rotate at the end of that time. If desired by the incumbent and met with approval by the committee, the position can be renewed for one consecutive additional term. Ex officio members may not serve as chair.
- Election of a new Chairs will occur at the beginning of the academic year.
- In the event that a Chair steps down, a special election can be held. The newly elected Chair will serve out the term of the original Chair.

4. PROMOTION COMMITTEE

a. Purpose

- The purpose of the Promotion Committee is to serve as the peer review committee and make recommendations to the Chair and Dean for promotion of faculty in accordance with the Department of Focused Inquiry Faculty Promotion Policy (See Appendix A).

b. Responsibilities

- The committee will meet as many times as needed to determine recommendations.
- For full responsibilities, see Appendix A

c. Selection/Membership

- The committee will be made up of six department faculty members; committee membership should be representative of the department's foundational courses (UNIV 111, 112, 200). At least half of the committee must be at the rank of Associate Professor or higher and all members must have the minimum rank of Assistant Professor. For additional information about committee membership, see Appendix A: Department of Focused Inquiry Faculty Contracts and Promotions Policy.
- Election to the committee is a one-year commitment. If vacancies should occur or additional members are needed to carry out the work of the committee during that year, a special election will be held.
- Members of the committee will be nominated and elected by April 15 of each academic year by the faculty members. The committee members will then elect a Chair of the committee.

ARTICLE B: DEPARTMENT MEMBERSHIP

SECTION 1: INTRODUCTION

This section enumerates the members of FI and describes the procedures by which individuals become members of the department. The department includes full-time faculty, adjunct faculty, and Graduate Teaching Assistants (GTAs).

SECTION 2: FULL-TIME FACULTY

The department will maintain a faculty large enough to fulfill its mission.

A. SELECTION OF FULL-TIME FACULTY

1. All hiring is done in conjunction with Human Resources guidelines.
2. The hiring needs are determined by the FI Chair in consultation with the Dean and the Vice Provost and approval of the Provost. A search committee will be formed according to HR guidelines and departmental needs.
3. New positions will normally be advertised nationally in appropriate, diverse professional forums. The FI Chair shall notify the entire faculty of potential and upcoming searches in order to utilize the faculty's full range of acquaintance, and the search committee shall solicit written responses on recommendations for or interest in such open positions.
4. In consultation with the FI Chair, the search committee will meet and select candidates for on-campus interviews. The interviews shall be arranged by the Chair of the search committee.
5. The final selection will be made by the Vice Provost based on recommendations from the search committee in consultation with the FI Chair and Dean.

B. CONTRACTS FOR FULL-TIME FACULTY

Faculty contracts will conform to the University guidelines and the Faculty Contracts and Promotions Policy guidelines (see Appendix A).

C. PROMOTION OF FULL-TIME FACULTY

All faculty have the opportunity to seek promotion in accordance with the Faculty Contracts and Promotions Policy (Appendix A). The department shall employ four ranks: Instructor, Assistant Professor, Associate Professor, and Professor. The evaluation process for promotions is contained in the Faculty Contracts and Promotions Policy.

D. ANNUAL WORK PLAN AND REPORT

1. All full-time faculty will complete a Work Plan prior to fall semester. The Work Plan will be for setting goals in teaching, service, and scholarship, if applicable, in keeping with departmental guidelines.
2. Following the completion of spring semester, all full-time faculty will complete an Annual Report tracking the completion of the goals established in their Work Plan.
3. The Work Plan and Annual Report will be used for the purposes of evaluation, retention, and promotion in accordance with the Contracts and Promotions Policy (see Appendix A).

E. TEACHING LOAD

The department is first and foremost a teaching unit. Teaching loads will reflect this priority and will be a major consideration in faculty work plans and reviews. Full-time faculty members are expected to teach a full credit load of classes, unless assigned otherwise by the FI Chair or Associate Chair with the approval of the Dean. When possible, the department will present faculty with the opportunity to teach interdisciplinary courses or courses in their areas of interest and/or disciplines of origin.

F. SERVICE TO THE DEPARTMENT

1. All full-time faculty will be required to serve on at least one standing committee for the length of the school year. Unless otherwise noted, membership on committees will be decided at the beginning of the fall semester by election or under the direction of the committee Chair, with recommendations and advice from the Department Council. Membership on more than one committee is voluntary and subject to approval by the FI Chair.
2. Other service to the department, such as *ad hoc* committees or help with new student orientation, may be required on a periodic basis. At such times, the FI Chair or Coordinators will first attempt to solicit volunteers, but may be required to delegate these duties, under special circumstances. Such service will be noted in faculty evaluations.

G. ADDITIONAL RESPONSIBILITIES

The specific responsibilities of individual faculty members vary according to departmental objectives and needs. However, in addition to the work load and service categories outlined above, the general responsibilities of all faculty members are to:

1. Contribute to the total instructional process, including methods innovations and curricular development.
2. Remain current in their respective fields and the scholarship of teaching and learning through continuing professional growth.
3. Serve students as academic mentors and connect them with the college and University resources necessary for their success.
4. Participate, voluntarily or through appointment or election, to college or University committees and other endeavors.
5. Assess the overall performance of peers, Coordinators, the Associate Chair, and the Chair, as appropriate, as well as the Dean and his or her administrative staff.
6. Apply knowledge and skill in their academic disciplines in service to the department, college, University, local community and/or professional organizations.

H. SCHOLARSHIP, RESEARCH AND CREATIVE ACTIVITY

As the primary responsibility of FI faculty is teaching and/or designated administrative roles, scholarship is not required. However, work in and related to scholarship will be recognized and rewarded. According to the University Promotion and Tenure policy, section 2.1: "Scholarship can be in the form of research and discovery scholarship, the scholarship of teaching and learning, or community-engaged research. Research and discovery scholarship breaks new ground in the discipline and answers significant questions in the discipline. Scholarship of teaching and learning includes applied research regarding various pedagogies, student learning, and assessment practices; development and dissemination of materials for use in teaching beyond one's own classroom. Community-engaged research is a collaborative process between the researcher and community partner at all stages of the research process." Scholarship may include research of a scholarly and/or creative nature through activities such as, but not limited to, lectures, performances, exhibits, publications, and consultancies.

SECTION 3: ADJUNCT FACULTY

1. In order to serve fluctuating needs, the FI Chair may hire adjunct faculty on an annual, as-needed basis.
2. Adjunct faculty should not normally comprise more than 10% of the faculty.
3. All adjunct faculty are eligible but not required to serve on standing and *ad hoc* department committees, and may do so upon approval by the FI Chair.

SECTION 4: GRADUATE TEACHING ASSISTANTS

The University College Graduate Teaching Assistant Program, funded by the Graduate School, provides nine VCU graduate students the opportunity to teach in the Focused Inquiry program. In the first year of the program, GTAs shadow a course of UNIV 111/112 with an assigned mentor faculty member. In the second year, GTAs either teach their own section of UNIV 111/112 or work on a research, professional development, or departmental service project under the guidance of a faculty member. In addition, GTAs are required to work ten hours a week in another unit of the University College (The Writing Center or other service opportunities depending on student interest). Because of the interdisciplinary nature of Focused Inquiry, graduate students from any VCU graduate program are encouraged to apply.

