



INSTITUTE FOR DOCTORAL STUDIES IN THE VISUAL ARTS

FACULTY HANDBOOK

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Preamble

No set of policies or procedures can anticipate every issue or situation, and circumstances may, at times, require alterations or adaptations. What follows are the general policies that will govern these situations routinely while maintaining IDSVA's commitment to these policies and to applying them fairly. IDSVA does, however, reserve the right to modify policies and/or procedures at any time as may be necessary. This handbook and the Student Handbook are available on the IDSVA website at [Policies and Procedures](#), and on the Canvas home page.

Mission & Statement of Purpose

IDSVA was founded for the purpose of providing doctoral studies in philosophy and art theory to visual artists, creative scholars, and arts professionals. With the passage of Maine State Legislature Bill L.D. 462, signed into law by the Governor of Maine on March 1, 2007, the Institute for Doctoral Studies in the Visual Arts was granted legal authority to confer the PhD degree. IDSVA is a Not-for-Profit 501(c)(3) institution.

MISSION

The Institute for Doctoral Studies in the Visual Arts (IDSVA) is committed to graduate-level education in philosophy, aesthetics, and art theory. Our PhD program uniquely intertwines research in art and philosophy. IDSVA's distinctive core curriculum cultivates the artist-philosopher as a critical thinker of the future, positioning our graduates at the forefront of theoretical humanities in the U.S. and internationally. Our innovative fusion of distance learning and on-site residencies expands student connections and cultural exchanges, preparing our graduates to assume leadership roles in the global community.

STATEMENT OF PURPOSE

IDSVA's impact is accomplished through a distinctive core curriculum that helps students develop skills to critically articulate issues in the history of ideas and art within an academic framework; to assume professional positions in academia and in the art marketplace; and to situate their creative practice or field of research within the broader historical and cultural landscape.

I. INTRODUCTION

1. Purpose of the Handbook

The *Faculty Handbook* (FH) contains information of interest to members of the faculty at the Institute for Doctoral Studies in the Visual Arts (IDSVA; also referred as “the Institute”, “the school” or “the program”).

IDSVA Faculty Handbook

The FH defines Policies and procedures for Core Faculty, Visiting Faculty, Visiting IS Directors and Dissertation Directors; it defines the responsibilities of faculty, and includes criteria for their recruitment, appointment, evaluation, and promotion; expectations for full- and part-time faculty regarding teaching, advising, assessment, scholarship, creative activities, research, and professional and community service; and elaborates a process by which grievances may be redressed.

The FH also contains policies and procedures for implementation of the search process. The policy includes goals for maintaining faculty diversity as the faculty expands. This policy will be implemented for all Core Faculty searches. The FH includes policies for ethical, responsible faculty conduct.

Additional information concerning degree requirements and student academic conduct may be found in the *Student Handbook* and *Dissertation Handbook*. Given the small scale of IDSVA's core faculty, policies applicable to university employees, such as those involving employee benefits, have generally been omitted from this Handbook; each core faculty should therefore refer to his or her own contractual agreements for information. The Faculty, Student, and Dissertation Handbooks are located on the IDSVA website at: [Policies and Procedures](#).

The FH does not alter, augment, or create a different contract of employment other than what the faculty member and IDSVA have specifically agreed to and memorialized in writing. This handbook does not confer enforceable rights to any faculty member. IDSVA retains the exclusive rights to change the contents of this Handbook periodically and unilaterally.

2. IDSVA Ethos of Care Articulation

IDSVA promotes an institutional ethos toward professional conduct, courtesy, respect, and collaboration. During the recruitment and hiring of new faculty members, this ethos is articulated—both in the job description and during the interview process. Furthermore, the IDSVA curriculum includes segments in the history of ethics, with the express intent of communicating and instilling sensitivity to ethical values in creative and scholarly work.

IDSVA is committed to cultivating a learning environment where quality, integrity, and effectiveness are brought to bear through an array of assessment procedures. Quality is of primary importance to IDSVA's approach to education. Each aspect of the institution is held to the highest standards of professional measure. We deliberately present that case as self-evident in the public representation of the institution and in the daily actions and proceedings of the institution as a whole. The latter statement is verified consistently by student evaluations. Integrity is sustained through a conscientious appreciation for the relationships among the various elements of the institution - the program, the course of study, the individual courses, the faculty, as well as other aspects of professional development such as symposia and lecture series, travel to art sites worldwide, direct study of art in museums, cities, and cultural centers.