RESPONSIBILITIES FOR ALL GTAS

- Other service to University College (10 hours per week in Writing Center or alternative assignment with approval of GTA Coordinator)
- Attend weekly GTA practicum
- Attend monthly FI faculty meetings (second Tuesday of every month, 3:30 -5:00)
- End-of-semester and end-of-year reflective assessments

TEACHING GTA RESPONSIBILITIES

- Teach one section of Focused Inquiry
- Hold regular office hours (minimum of 2 hours per week and by appointment)
- Meet regularly with mentor
- Schedule reciprocal class observations for mentor and GTA coordinator each once per semester
- Submit syllabus to GTA Coordinator and FI Faculty Development Coordinator

SHADOWING GTA RESPONSIBILITIES

- Shadow one section of FI
- Meet regularly with mentor
- Take on increasingly active role in class planning and practice
- Class observations (schedule as early in the semester as possible)
 - Fall – visit another section taught by your mentor
 - Spring – visit a section taught by another mentor
 - Other optional observations:
- S-GTA observe T-GTA
- T-GTA observe S-GTA

- GTA observes other FI faculty members

PROJECT ASSISTANT RESPONSIBILITIES

- Prepare semester plan (get approval of mentor, GTA Coordinator, and Program Chair)
- Meet weekly with mentor
- Carry out semester plan
- Public presentation of findings each semester (faculty institutes, symposia, brown bags, etc.)

GTA MENTOR RESPONSIBILITIES

- Meet with GTA before semester begins
- Put shadowing GTAs on syllabus and give instructor access to Blackboard
- Provide mentorship and professional support for assigned GTA
- Include GTA in course planning and reflection. Align planning with shared curriculum documents
- Attend GTA mentor meetings (once per course unit)
- Write end-of-semester and end-of-year descriptive reports for GTA Observations

GTA BENCHMARKS

Shadowing GTAs -111

Pre-Semester

Meet with mentor to start understanding her/his approach to FI
Review syllabus, unit plan, and shared curriculum with mentor

Unit 1

- Observe and participate in group/pair work
- Lead at least two activities (designed by/with mentor)
- Discuss connection of Unit 1 and 2 with mentor
- Participate in planning Unit 2

Unit 2

- Lead at least one entire class (designed in consultation with mentor)
- Participate in planning Unit 3

Unit 3

- Lead at least 3 classes (principally designed by GTA, but in consultation with mentor)

Other:

- Student conferences - before the semester is over, observe student-teacher conferences for at least half a class
- Student writing – discuss exemplary student work selected by mentor and discuss how it meets assignment and course objectives

Shadowing GTAs - 112

Pre-semester

- get involved in planning of the semester prior to semester

Unit 1

- Develop Unit 1 in partnership with mentor
- Plan Unit 2 (principally designed by GTA, but in consultation with mentor)

Unit 2

- Plan Unit 2 and serve as primary classroom instructor
- Dual grade Unit 2 papers with mentor
- Plan Unit 3 with mentor

Unit 3

- Conference with students for Unit 3 papers – entire class. Co-teach the final unit.

ARTICLE C: DEPARTMENT GOVERNANCE

SECTION 1: DEPARTMENTAL MEETINGS: SCHEDULING AND NOTICE

FI departmental faculty meetings are held on at least a monthly basis during the academic year and are called and facilitated by the FI Chair, who also sets the agenda in consultation with departmental Coordinators, the Associate Chair, and committee Chairs.

SECTION 2: DEPARTMENTAL MEETINGS: PURPOSES

Departmental faculty meetings provide opportunities for faculty participation and representation in various aspects of shared governance. Some of the specific purposes of these meetings are to:

1. Facilitate communication and understanding and allow for the expression of concerns and opinions about matters vital to the growth and stability of the department, college, and University;
2. Provide a forum in which to review department, college, and University policies and procedures related to departmental faculty and the student body;
3. Elect departmental representatives to department, college, and University committees and councils, as appropriate;
4. Field reports from FI standing committees;
5. Develop and review departmental philosophy;
6. Make recommendations to the FI Chair on matters concerning development of departmental policies and procedures;
7. Review and recommend departmental curricula and course offerings.

SECTION 3: DEPARTMENTAL POLICIES AND DECISION-MAKING

Departmental policies and decisions shall be determined by:

1. A majority vote by department members present at an announced faculty meeting, or through an electronic vote when anonymity is not required or requested; or
2. A majority vote by members of a standing committee acting within the scope of its designated function; or
3. A majority vote by members of an *ad hoc* committee selected by the department or appointed by the FI Chair, acting within the scope of its assigned function; or
4. A Coordinator, Associate Chair or Chair within the scope of her/his authority.

Should the need arise to amend the FI Departmental Bylaws, a meeting will be called during the regular academic year; a quorum of 50% of department members in attendance will be required for meetings related to amendment of the Bylaws. Amendments to the Bylaws shall require a 60% vote of members present.

ARTICLE D: CURRICULUM

The curriculum of the Department of Focused Inquiry is designed in large part to function as part of, supplement, or extend VCU's Core Curriculum:

VCU's Core Curriculum is shared by all students throughout the campus. Through this curriculum, VCU joins ranks with the most prestigious institutions in attempting to convert general studies requirements into cohesive programs of liberal education that enhance and support all programs of study. This results in a quality learning experience that responds to the needs of today's VCU students. Along with an emphasis on student-centered learning, the primary goals of the Core Curriculum are to: 1. Improve students' levels of competencies in all skill areas; 2. Blend knowledge and skills from different disciplinary areas into one integrated experience; and 3. Encourage and promote student engagement in present and future learning. (<http://www.vcu.edu/uc/core>)

With these primary goals in mind, the curriculum of FI consists of the following elements.

1. FOCUSED INQUIRY AND INQUIRY AND THE CRAFT OF ARGUMENT (TIER 1 AND TIER 2 COURSES)

The Department of Focused Inquiry has at its foundation three core education courses, which are designed as a sequential three-course experience with a coordinated, spiral curriculum intended to build students' skills in six core academic skills areas: critical thinking, written and oral communication, information retrieval and literacy, collaborative learning, ethical reasoning and civic responsibility, and quantitative reasoning. Moreover, these courses are designed and implemented with a "learning-centered" pedagogy in mind. These three courses are UNIV 111 (Focused Inquiry I), UNIV 112 (Focused Inquiry II), and UNIV 200 (Inquiry and the Craft of Argument). To further emphasize the unity of this core experience beyond the curriculum, students remain with the same section (of students and instructor) for their first year in UNIV 111 and UNIV 112.

A. UNIV 111 (FOCUSED INQUIRY I)

As the first part of a two-semester course sequence, UNIV 111 helps students build the critical thinking skills essential for successful University work. It is designed to mirror the thinking and

writing challenges that students experience sequentially as they move through their undergraduate programs.

B. UNIV 112 (FOCUSED INQUIRY II)

As the second part of a two-semester course sequence, UNIV 112 helps students improve their writing skills while continuing work on critical thinking skills. UNIV 112 is designed to provide students with practice in writing literary analysis, expository essays, and argument. This practice will prepare students for the types of writing they will encounter and be expected to produce throughout their University careers and beyond.

C. UNIV 200 (INQUIRY AND THE CRAFT OF ARGUMENT)

UNIV 200 is a research and writing process course that emphasizes critical analysis, elements of argument, inquiry-based research skills, writing conventions of academic argument, and the presentation of argument and research into new media.

2. INTERDISCIPLINARY COURSES (TIER 2 COURSES)

In addition to the core Tier 1 and Tier 2 courses listed above, The Department of Focused Inquiry offers additional courses for the satisfaction of VCU's Core Curriculum requirements. These courses are all designed to embody the learning-centered teaching pedagogy of the core Tier 1 and Tier 2 courses and to be interdisciplinary in nature, focused on broader, trans-disciplinary academic skills rather than discipline-specific content or methodologies. These courses are also designed to support the Bachelor of Interdisciplinary Studies degree.

3. UNDERGRADUATE TEACHING ASSISTANT (UTA) PROGRAM

The Department of Focused Inquiry has two programs designed to provide learning and leadership opportunities to undergraduate and graduate students (see Article B, section 4), while also providing an enhanced learning environment in the classroom. The first program—the Undergraduate Teaching Assistant program—provides former UNIV 111/112 and UNIV 200 students with the opportunity to serve as an undergraduate teaching assistant in the classroom and an additional opportunity to serve as a student mentor to help coordinate and implement the undergraduate teaching assistant program. Selected students are initially invited to take the UNIV 250: Undergraduate TA Program for up to four semesters. UNIV 250 is a 1-credit course. Students who complete two semesters of UNIV 250 may then be invited to take the UNIV 350: Peer Leadership Program for two semesters the following year. UNIV 350 is a 3-credit course.

4. SERVICE OPPORTUNITIES AND SERVICE-LEARNING

As one of the goals of the FI curriculum is to foster civic engagement, the department encourages service opportunities in its classes and the development of service-learning designated courses. To facilitate this process, FI faculty, in coordination with the Division of Community Engagement, may elect to incorporate one of three levels of service in their courses. These tiers allow for the

implementation of service projects at varying levels of intensity and duration to suit teachers, students, and community partners alike:

- Level 3: Instructors encourage students to get involved in the community by providing information and a few opportunities for service and reflection, perhaps in an extra-credit capacity.
- Level 2: Service opportunities are a dedicated part of the course, and the course focuses on some aspect of service. These classes will provide students with at least 7 service opportunities over the course of two semesters.
- Level 1 (Service-Learning designation): A fully integrated service-learning course, with an SL designation on the students' transcripts. In order to receive the SL designation, instructors must first complete the Service Learning Associates Program offered through the Division of Community Engagement. Additionally, students must complete at least 20 hours of service over the course of the semester, and engage in regular reflection of this service.

APPENDIX A: DEPARTMENT OF FOCUSED INQUIRY FACULTY CONTRACTS AND PROMOTIONS POLICY

REVISED TO COMPLY WITH UNIVERSITY POLICY, MARCH 2015
NOTICE OF UNIVERSITY APPROVAL RECEIVED, SEPTEMBER 2015

1.0 PURPOSE AND HISTORY

1.1 Purpose The aim of this Policy is to provide orderly and equitable procedures for the rigorous peer review of Department of Focused Inquiry (FI) faculty members. The peer review is for the purposes of retention and promotion. Long-term contracts and the promotion of faculty members are intended as a means of rewarding the meritorious service of members of the FI faculty. The evaluation processes described in this document will result in recommendations made to the chief academic officers of the University in matters regarding the retention or promotion of FI faculty members or in other matters relevant to the professional performance of FI faculty members.

Nothing contained herein may violate existing policies and procedures of the University, nor prevent its officers from taking such action as they deem appropriate under existing policies and procedures. This Policy is intended only to clarify the responsibilities of FI faculty members, of the FI Chair (hereafter, the Chair), and of the Promotion Committee. The Policy is subject to the provisions of the current *Faculty Handbook*, which will supersede the Policy in all cases of conflict.

1.2 History Work began on this policy when a five-member ad hoc committee of full-time Focused Inquiry faculty was appointed by the Vice Provost for Instruction and Acting Dean in Spring 2009. This committee was initially the Promotion and Tenure Committee and then was renamed the Contract and Promotion Committee. The policy was submitted to the faculty for review in May of 2010 and was approved by a faculty vote. The University Promotion and Tenure Review Committee reviewed the document in May of 2011 and made recommendations. The revised Policy was approved by a department faculty vote in October of 2011. The University Promotion Policy Review Committee reviewed these changes and, in February 2012, requested additional revisions; after these were made and the document was returned for review, the University Promotion Policy Review Committee unanimously approved this policy on March 7, 2012 and the requested revisions were ratified by a department faculty vote in March of 2012. This policy was revised in December of 2013 to comply with the revisions to the University Promotion and Tenure Policy approved on May 10, 2013. The December 2013 revisions were approved by a department faculty vote on May 15, 2014. Further revisions to the document were required by the University Promotion Policy Review Committee in May of 2014 and these revisions were undertaken by the Policies and Procedures committee in June and July of 2014, as the Contracts and Promotion Committee had been dissolved. These revisions were presented for a faculty vote and approved on August 15, 2014. The Policies and Procedures Committee became an elected committee also on that date.

After reviewing the revised Department Contracts and Promotions policy, the University Promotion and Tenure Policy Review Committee requested further revisions in November of 2014. The department Policies and Procedures Committee began work on these revisions in January of 2015 and submitted them to the University Promotion and Tenure Policy Review Committee for approval in March of 2015. Final notice of approval for the revised policy was communicated from the University Promotion and Tenure Policy Review Committee through the Interim Vice Provost for Academic Affairs in September of 2015, and this revised version was ratified by faculty vote on October 13, 2015.

2.0 FACULTY RANKS AND MIX OF DUTIES

There will be four ranks of FI faculty: Instructor, Assistant Professor, Associate Professor, and Professor. All full-time FI faculty are term (non-tenure) faculty eligible for promotion. As stated in the University Promotion and Tenure Policy, section 2.1, "For faculty members holding term (non-tenure) faculty appointments, the criteria shall be applied in the evaluation for promotion as appropriate to the individual faculty member's special mix of duties." The Department of Focused Inquiry focuses on student success, the usual teaching load is three to four courses per semester, and the learning-centered mission of the department is fostered through participation in pedagogical collaboration. FI faculty are therefore expected to prioritize teaching and service over scholarship, and hiring of candidates will stress teaching background or potential in teaching over scholarship. This special mix of duties for faculty in the Department of Focused inquiry is detailed in the Role and Role Component Summary (Appendix B) and includes Teaching Preparation, Teaching Practice, Service, and Scholarship. Those who take on administrative duties at the level of coordinator, associate chair, or chair will have a different mix of duties, giving greater emphasis to service. The Annual Review should be understood as a measure of ongoing progress in all categories toward retention and the possibility of promotion, although criteria for promotion (section 8.0) should be understood as more rigorous than criteria for annual review and continuing employment (section 4.0). For periodic evaluation of scholarship toward the goal of promotion, faculty should also consult with scholars in their discipline(s) or in the scholarship of teaching and learning for feedback concerning contribution to the field, impact, and scope of audience.

3.0 TIMING OF CONTRACTS

All new full-time faculty members will be given one-year contracts for the first three years that they are employed in the Department of Focused Inquiry. At the end of the third year of full-time employment, all faculty members who have been evaluated as Excellent or Very Good overall for three consecutive reviews are eligible for a three-year contract. Subsequent three-year contracts will be awarded if faculty members maintain Excellent or Very Good evaluations each year. Merit-based salary and/or benefit increases will be determined in coordination with contracts. Final authority to grant all contracts lies with the Provost.

Faculty members who are evaluated as satisfactory or below in an annual review will be given a one-year probationary contract to improve their performance. A faculty member who is evaluated as satisfactory or below will meet with the FI Chair or the Chair's designee to develop a plan for improvement with specific goals. If at the end of the one-year probationary period, the faculty member has shown sufficient improvement in the designated areas of the plan, that faculty member will be given a one-year contract and then return to her or his previous place in the contract cycle,

essentially repeating the year in which she or he was rated as satisfactory or below. If at the end of the one-year probationary period, the faculty member has shown insufficient improvement, that faculty member will be given a one-year terminal contract.