Most importantly, the integrity of the institution is nourished and cultivated by the individuals who bring the institution to life through their professional care, as administrators, students, and faculty. The overriding principle of IDSVA is that of mutual growth and development through an ethos of care, respect, and support. These qualities are applied to each and every task, project, and element of the institution. Faculty help and support one another as much as they help their students. Students help and support one another through deliberately designed mechanisms, such as collaborative assignments, mandatory participation in study groups, and asynchronous seminar-wide conversations on the virtual campus. Students also frequently help and support the faculty, providing everything from technology support to research questions to be examined collaboratively in seminars. Students also assist faculty and administration in the admissions process by holding informational interviews with potential candidates.

In sum, we foster sensitivity and mutual respect among members of the community and offer encouragement and support so that all individuals can strive to reach their full potential. To this end, we are dedicated to the honoring and understanding of differences in all their dimensions, and to the uniqueness and specificity of each member of the IDSVA community.

IDSVA's ethos of care informs the policies outlined in this Handbook, particularly as they relate to faculty responsibilities and communication policies.

3. Institutional Statement of Neutrality

Diversity and openness to dialogue are pillars of the IDSVA's learning program, which builds on diversity of opinions and ways of living, and fosters dialogue among scholars with different positions. This dialogue presupposes independence and freedom from any constraints and influences from political and social issues, "not from a lack of courage nor out of indifference and insensitivity [...] but out of respect for free inquiry and the obligation to cherish a diversity of viewpoints." (Kalven Report, University of Chicago, 1967).

Our work is to nurture and cultivate care. It is a job that we all share in common - teaching artist-philosophers how to think. Our students are being trained to become significant regarding the world, precisely insofar as their contributions will matter to the world. IDSVA's beautiful paradox comes down to the absence of ideological consensus, a lack of shared commonality, which somehow allows for the anarchic freedom that comes from the ethos of care. Our communal law is a simple one: the ethos of care. Whomever breaks it is as welcome as those who fervently uphold it because the ethos of care is about trusting the process.

II. INFORMATION

1. Academic calendar

The [Academic Calendar](#) is posted on the IDSVA website.

2. Holidays

The following holidays are observed and administrative offices are closed:

New Year's Day	January 1
Martin Luther King Day	Third Monday in January
Easter Sunday	Varies from 22 March to 25 April inclusive
Independence Day	July 4
Labor Day	First Monday in September
Thanksgiving Day	Fourth Thursday in November
Christmas Day	December 25

Note: the month of August is usually free from teaching activities. Administrators usually do not hold meetings in August.

3. Contact numbers (Administration)

CEO, CFO, Registrar, Bursar, Title IX Coordinator	Amy Curtis	acurtis@idsva.edu	(207) 879-8757
President	Simonetta Moro	smoro@idsva.edu	(207) 200-9267
Director of the School	Gabriel Reed	gabriel@idsva.edu	(207) 358-8307
Director of Administration, Director of Admissions, Disability Support Services	Amy Schuessler	aschuessler@idsva.edu	(207) 200-1164
Chair of Independent Studies and Dissertation Committees/Dean of Students	Elina Staikou	estaikou@idsva.edu	(207) 209-3981

4. Mailing Address

Institute for Doctoral Studies in the Visual Arts
63 Federal Street
Portland, ME 04101

III. FACULTY RIGHTS

1. Academic Purview

IDSVA faculty as a whole are responsible for setting academic standards, for awarding academic credit, and for recommending conferral of degrees when those standards are met. Given the fact that Visiting Faculty and special appointments are primarily housed at other institutions, the IDSVA **Core Faculty** has primary responsibility for deciding the academic standards and integrity of such fundamental areas as curriculum, subject matter, methods, design and models of delivery of instruction.

The power of review or final decision for academic matters, lodged in the IDSVA Board of Directors, or delegated by it to the president and director, should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is assumed that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board.

Inherent in the responsibilities of the faculty is a duty to preserve and transmit the values of academic standards and integrity through example in their own academic pursuits, and through the learning environments that faculty create for students. As part of creating a strong and unique learning environment, the core faculty body is also responsible for mentoring of junior professors, instructors and graduate teaching fellows.