4.0 CRITERIA FOR FULL-TIME FACULTY CONTRACTS

4.1 Annual Review Process: At the beginning of each academic year, each faculty member will submit a work plan to the Chair or the Chair’s designee which establishes his or her goals for the academic year in the areas of teaching, service, and scholarship. The Chair or the Chair’s designee will review the work plan and approve or consult with the faculty member. At the end of each academic year, each faculty member will submit an annual report to the FI Chair or the Chair’s designee, who will conduct an annual review. The review will be based on execution of faculty role components for each faculty member as detailed in the annual report. The structure of the report will be determined by the Chair in consultation with the Faculty Evaluation Committee.

4.2 Materials for Annual Review: Materials for evaluation will include the work plan and annual report, peer observation, and course evaluations. Each faculty member’s annual report will summarize and highlight work and progress toward annual goals in the categories of Teaching Preparation (course design, research, application of technology, faculty development for teaching preparation), Teaching Practice (course delivery, student support, evaluation, record keeping), Service (department or university service, community service, and professional service), and Scholarship, if applicable (publication in peer-reviewed journals, publication of books, monographs, essays, reviews, and other short works, both scholarly articles and creative works, and other types of publications, presentations, performances, and exhibit and studio productions, in a variety of media and disciplines—including the scholarship of teaching and learning, scholarship in the candidate’s discipline(s), and inter-disciplinary scholarship), as defined in the Focused Inquiry Role and Role Components document (Appendix B). Peer observation may include observation of classroom sessions, guest lectures, symposia, public lectures, or other teaching. Any quantitative data used in evaluation, including data related to student retention, will include consideration of contextual factors such as course innovation, course level, course rigor, course rotation, and student participation.

4.3 Annual Review Criteria and Ratings: Faculty will be evaluated as Excellent, Very Good, Satisfactory, or Unsatisfactory in the categories of Teaching Preparation, Teaching Practice, Service and, if applicable, Scholarship, according to the standards outlined in the table below. These three or four ratings will be used to arrive at an overall evaluation of Excellent, Very Good, Satisfactory, or Unsatisfactory.

See Appendix B: Roles and Role Components for more details

	Excellent	Very Good	Satisfactory	Unsatisfactory
Teaching Preparation (course design, research, application of technology, and faculty development for Teaching Preparation.)	<p>A rating of Excellent indicates a superior level of engagement in teaching preparation activities, such as:</p> <ul style="list-style-type: none"> • development of teaching materials • professional development opportunities • investigation of new teaching 	<p>A rating of Very Good indicates a clear commitment to and a consistent record of effective teaching preparation and professional development.</p>	<p>A rating of Satisfactory indicates a dutiful and reasonably effective engagement with teaching preparation responsibilities and</p>	<p>A rating of Unsatisfactory indicates a lack of a dutiful and reasonably effective engagement with teaching preparation responsibilities, such as:</p> <ul style="list-style-type: none"> • failure to regularly redesign • failure to engage with technology on a basic level (blackboard or email, for example)

	<p>methods</p> <ul style="list-style-type: none"> • collaboration with colleagues at or outside of VCU in support of course development 		<p>professional development.</p>	<ul style="list-style-type: none"> • failure to take advantage of development opportunities • failure to adhere to shared curricula in course design
<p>Teaching Practice (course delivery, student support, evaluation, and record keeping.)</p>	<p>A rating of Excellent indicates a superior level of engagement in teaching practice activities and suggests continuing development of effective teaching practice, such as</p> <ul style="list-style-type: none"> • innovative implementation of shared curricula • new approaches to student engagement • demonstrable commitment to student success and retention • maintaining consistently efficient, useful, and transparent evaluation practices 	<p>A rating of Very Good indicates a well-developed engagement with teaching practice activities and suggests a commitment to effective teaching practice, including student engagement, success, and retention.</p>	<p>A rating of Satisfactory indicates a dutiful and reasonably effective engagement with teaching practice responsibilities.</p>	<p>A rating of Unsatisfactory indicates a lack of a dutiful and reasonably effective engagement with teaching practice responsibilities, such as:</p> <ul style="list-style-type: none"> • failure to maintain a learner-centered classroom • failure to maintain transparency and efficiency in student evaluation • failure to demonstrate commitment to student retention and success • failure to maintain a regular schedule of classes and office hours • failure to engage with technology on a basic level (blackboard or email, for example) • failure to implement shared curricula
<p>Service (departmental, university, professional, and community) that contributes to VCU's overall mission and improves the department, university, and/or the community.</p>	<p>A rating of Excellent indicates superior engagement in multiple areas of service.</p> <p>Excellent service might include:</p> <ul style="list-style-type: none"> • Significant contributions to department climate and progress through administrative role, effective leadership, committee work, or peer support and collaboration, • Service outside the department, including university-level service, community service work, or fellowships, <p>Fellowships, grants, and leadership in professional organizations or projects.</p>	<p>A rating of Very Good indicates superior engagement in one area of service or dutiful service in multiple areas.</p> <p>Very Good service might include:</p> <ul style="list-style-type: none"> • Active engagement with multiple departmental committees, Robust peer-support (initiatives or collaborations advancing curricular goals, sharing through symposia participation, brown bag, or informal means). 	<p>A rating of Satisfactory indicates a dutiful engagement with required service responsibilities.</p> <p>Satisfactory service might include:</p> <p>Required service on one department committee.</p>	<p>A rating of Unsatisfactory indicates a lack of dutiful engagement with required departmental service.</p>
<p>Scholarship * According to the University Promotion and Tenure policy, section 2.1: "Scholarship can be in the form of research and discovery scholarship, the scholarship of teaching and learning, or community engaged research. Research and discovery scholarship breaks new ground in the discipline and answers</p>	<p>A rating of Excellent indicates a superior level of engagement with creative or scholarly pursuits (appropriate to the candidate's field or fields or the scholarship of teaching and learning) with demonstrable impact, depth of audience, or regularity appropriate to the medium.</p>	<p>A rating of Very Good indicates active creative or scholarly pursuits (appropriate to the candidate's field or fields or the scholarship of teaching and learning) with regularity appropriate to the</p>	<p>A rating of Satisfactory indicates engagement in creative or scholarly pursuits (appropriate to the candidate's field or fields or the scholarship of teaching and learning) useful at</p>	<p>A rating of Unsatisfactory indicates failure to follow through on stated goals without justifiable cause or redistribution of effort.</p>

significant questions in the discipline. Scholarship of teaching and learning includes applied research regarding various pedagogies, student learning, and assessment practices; development and dissemination of materials for use in teaching beyond one's own classroom."		medium and the potential for impact and depth of audience.	the departmental or local level.	
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*Note: Scholarly activity is not an expectation. The evaluator and the faculty member have the right to waive assessment in this area in the faculty work plan. A faculty member may *choose* to be evaluated for scholarship. Scholarship will be measured in terms of rate of production, scope of audience, and impact of reception, as appropriate to the goals set by the faculty member in the work plan and annual report.

5.0 PROMOTION COMMITTEE STRUCTURE

The purpose of the Promotion Committee is to serve as the peer review committee and make recommendations, based on a substantive review of each candidate's performance, to the Chair and Dean for promotion of faculty within the Department of Focused Inquiry. The committee will be composed of six faculty members, each with a minimum of three years of consecutive, full-time experience in the department.

Each promotion candidate will be reviewed by at least three members of the committee, all of whom will be at least of a rank equivalent to the candidate's desired rank. If there are not enough eligible faculty in the Department of Focused Inquiry to meet this requirement, additional faculty members of the needed rank from outside the department will be nominated by the members of the Promotion Committee and submitted to the full-time faculty for a vote in a special election. If there are fewer than two Department of Focused Inquiry faculty members eligible to serve on the committee for a candidate, the committee will also include at least one non-voting member from the department to act in an advisory role. The department currently offers no tenure-track positions; therefore, the committee cannot include tenured faculty from the department. The Promotion Committee will be supplemented by a non-voting student member and, when the candidate is applying for promotion to associate professor or above, one or more VCU faculty members from outside the Department of Focused Inquiry. The outside faculty member should be from the disciplinary field of the candidate or a field relevant to the candidate's work, and at least of a rank equivalent to the candidate's desired rank.

The committee will serve for one year. If vacancies should occur or additional members are needed to carry out the work of the committee during that year, a special election will be held. The committee will meet as many times as needed to determine recommendations for promotion.

6.0 PROCEDURES OF EVALUATION FOR PROMOTION

The Promotion Committee acts as the peer review committee for promotion decisions. The Promotion Committee will meet in closed session only. Proceedings of the meetings will be confidential. The committee chair will oversee committee work and communicate on its behalf with the FI Chair. The committee will consult with the FI Chair when deemed appropriate by a majority

vote of the committee. All notes and records of the committee's proceedings, and all personal notes and records of committee members will be confidential.

The faculty member will notify the department chair of her or his intention to be considered for promotion by December 1st prior to the academic year of consideration. When scholarship is required for promotion, the faculty member will submit scholarship materials for external review by April 1st. The faculty member will then provide the chair of the Promotion Committee with the documents listed below, which may include additional scholarship materials, no later than August 15th:

- A written statement summarizing the faculty member's contributions in the areas of teaching, service and, if applicable, scholarship, as outlined in the Role and Role Components Summary document (Appendix B).
- A portfolio including but not limited to the documentation of those contributions (i.e., annual reviews, letters of support, peer observations, course evaluations, copies of syllabi, class assignments and exercises, rubrics, evidence of professional development and, if applicable, scholarship).
- A complete and current curriculum vitae.

For candidates seeking promotion to the rank of Associate Professor or Professor, the Promotion Committee shall solicit and receive external evaluations. External reviewers must be individuals with expertise in the candidate's field, the scholarship of teaching and learning, or a related scholarly field, be from outside of VCU, and be able to provide an independent review of the candidate's work. Persons who have co-authored publications, collaborated on research, or have been institutional colleagues or academic mentors/advisors of the applicant normally should be excluded from considerations as outside evaluators. Reviewers for external evaluations must be solicited both from persons suggested by the candidate and persons suggested by the committee. The file shall list all persons solicited for external review letters, identify each reviewer as either named by the candidate or named by the committee, and identify the relationship of the external reviewer to the candidate. The external evaluator must describe the nature of his/her relationship with the candidate in the review letter. A minimum of three external letters must be received for review. All solicited letters received must be included in the file. All letters from external evaluators will be confidential unless disclosure is required by law. This policy will be conveyed to external reviewers when letters are solicited. External evaluators shall be at a rank equal to or higher than the rank for which the candidate is being reviewed.

The chair of the Promotion Committee shall notify the candidate of the composition of the committee, and the candidate shall have the right to challenge any member of the committee for cause. Such challenges must be made in writing to the committee and the FI Chair within five working days following the date the candidate is notified of the composition of the peer committee.

The Promotion Committee may request other documentation of individual faculty members. The faculty member should respond to these requests within two weeks.

The chair of the committee will then call a closed vote of the committee regarding the candidate's pending promotion. No abstentions from voting will be allowed, and members must vote for or against.

Following the vote, the Promotion Committee will forward to the FI Chair and the candidate its recommendation, including a) a supporting letter detailing the reasons for the Committee's recommendation and bearing the signatures of its members; b) all relevant documentation in support of this recommendation; and c) the vote tally. This material will become part of the candidate's file and will be forwarded first to the FI Chair and then to the Dean and Vice Provost for consideration.

7.0 PROMOTION APPEALS

Faculty members wishing to appeal an administrator's and/or the Committee's findings will apply to The University Appeal Committee. The University Appeal Committee will review and examine the process for issues in the evaluation of faculty members seeking appeals. See 9.0 Appeal Process in the Virginia Commonwealth University's Faculty Promotion and Tenure Policies and Procedures.

8.0 PROMOTION REQUIREMENTS FOR FI FACULTY

8.1 General Criteria: Promotion reviews will be based on job descriptions and assigned duties of the FI appointments in the categories of Teaching, Service, and Scholarship, if applicable, as defined in the Focused Inquiry Role and Role Components document (Appendix B). Candidates will also have appropriate credentials and experience.

Application for promotion from Instructor to Assistant Professor may take place during the candidate's sixth year of full-time teaching under contract with the Department of Focused Inquiry. Exceptions may be made for faculty who are hired with substantial full-time college-level teaching experience or who have held Assistant-level (or higher) positions prior to teaching in FI. Such arrangements must be made, in writing, as part of the faculty member's contractual agreement by the close of that member's hiring process. Faculty who earn new credentials while employed may apply for promotion from Instructor to Assistant Professor once those credentials are earned.

For promotion to Assistant Professor, an FI faculty member will be formally rated in teaching (primary emphasis) and service (secondary emphasis). For promotion to this level, scholarship or creative work related to teaching or to the candidate's discipline(s) or to the scholarship of teaching and learning may be considered a valued professional contribution. In most cases, scholarship will not be formally rated. To achieve the rank of Assistant Professor, a rating of Excellent in Teaching and a minimum of Very Good in Service are required.

Application for promotion from Assistant to Associate Professor in FI may take place during the candidate's sixth year of full-time teaching under contract with the Department of Focused Inquiry or any time after. Exceptions may be made for faculty who are hired with substantial full-time college-level teaching experience or who have held Assistant-level (or higher) positions prior to teaching in FI. Such arrangements must be made, in writing, as part of the faculty member's contractual agreement by the close of that member's hiring process. To achieve the rank of Associate Professor, a rating of Excellent in Teaching, a minimum of Very Good in Service, and a minimum of Very Good in Scholarship are required.

Application for promotion from Associate Professor to Professor in FI may take place during the candidate's third year at the associate level in the Department of Focused Inquiry. To achieve the

rank of Professor, a rating of Excellent in Teaching, a minimum of Very Good in Service, and a minimum of Very Good in Scholarship are required.

For promotion to Associate Professor and Professor, an FI faculty member will be formally rated in all three categories, teaching being primary, service and scholarship being secondary.

Faculty holding an administrative title at the level of chair, associate chair, or coordinator during the review period should be understood as having a different mix of duties (as outlined in section 2.1.2 of the VCU Faculty Promotion and Tenure Policies and Procedures), more weighted toward university service, and may therefore be promoted with Excellent service, Very Good teaching, and Very Good scholarship.

8.2 Teaching: Teaching is the primary obligation of FI faculty members. Teaching performance will be measured in a variety of ways that may include but are not limited to the following: effectiveness in meeting the learning outcomes of a given course, diversity in the ways a particular course is taught, responsiveness to student needs, availability to students outside the classroom, the number of letters of recommendation written, supervision of student work, assisting other teachers in the teaching of their courses, diversity of courses taught, development of new courses and new course material. The candidate will supply relevant documentation of teaching excellence (portfolios, syllabi, examinations, teaching assignments, etc.), and the Promotion Committee will have access to peer observation notes and all course evaluations completed by students for each course each semester.