2. Academic Freedom Statement

Academic freedom is essential in institutions of higher education. It is the freedom to engage in teaching, research, scholarship, or other creative work as the basis for expanding knowledge, promulgating research findings, and teaching and learning in an atmosphere of free inquiry and expression. The rights of faculty and students to academic freedom carry with them duties and responsibilities. Faculty and students are entitled to freedom of inquiry and discussion in teaching and learning; freedom of investigation in research; and freedom of publication regarding research, scholarship, and creative work. Since discussing different points of view is an essential aspect of free academic inquiry and teaching, it is appropriate for faculty to incorporate both their knowledge and beliefs into their teaching. Concomitant with these freedoms must be a commitment to accuracy and integrity.

Faculty members are private citizens, professionals, and members of educational institutions, also other than IDSVA. As such, faculty members have special obligations that derive from membership in a community of scholars. While defending freedom of speech, they show respect for the opinions of others. When they speak or act as private persons, they avoid creating the impression that they speak or act on behalf of IDSVA. As citizens engaged in a profession that depends upon freedom for its health, integrity, and efficacy, faculty have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Academic freedom is not only accorded, but also actively promoted across the Institute, largely through school-wide announcements of faculty and student publications, exhibitions, and scholarly presentations, and more specifically through the student newsletter, published semi-annually online.

3. Academic Integrity

IDSVA is a small community that functions by a social contract among students, faculty, administration and alumni. In order for the spirit of community to endure and thrive, this agreement, based upon shared values and responsibilities and a sense of mutual respect, trust and cooperation, must be preserved. Students have an obligation to act ethically

concerning academic matters and the faculty has a responsibility to require academic honesty from students and to be vigilant in order to discourage dishonesty.

Lying, cheating, stealing, plagiarism and other forms of academic dishonesty violate this spirit of mutual respect and collaboration and corrode the atmosphere of openness and free inquiry upon which the educational process is based. Such activities are demeaning and potentially damaging to those who undertake them. Moreover, academic dishonesty is damaging to the student body as a whole, in that it cheapens the achievement of the honest majority of students and subverts the integrity and reputation of the institution with which they will be identified for the rest of their lives (see *IDSVA Student Handbook* for the Academic Honesty policy and procedure).

All faculty members are expected to follow the Academic Honesty procedure when academic dishonesty is suspected. Every faculty member must ensure that student work submitted to them for academic credit is authentic as well as consistent with established academic standards. The conferring of a grade in a student's work includes judgment by the faculty member that the student's work is free from academic dishonesty. Grades may be adversely affected by academic dishonesty.

Faculty are strongly encouraged to talk with the Director of the School about implementation of the policy whenever they have questions about a student's work or the terms of this policy. The procedure for investigating a suspected case of academic dishonesty is detailed in the Student Handbook, and the Allegation of Academic Dishonesty Form is included in the Appendix of this handbook.

4. Intellectual Property Rights

IDSVA does not have any ownership or other interest in any "Works" (including any artwork, writing, research, film, video, design, software, application or other works that may be protected by copyright) created by an IDSVA faculty member while employed at IDSVA, unless the faculty member agrees otherwise in writing.

If more than one person contributes to a Work, then the contributions of each contributor shall be acknowledged, and each contributor shall be treated as having Intellectual Property Rights in the Work under this policy. The same policy applies to collaboration among students and to faculty-student collaborations.

5. Statement of Non-Discrimination and Equal Opportunities *(Excerpt from the IDSVA Bylaws)*

IDSVA does not discriminate on the basis of race, color, gender, nationality, or ethnic origin in the administration of its hiring policies, educational policies, admissions policies, scholarship and loan programs, and any other policies, procedures, programs, or activities.

IV. FACULTY RESPONSIBILITIES & FACULTY POLICIES

1. Preamble

IDSVA's ethos of care is advanced throughout the culture of the institution. Most members of the community are juggling multiple responsibilities and are therefore sensitive to the issues and responsibilities of specific roles. Students themselves are often faculty at other schools and colleges. Faculty see themselves as lifelong learners, whose projects benefit from student critique. And administrators are themselves teachers and students, whose duties mirror those of other members of the community. As participants in the creation of a new institution, and a new *kind* of institution, students, faculty, and administrators are unusually invested in the integrity of the institution. All members of the community contribute, and deliberately so, to the overall effectiveness of the institution's ability to serve its mission and purposes.

IDSVA faculty are recognized leaders in fields relevant to the Institution's mission and purposes, including philosophy, art theory, critical theory, studio arts practice, art history, and curatorial theory and practice. Core Faculty each hold a PhD. Each member of the Visiting Faculty holds a terminal degree in his or her specific field, usually either a PhD or an MFA. In addition, all faculty are highly accomplished in their fields. Faculty publish, exhibit, curate, and teach at the highest levels and maintain affiliations with leading institutions worldwide. Faculty are expected to conduct research and scholarship as well as pursue studio and curatorial projects equal to the expectations of faculty serving at the graduate level.

Insofar as IDSVA is a PhD institution, and its overarching purpose is the creation of new systems of knowledge, the IDSVA course of study, the program, and the institution as a whole are designed toward the encouragement and support of student and faculty conducting research, scholarship, and creative enterprises with the intention of creating, revising, or applying knowledge. Core Faculty and Visiting Faculty are encouraged to include their research and creative enterprises in seminars, lecture series, and residency activities, as examples of how a hybrid creative-scholarly practice might be realized. On a less evident but equally active level, faculty distribute publications to students doing research in related fields, again as a way of demonstrating to students the varieties of possible contribution to the creation of knowledge.

IDSVA also recognizes the peculiar make-up of the faculty body at the Institute, which for the most part includes faculty primarily employed at other Universities or Colleges or otherwise working as independent scholars (Visiting Faculty, Part-Time and Special Appointments). It is also important to note that IDSVA invites internationally acclaimed scholars and artists to conduct residency lectures while its core faculty extend these discussions into extremely rigorous four- and five-credit semester-length courses conducted through distance learning and totaling sixty credits for the degree.

2. Basic Responsibilities for All Faculty Members

- a. Maintaining high standards of academic quality and professional integrity.
- b. Effective teaching.
- c. Service to their students.
- d. Meeting high standards of scholarly, creative, or professional achievement.

- e. Being available to students through regularly scheduled contact hours within the seminar they teach, and outside of seminar hours as needed.
- f. Adherence to all university policies and procedures including but not limited to the following: academic policies (submission of syllabi and course outline, scheduling of videoconferences and individual student calls, submission of grades, etc.), Drug & Alcohol Policy, Americans with Disabilities Act Policy, Harassment and Sexual Violence Policy, and the Anti-Discrimination Policy (see the *IDSVA Student Handbook*).

3. Definition of Faculty Categories, Ranks and Qualifications

a. Faculty Categories

IDSVA maintains five primary categories of faculty: Core Faculty, Visiting Faculty, Independent Study Directors, Dissertation Directors, and Special Lecturers. Each category is defined relative to the Institute's mission and purposes. The responsibilities of each category of faculty are included in the present Handbook and on the IDSVA web site. With the exception of Visiting Faculty, Special Lecturers and Symposia Speakers, all other faculty must hold the PhD degree.

1. **Core Faculty** are appointed to teach residency seminars, independent studies, and semester-long online seminars on an ongoing basis. Core Faculty are junior or senior faculty and serve on academic committees and as advisors. The librarian is also a designated member of the Core Faculty.
2. **Visiting Faculty** are internationally recognized scholars and artists appointed to conduct residency seminars, deliver lecture series, or present symposia on special topics. Visiting Faculty hold limited appointments for the duration of their assignment and generally do not serve on academic committees.
3. **Independent Study Directors** are drawn from Core faculty and from faculty worldwide and appointed according to their field of expertise. Each IS Director receives an Independent Studies syllabus which details assignment and communications schedules, goals, and expected outcomes.
4. **Dissertation Directors** are selected from the Core Faculty, Visiting Faculty, and from faculty worldwide and are appointed according to their field of expertise. Each Dissertation Director receives a Dissertation Preparation syllabus which details assignment and communications schedules, goals, and expected outcomes.
5. Internationally recognized scholars, curators, and artists offer **Symposia & Special Lectures** on topics that are not necessarily tied to particular course curricula and serve to broaden the scope of academic discussion.

Note: because Core Faculty members may also be administrators, not all Core Faculty are full-time faculty. A full-time appointment is a teaching load of 2+2 seminars, plus

residencies and two or three independent studies and dissertations, equaling approximately 20 credits. Service on the Admissions Committee is equivalent to 1 seminar.