In assessing the effectiveness of a candidate's teaching, the following should be among the qualities and abilities under consideration:

1. the candidate's proficiency in teaching certain core competencies, which include critical thinking, written and oral communication, information fluency, ethical reasoning and civic responsibility, quantitative reasoning, and collaborative work;
2. the candidate's ability to teach students to apply these core competencies to other fields of knowledge, to their daily lives, to other individuals' lives, and to their communities;
3. the activities employed by the candidate to foster the continual growth and development of these proficiencies;
4. the candidate's ability to organize material and present it with clarity and confidence;
5. the candidate's ability to evaluate student work fairly;
6. the candidate's use of creativity and enthusiasm to energize, both the teaching and learning processes, and to inspire students.

8.3 Service: Service will be measured in a variety of ways that include but are not limited to the following: membership in the standing and ad hoc committees of the department, leadership positions on those committees, administrative positions in a department, service to the University, service to the greater community, and participation in the collective pedagogical engagement of the department.

8.4 Scholarship: According to the University Promotion and Tenure policy, section 2.1: "Scholarship can be in the form of research and discovery scholarship, the scholarship of teaching and learning, or community-engaged research. Research and discovery scholarship breaks new ground in the discipline and answers significant questions in the discipline. Scholarship of teaching and learning includes applied research regarding various pedagogies, student learning, and assessment practices; development and dissemination of materials for use in teaching beyond one's own classroom. Community-engaged research is a collaborative process between the researcher

and community partner at all stages of the research process.” Scholarship will be measured in a variety of ways that may include, but are not limited, to publication in peer-reviewed journals, publication of books, monographs, essays, reviews, and other short works, and other types of publications, presentations, performances, exhibits and studio productions, both scholarly and creative, in a variety of media. The scholarship of teaching and learning, scholarship in the candidate’s discipline(s), and inter-disciplinary scholarship will be considered.

Three reviewers external to FI and of the faculty’s discipline(s) (or an expert in the scholarship of teaching and learning) will assess the engagement in scholarship for promotion to Associate Professor and to Professor. The candidate will supply a possible list of reviewers and the Chair of the committee will use that list and add reviewers to it. The final list of three will be agreed upon by both the faculty member and the Chair of the committee. Such external evaluations will not be a part of the review for promotion to Assistant Professor.

8.5 Ratings for Promotion to Assistant Professor

1) Teaching: Candidates achieving a rating of Excellent in this category will have demonstrated a superior level of engagement in the classroom and other instructional settings, and will have presented evidence of continued development of teaching effectiveness, such as course and curriculum development, and other appropriate activities.

Candidates achieving a rating of Very Good will have demonstrated a clear commitment to and a consistent record of effective engagement in the instructional role and presented some evidence of commitment to teaching effectiveness such as course and curriculum development, pedagogical presentations and other appropriate activities.

Candidates achieving a rating of Satisfactory will have demonstrated a dutiful and reasonably effective engagement of their teaching responsibilities.

Candidates achieving a rating of Unsatisfactory will not have demonstrated a dutiful and reasonably effective engagement of their teaching responsibilities.

2) Service: Candidates achieving a rating of Excellent in this category will present a record of participation at a superior level of engagement in both quality and quantity in at least one arena of service activity (departmental, institutional, academically-related community and professional).

Candidates achieving a rating of Very Good in this category will present a record of engagement in at least one FI service activity at a high level of engagement.

Candidates achieving a rating of Satisfactory in this category will present a record of engagement in at least one FI service activity at an effective level of engagement.

Candidates achieving a rating of Unsatisfactory will not have demonstrated a dutiful and reasonably effective engagement of their service responsibilities.

3) Scholarship: Generally, scholarship will not be formally rated for promotion to Assistant Professor. However, if by mutual agreement of the Chair or the Chair’s designee and the candidate, scholarship is to be rated, the following criteria will be used:

Candidates achieving a rating of Excellent in this category will have presented a significant pattern of scholarly and/or publication activity at a superior level of engagement. That work will have been judged to have potential for recognition in the candidate's field(s) or in the scholarship of teaching

and learning. Candidates achieving a rating of excellent in this category will have been consistently active in scholarship and/or creative work at a high level of engagement.

Candidates achieving a rating of Very Good will have been active in scholarship and/or creative work at an effective level of engagement.

Candidates achieving a rating of Satisfactory will have been active in scholarship and/or creative work at an adequate level of engagement.

Candidates achieving a rating of Unsatisfactory will not have been active in scholarship and/or creative work at an adequate level of engagement.

8.6 Ratings for Promotion to Associate Professor

1) Teaching: Candidates achieving a rating of Excellent in this category will have demonstrated a superior level of engagement in the classroom and other instructional settings, and have presented evidence of having improved educational practices, such as course and curriculum development, pedagogical presentations and other appropriate activities at VCU. Candidates will have demonstrated effective leadership in FI's teaching mission.

Candidates achieving a rating of Very Good will have demonstrated a clear commitment to and a consistent demonstration of effective engagement in the instructional role and presented some evidence of commitment to improving educational practices such as course and curriculum development, pedagogical presentations and other appropriate activities.

Candidates achieving a rating of Satisfactory will have demonstrated a dutiful and reasonably effective engagement of their teaching responsibilities.

Candidates achieving a rating of Unsatisfactory will not have demonstrated a dutiful and reasonably effective engagement of their teaching responsibilities.

2) Service: Candidates achieving a rating of Excellent in this category will have presented a record of superior engagement in and leadership potential for significant service activities in more than one arena of service activities.

Candidates achieving a rating of Very Good in this category will have presented a record of conscientious and effective engagement in appropriate service activities.

Candidates achieving a rating of Satisfactory in this category will have presented a record of competence in the engagement of basic service activities.

Candidates achieving a rating of Unsatisfactory in this category will not have presented a record of effective engagement of basic service activities.

3) Scholarship: The scholarship of teaching and learning and scholarship in the candidate's discipline(s) (including creative work) will both be considered.

Candidates achieving a rating of Excellent in this category will have presented a record of substantial scholarly activity and publication and/or creative activity. That work will have been judged of superior quality and will promise to have a tangible impact on the candidate's field(s) or the scholarship of teaching and learning.

Candidates achieving a rating of Very Good will have been consistently active in their research or creative work, suggesting the likelihood of significant future accomplishments and enhanced professional standing within and outside the university.

Candidates achieving a rating of Satisfactory will have demonstrated an aptitude for scholarship and/or creative work that has yet to attain recognition in terms of publications (either in print or in press) or grant support.

Candidates achieving a rating of Unsatisfactory will not have demonstrated an aptitude for scholarship or creative work.

8.7 Ratings for Promotion to Professor

1) Teaching: Candidates achieving a rating of Excellent in this category will have sustained a record of distinguished instructional engagement. Candidates must have manifested leadership in the Department of Focused Inquiry, passing excellence on to their colleagues. In addition, candidates must have a record of successful efforts to support and improve teaching through such endeavors as the introduction of new courses and curricula, the preparation of instructional materials, and pedagogically-oriented publications. Promotion to Professor shall indicate national peer recognition in teaching.

Candidates achieving a rating of Very Good will have a sustained record of effective classroom engagement as evidenced by course evaluation results, peer assessments, and contributions toward the ongoing success of FI's instructional mission.

Candidates achieving a rating of Satisfactory will have demonstrated competent, professional, and reasonably effective engagement of their teaching responsibilities.

Candidates achieving a rating of Unsatisfactory will not have demonstrated competent, professional, and reasonably effective engagement of their teaching responsibilities.