Seminar classes with more than twelve students are assigned a TA that works under faculty supervision. Exceptions are made for smaller classes on a case-by-case basis. For workload policies regarding Teaching Assistants and Teaching Fellows please refer to the “TA Responsibilities” guidelines distributed to each individual TA/Fellow and their faculty.

b. Faculty Ranks and Qualifications

1. Instructor

The Instructor must have the knowledge and training appropriate to the academic specialty, must present prior experience that indicates teaching promise, must demonstrate an ability to interact effectively with colleagues and students, and will normally hold the PhD. One full year in rank is required before eligibility for promotion to Assistant Professor.

2. Assistant Professor

The Assistant Professor must have at least one full year of successful college teaching or equivalent professional practice, offer potential for scholarly and professional leadership, demonstrate active participation in the college community, and will normally hold the PhD. Three full years in rank are required before eligibility for promotion to Associate Professor.

3. Associate Professor

The Associate Professor must have at least six full years of successful college teaching or equivalent professional practice, demonstrate meritorious professional and scholarly achievement, provide evidence of outstanding leadership in the academic community and professional specialty, and will normally hold the PhD. Five full years in rank are required before eligibility for promotion to Full Professor.

4. Professor

The Professor must demonstrate the highest academic distinction in teaching, service, and scholarship. The Professor must have at least five full years of outstanding college teaching in the rank of Associate Professor or equivalent professional practice, must provide evidence of outstanding contributions to the full range of academic activities as well as continuous and significant intellectual contributions to higher learning, and will normally hold the PhD.

c. Faculty Rank Change

Core Faculty rank changes are approved by the Board of Directors upon recommendation by the President and the Academic Affairs Committee.

The first stage of the review process will be conducted by a three-person faculty committee made up of members of the regular visiting faculty (at or above the rank of the promotion under consideration) who are chosen by the President in consultation with the Academic Affairs Committee. The faculty committee will solicit materials from the candidate (for example: statement, C.V., publications, teaching evaluations, etc.) and will recruit appropriately qualified external referees (six to eight individuals) to review the materials and write letters summarizing their evaluations. The faculty review committee will then write a report with a recommendation about promotion based on these evaluations and materials and submit this report to the President and the Academic Affairs Committee.

The faculty review committee evaluates the candidate's professional accomplishments holistically; it views sustained achievement in the categories of teaching/instructional activity, service, and scholarship as important for promotion. Because faculty at IDSVA provides first and foremost a role model for students through their leadership as artists-scholars, teachers, and members of the community, the three main areas considered for promotion – scholarship, teaching, and service - are equally worthy of consideration. Excellence is expected in at least two areas – scholarship and teaching – while active engagement in IDSVA's community and the larger professional community are *essential* qualifications.

The criteria for promotion include excellence as a teacher, active engagement in the institute as well as in the larger professional community, and a record of high-quality professional scholarship. Sustained achievement is expected in each area. Although a peak rate of performance for all areas is not required, each candidate's application must demonstrate the level of accomplishment in teaching, service and scholarship that is appropriate for the rank under consideration.

At the second stage of the review process, the Academic Affairs Committee (excluding any faculty member below the rank for which the candidate is being evaluated) will receive this report and decide whether to endorse its recommendation.

At the third and final stage, the Academic Affairs Committee's recommendation will be forwarded to the President, who will then convey it to the Board of Directors with their own recommendation. The final decision about whether to grant the promotion resides with the Board.

4. Teaching Loads and Assignments: Specific Responsibilities of Faculty Members

a. Core faculty

Teaching, mentoring, advising, and leadership by example should be the main concern of core faculty. The IDSVA core faculty is encouraged to strengthen their teaching skills through discussions with other faculty and administration on a regular basis. The general ethos of the institution gives students the primary focus of care and attention.

Considerations of faculty research and publications are given equal consideration and are of primary importance.

IDSVA recognizes that a productive faculty enhances the Institute in numerous ways---from continuing engagement with current intellectual and artistic trends, to providing a model of professional practice for current students, to publicizing the work and ethos of the school. Teaching involves residencies, seminars, Independent Studies and Dissertations. Contact hours vary according to the number of seminars and assigned students. Please refer to each specific syllabus for detailed information.

1. Teaching at Outside Institutions

Core Faculty members wishing to teach courses at other institutions during the academic year should consult with the Director and obtain approval from the Director. (Note: when the Core Faculty and the Director are the same person, they should consult with and obtain approval from the President).