2) Service: Candidates achieving a rating of Excellent in this category will have presented a record of sustained, superior engagement in more than one service arena, having demonstrated leadership and individual initiative in a variety of service activities.

Candidates achieving a rating of Very Good in this category will have presented a record of ongoing effective engagement within FI or elsewhere.

Candidates achieving a rating of Satisfactory in this category will have presented a record of willing and competent engagement of assigned duties within FI.

Candidates achieving a rating of Unsatisfactory in this category will not have presented a record of willing and effective engagement of assigned duties within FI.

3) Scholarship: The scholarship of teaching and learning or scholarship in the candidate's discipline(s) (including creative work) will both be considered.

Candidates achieving a rating of Excellent in this category will have an extensive record of achievement as manifested in published books, scholarly articles or creative works, and other types of scholarly and/or nationally-recognized publications and presentations as appropriate to the candidate's discipline(s) or the scholarship of teaching and learning. Candidates should possess a positive reputation in their discipline(s). Evidence of such may include citations of the candidate's work, positive reviews, the favorable opinions of prominent scholars, republication in works edited

by others, the presentation of papers at major conferences, significant honors and awards, and successful applications for competitive grants.

Candidates achieving a rating of Very Good will have a record of achievement as evidenced by published books, scholarly articles and creative works, and other types of scholarly publications and/or nationally recognized publications and presentations, as appropriate to the candidate's discipline(s) or the scholarship of teaching and learning, and indicative of significant progress toward the attainment of a positive reputation in their discipline(s).

Candidates achieving a rating of Satisfactory will have presented a record which reflects an ongoing commitment to scholarly research or creative work and some significant accomplishments.

Candidates achieving a rating of Unsatisfactory will not have presented a record which reflects an ongoing commitment to scholarly research or creative work.

APPENDIX B: ROLE AND ROLE COMPONENT SUMMARY

Based on information provided by Focused Inquiry Faculty Teams, the tables below represent a consensus on FI faculty roles, definitions of the roles, names of their components, and brief component definitions. Faculty will be rated annually as Excellent, Very Good, Satisfactory, or Unsatisfactory in Teaching Preparation, Teaching Practice, Service, and, if applicable, Scholarship; and Excellent, Very Good, Satisfactory, or Unsatisfactory overall.

ROLE: TEACHING PREPARATION

	Components	Component Definitions (Brief)
Role Definition: Those aspects of teaching focused upon research and Development of courses and pedagogical knowledge and skills	Course Design	<i>syllabi, lesson plans, activities, assignments, grading practices, rubrics; preparing and revising lesson plans</i>
	Research	<i>research course themes and readings; reading and applying pedagogical research to course design and delivery; analyzing assigned readings</i>
	Application of Technology	<i>incorporating applications, software or devices into course design; use of course management systems, e-portfolios, library Search and databases, attendance system, blogs, wikis, social media, the open Web, etc.</i>
	Faculty Development for Teaching Preparation	<i>participating in FI Institutes, Faculty Symposia, Faculty Development workshops, Faculty Learning Communities, ALT Lab workshops, discussion boards, online professional communities, observing colleagues' classes, formal and informal collaboration with peers, attending conferences, taking classes, submitting syllabi, faculty work plan and annual report, assembly of teaching portfolio</i>

ROLE: TEACHING PRACTICE

	Components	Component Definitions (Brief)
Role Definition: Those aspects of teaching focused on delivering and administering the course and interacting with, guiding, and evaluating students	Course Delivery	<i>participating in class meetings with students; facilitating class discussion and group work; fostering a learning-centered environment; co-teaching</i>
	Student Support	<i>office hours; meeting students outside of class; responding to student calls and emails; writing recommendations; advising students; notifying students about: attendance, upcoming events, deadlines, requirements, services</i>
	Evaluation	<i>reading, responding to, and evaluating student work such as major unit products, self-reflective writing, quizzes, homework, discussion boards/blogs/journals/wikis; viewing, responding to and evaluating oral presentations</i>
	Record Keeping	<i>Attendance, assignment box, participation, grades, course evaluations</i>

ROLE: SERVICE TO DEPARTMENT

	Components	Component Definitions (Brief)
Role Definition: Active participation in and service to the Department of Focused Inquiry	Departmental Service	<i>attending faculty meetings, calibration sessions, first-year convocation, assessment day, graduation, welcome week, summer reading</i>
	Administrative Service	<i>servicing in administrative roles within FI department</i>
	Service on Committees	<i>serve on department committees: faculty evaluation, curriculum, textbook, faculty/advisor, FI expo, information fluency, promotion, policies and procedures, ad hoc</i>
	Peer Support	<i>attending faculty symposia, peer collaboration and coaching, substituting for colleagues</i>

ROLE: SERVICE OUTSIDE DEPARTMENT

	Components	Component Definitions (Brief)
Role Definition: Service to the University, the Community, and/or the Profession	University Service	<i>active participation on University committees; participating/representing faculty at University events/activities, grant or scholarship review boards, move-in weekend, Summer Reading, Fall Fest, Orientation, Open House</i>
	Community Service	<i>participation in community service projects and programs, service learning, community engagement, consulting, service in a government capacity, etc.</i>
	Professional Service	<i>serving on committees or as an officer in professional organization(s)</i>

ROLE: SCHOLARSHIP

	Components	Component Definitions (Brief)
Role Definition: Creative and scholarly pursuits, activities, presentations, and publications both within and outside of the VCU community, including the scholarship of teaching and learning and disciplinary scholarship	Presentations	<i>FI Faculty Symposia presentations, creative performances or readings, community presentations or talks, presentations of conference papers or participation in panels, FI Institute presentations, guest lectures, etc.</i>
	Publications, print or digital	<i>peer-reviewed scholarly publications; creative publications, productions, exhibits, or studio work; journalistic or mainstream publications; other work in progress, reviewer for journals or publishers;</i>
	Research	<i>research in scholarship of teaching and learning and application of research to teaching, community-engaged research; active grants and/or proposals submitted in discipline(s), ongoing scholarly or creative projects</i>

APPENDIX C: NON-ELECTED DEPARTMENT COMMITTEES

The Department of Focused Inquiry (FI), in addition to the Department Council and the elected committees (Faculty Evaluation, Policies & Procedures, Promotion), shall have the elective standing committees listed below. Unless specified otherwise, appointment to these committees shall normally occur during the first faculty meeting of the fall semester. In cases where a minimum or maximum of membership of any standing committee is not observed, the Department Council will take appropriate steps to rectify the situation.

1. FOCUSED INQUIRY-ADVISING COMMITTEE

a. Purpose

- The purpose of the Focused Inquiry-Advising Committee is to foster communication between Focused Inquiry faculty and the University Academic Advising advisors in order to promote student retention, engagement, and success.

b. Responsibilities

- The committee will review and address issues and concerns from both Focused Inquiry faculty and the University Academic Advising advisors, as well as collect and disseminate information and offer input to the Office of Strategic Enrollment Management on matters related to student retention, engagement, and success.
- The committee will meet monthly during the academic year.

c. Selection/Membership

- The total committee membership will number between ten and twelve individuals, equally divided between Advising and the Focused Inquiry department.
- Membership on the Focused Inquiry-Advising Committee will be voluntary, pending approval by the respective department chairs.
- The minimum commitment for service on the committee is one year, and will rotate at the beginning of an academic year.
- The Focused Inquiry-Advising Committee will have Co-Chairs: one from the FI faculty and one from Advising.
- Co-Chairs will be elected by unanimous agreement of the committee, pending approval by the respective department chairs.
- Co-Chairs will serve for two years, with the expectation that the positions will rotate at the end of that time. If desired by the incumbent(s) and met with approval by the committee, the position(s) can be renewed for one additional term.