IDSVA recognizes that faculty members, on occasion, are presented with opportunities to engage in professional activities outside the Institute, for which they are compensated. Such activities may provide valuable experience and enhance the teaching and research capabilities of faculty members. Because the primary professional commitment of Core faculty members is to IDSVA, it is important that such activities not interfere with the performance of their duties at the school, as defined in the Faculty Handbook, and must be approved by the Director (or the President).

The policy applies to Core faculty members during the period of their contracts with IDSVA and to the activities during that period for which they are compensated over and above their compensation from IDSVA.

The faculty member should inform the Director of these details:

- i. institution;
- ii. position held;
- iii. nature of the outside activity;
- iv. amount of time involved.

b. Visiting Faculty

Visiting faculty are encouraged to engage students' critical interests, professional practices, and current projects, with the understanding that visiting faculty are uniquely situated to provide students with constructive feedback on these matters. The extended informal conversations that students are able to have with visiting faculty at residencies have been particularly fruitful for many students.

The criticism offered by visiting faculty in private discussion is not documented, so as to ensure spontaneous exchange of ideas, fluidity of observation and expression, and to guarantee that these interactions occur in a "safe" setting where the specifics of such conversations are likely to have the most targeted impact. However, formal lectures,

including Q&A, may be recorded.

c. Independent Study Directors and Dissertation Directors

Independent Study Directors work with each assigned student on a 20 to 25-page paper to be written in the course of the fall or spring semester. The topic of the paper is proposed by the student and developed in consultation with the IS Director. To ensure that communication is open and effective, the student and their Director should meet via telephone or videoconference every other week, with contact by e-mail in-between as needed. Typically, such meetings last approximately thirty minutes. Students and Directors should establish a meeting schedule at the beginning of each semester coordinated with the deadlines for drafts outlined in the Independent Study syllabus.

Dissertation Directors work with each assigned student *for the entire duration of the dissertation*, which includes the dissertation defense. The Dissertation Director is responsible for the final approval of the dissertation before it is sent to the Registrar for formal approval. To ensure that communication is open and effective, the student and their Director should meet via telephone or videoconference approximately every other week or every three weeks, with contact by email in-between as needed. Typically, such meetings last approximately thirty minutes. Students and Directors should establish a meeting schedule at the beginning of each semester, coordinated with the deadlines for drafts established by each individual Director, and based on the student dissertation outline.

In addition to meetings with students, Independent Studies Directors and Dissertation Directors should meet periodically via teleconference with the Chair of Independent Studies and the Chair of Dissertation Committees, respectively. For more detailed information see *Independent Studies Protocols* and *Dissertation Protocols* in Appendix 2.

d. Adjunct positions, Lecturers, and Special Appointments

The specific terms of workload for these appointments are defined by individual agreements as determined by contract.

e. Writing Fellows, Writing Tutors, Facilitated Reading Fellows, Teaching Assistants, and Post-Doc Fellows

In conferral with the president and with the core faculty, the Director of the School will appoint TAs and post-doctoral fellowships. TA and Writing/Post-Doc Fellowship appointments are generally made on a course-by-course basis.

Writing fellowships are generally given as one-semester appointments but may be annually renewed for up to two additional years. Post-doctoral fellowships are generally given as appointments to teach or team-teach one or two courses in a given academic year but may be annually renewed for up to two additional years. In exceptional cases post-doctoral fellows may teach up to three courses in an academic year.

At the Director's discretion, writing fellows, writing tutors, and postdoctoral fellows may oversee Independent Studies. The completion of the PhD is required for such position.

The Director also appoints the Chair of IS and Dissertations and appoints writing tutors for students re-writing their written examination.

A Writing Fellow is usually appointed to co-teach with the First-Year seminar instructor during each First-Year Residency at Spannocchia. The Writing Fellow works directly under the first-year seminar instructor. The instructor provides the Writing Fellow an orientation at Spannocchia prior to the commencement of classes and participates with the Fellow in the introduction and overview of the *IDSVA Critical Writing Handbook*, which is used as part of the IDSVA Writing Program. In addition to helping newly admitted first-year students prepare seminar presentations and written work, the Writing Fellow critiques seminar presentations and submitted written work. The instructor works with the Writing fellow on a daily basis, monitoring their work with first-year students and tracking development and improvement of first-year student presentations and written work over the course of the residency intensive. Writing Tutors are assigned to students who may need extra help with a specific writing project (Independent Study, Written Exam, or Dissertation) and are assigned on a case-by case basis, for a minimum of 3 months.