2. ASSESSMENT COMMITTEE

a. Purpose

- The primary purpose of the Assessment Committee is to facilitate the assessment plan for the Department of Focused Inquiry.

b. Responsibilities

- The committee will review and modify the assessment plan annually as needed.
- The committee will oversee development of any new program-wide rubrics, calibration sessions for program rubrics, and coordination of a department-wide annual assessment day
- The committee will solicit faculty input regarding challenges and needs related to assessment.
- The assessment committee will meet as needed, with a minimum of three meetings per semester.

c. Selection/Membership

- The committee will be composed of a minimum of four members and a maximum of seven. Committee membership should be representative of the department's foundational courses (UNIV 111, 112, and 200).
- Membership will be voluntary and will rotate at the beginning of an academic year.
- Service to the committee will be for a minimum of one year, with a limit of three consecutive years.
- The Chair of the committee will be the Assessment Coordinator for FI.

3. FOCUSED INQUIRY CURRICULUM COMMITTEE

a. Purpose

- The Curriculum Committee's purpose is to review, revise, and develop the UNIV 111, 112, 200 and Tier 2 curricula so as to provide students with a consistent shared curriculum with clearly defined and measurable student learning outcomes while allowing for faculty autonomy.

b. Responsibilities

- The committee is charged with UNIV 111, 112, 200 and Tier 2 curricula review, revision, and development in response to student needs, university initiatives, and broader developments in related fields.
- The committee is charged with communicating curricular requirements and revisions to the faculty.
- The committee proposes new themes for UNIV 111/112, on a three-year cycle, for a faculty vote.
- The Curriculum Committee will meet as needed, with a minimum of three meetings per semester.

c. Selection/Membership

- The committee will be composed of seven members from the faculty at large and six ex officio members: the Curriculum Coordinator, the Textbook Coordinator, the Faculty Development Coordinator, the Assessment Coordinator, the Graduate Teaching Assistant Coordinator, and the Library Liaison. The Assessment Coordinator, the Graduate Teaching Assistant Coordinator, and the Library Liaison will serve as non-voting members.
- The membership of the committee should be representative of the department's foundational courses (UNIV 111, 112, and 200).
- Membership on the committee is voluntary and should last a minimum of two years and no more than four years.
- The committee will be chaired by the standing Curriculum Coordinator.

4. FI EXPO PLANNING COMMITTEE

a. Purpose

- The purpose of the FI Expo Committee is to oversee the Department of Focused Inquiry's year-end event, the FI Expo.

b. Responsibilities

- The committee works with administrative staff in making budget allocation decisions.
- The committee plans and manages all elements of the event. The FI Expo Committee should meet as needed, with a minimum of three meetings in the spring semester.
- Members will all be present on site to help during the FI Expo.

c. Selection/Membership

- The committee will be composed of a minimum of five and a maximum of ten members.
- Membership will be voluntary, and will rotate at the beginning of an academic year.
- The chair or co-chairs will be elected by the committee.
- Chairs will serve for a minimum of two years, with the expectation that the position will rotate at the end of that time. If desired by the incumbent and met with approval by the committee, the position can be renewed for one additional term.

5. INFORMATION FLUENCY COMMITTEE

a. Purpose

- The Information Fluency Committee's purpose is to investigate and make recommendations to the Department Council and the Curriculum Committee regarding issues related to information fluency, in order to enhance student learning and instructor pedagogy.

b. Responsibilities

- The committee will identify emerging departmental needs relevant to information fluency and provide advice and support as needed.
- The committee will help ensure smooth curricular transitions between various levels of our core course offerings.

- The committee will serve as a space for collaboration and information-sharing among department faculty, Teaching and Learning Librarians, and Writing Center staff.
- The committee will meet on an as-needed basis, at least once per semester.

c. Selection/Membership

- The committee should be composed of five to six members from the faculty at large, and the Faculty Development Coordinator as ex officio member. The committee will invite a Teaching and Learning Librarian and a Writing Center representative to serve as non-voting members as needed.
- Membership will be maintained on a voluntary basis, and will rotate at the beginning of an academic year.
- Membership on the committee should last at least one academic year, and last no more than three years.
- The Chair will be elected by the committee.
- Chairs will serve for a minimum of two years, with the expectation that the position will rotate at the end of that time. If desired by the incumbent and met with approval by the committee, the position can be renewed for one additional term.

6. STUDENT ENGAGEMENT COMMITTEE

a. Purpose

- The purpose of the Student Engagement Committee is to coordinate the Student Essay Contests and the cover design contest.

b. Responsibilities

- The committee will facilitate the submission and judging processes, including solicitation and organization of judges for both contests, and publication of the contests.
- The committee will design and create the awards for the winners, and plan the awards ceremony (which occurs in conjunction with the FI Expo).
- The committee will meet as needed, with a minimum of once per semester.

c. Selection/Membership

- There is no size limit to the Student Engagement Committee.
- Duration of membership is two years, and will rotate at the beginning of the academic year.
- The Chair will be elected by the committee.
- The Chair will serve for a minimum of two years, with the expectation that the position will rotate at the end of that time. The position can be renewed for one additional term, if agreed upon by the incumbent chair and committee.

7. TEXTBOOK COMMITTEE

a. Purpose

- The purpose of the Textbook Committee is to solicit faculty input regarding textbook content and to select materials for use in UNIV 111, 112, and 200 courses.

b. Responsibilities

- Based on faculty input, the committee will review and compile appropriate textbooks for UNIV 111, 112, and 200 courses.
- Based on faculty input, the committee will review, select, and create appropriate Open Educational Resources for UNIV 111, 112, and 200 courses.
- The textbook committee's primary objective in selection criteria and decision-making will be to address and facilitate teaching and learning in keeping with the goals of the curriculum.
- The textbook committee will meet as needed, with a minimum of three meetings per semester.

c. Selection/Membership

- In addition to the committee chair, the committee will be composed of a minimum of seven members and a maximum of twelve members from the general faculty.
- Membership will be maintained on a voluntary basis and will rotate at the beginning of an academic year.
- The commitment for service on the committee is a minimum of two years and a maximum of four consecutive years.
- The Chair of the committee is the standing Textbook Coordinator.

8. TECHNOLOGY COMMITTEE

a. Purpose

- The purpose of the Technology Committee is to advise the department on its use of technology.

b. Responsibilities

- This committee will consider the department's use of technology in its teaching, service, and scholarship, and advise accordingly.
- The committee will research and explore technology trends (software, hardware etc.) that may be of importance to the mission of the Department and the University College.
- The committee will assist with web platforms and website design and compliance with particular attention to accessibility standards.
- The committee additionally makes recommendations to the department regarding the use of funds dedicated to the purchase of technology.
- The Technology Committee should meet on an as-needed basis, with a minimum of two meetings per semester.

c. Selection/Membership

- The committee will be composed of a minimum of four and a maximum of seven members.
- Membership on the committee will be on a voluntary basis, and will rotate at the beginning of an academic year.
- The minimum commitment to service on the committee is one year.

- The chair will be chosen by volunteer or nomination.

9. *Ad Hoc* COMMITTEES

Ad hoc committees may be formed so as to serve administrative needs or faculty interests in either of the following ways: (1) by the FI Chair; (2) by the majority vote of faculty present in a faculty meeting; (3) at the behest of the Department Council.