Post-Doc Fellows are appointed to facilitate Oral Exam Preps for exiting third-year students in preparation for the Qualifying Exams.

Teaching Assistants work directly with a course instructor in the instruction of a long-distance seminar, under the supervision of the course instructor. The TA is also responsible for individual discussions with students in relation to formulating the question for their papers and helping with the mechanics of critical writing. Students who have passed their second year of the course of study can make themselves available for these positions by contacting the Director. Availability does not entail suitability for these positions, and any final decision is at the discretion of the Director.

Post-Doc and Writing Fellowship appointments have similar responsibilities to the above categories but are reserved for IDSVA graduates. Post-doc Fellows are expected to co-teach a seminar and often take the lead under core-faculty supervision. Post-doc Fellows should demonstrate excellent teaching and communication abilities and a solid command of the Critical Writing Program.

5. Instruction and Course Management

It is the responsibility of all faculty members to be available for school obligations throughout the working week during the academic year--from early September to mid-December for the fall semester, and from the third week of January to early May for the Spring semester (including summer and winter residencies when applicable) – in order to fulfill their responsibilities fully and avoid placing undue burdens on their colleagues.

Faculty members are expected to arrange their personal schedules to be available for the full range of obligations in residency and long-distance. If unusual personal circumstances require a different pattern of availability over an extended period of time, faculty members should make arrangements in advance with the Director of the School.

a. Online Courses Policies

Seminars and Independent Studies begin during residencies where students work together with their faculty over sustained periods of intensive inquiry. This method of instruction transitions to online technology-based delivery. Here, reading periods, assigned projects and class discussion are advanced over longer time periods, and communication---including one-on-one student-faculty discussions, asynchronous discussion boards, and seminar videoconferences---takes place by phone, videocalls, and online in Canvas.

A couple of weeks before the start of the semester, each faculty member teaching a seminar will circulate a document – either a doodle poll, Google doc, or similar device – among their students (one calendar per cohort) to determine a teleconference time to be held once every three weeks (usually starting with the first week of the semester, unless otherwise specified in the syllabus) that meets everyone’s availabilities as much as possible. It is important that both students and faculty remain flexible and generous in their initial negotiation for a common meeting time. Class meetings and teleconferences may take place during evening hours or weekends, according to circumstances. Faculty members should specify days and times in which they are not available. Once a day and time is chosen for the class, it should be kept as a regular meeting time for teleconferences over the entire semester. For larger cohorts it may be necessary to split the class in two and hold separate meetings twice a week in videoconference weeks.

On weeks in which videoconferences do not occur, faculty are expected to engage students in one-on-one private calls, and on alternate weeks, in asynchronous discussion boards in Canvas (although the TA may be delegated to monitor and direct the Canvas “OCF” discussion). Faculty are also expected to provide students with written feedback on their papers. Faculty should strive to conduct all seminar-related communication of content in Canvas, so as to build an archive for the students in preparation for the oral exams. Additionally, the students registered in each Canvas course reflect the definitive course roster – not the cohort lists in IDSVA Gmail.

b. Residency Policies

During residencies, in addition to seminars, students have one or more advising meetings with faculty. Students and faculty (including visiting faculty) share meals and travel time, offering the possibility of informal conversation that often proves every bit as productive as structured interactions.

It is expected that both faculty and students maintain appropriate conduct during residencies, and show respect and understanding for the place, people and local customs. Faculty members should be prepared to deal with less-than-ideal circumstances in a quiet and problem-solving manner, referring to the Director of the School if the need arises.

i. Technology

Faculty should bring their own laptop to residencies. The laptop should have wireless capability and Microsoft Office, in order to read assignments submitted in Microsoft Word. Students will use Microsoft PowerPoint to make presentations. The PowerPoint is

used mostly to present images; use of text is limited in the presentation. Canvas is an online learning management system, which is used for all seminar courses. Access to Canvas is provided to students in preparation for enrollment. It is worth noting that during residencies, online communication is kept to a minimum and not instrumental to the proper delivery of instruction.

ii. Visitor policy

Residency Intensives are restricted to students and faculty teaching the seminars or delivering special lectures. Students' and faculty's family members and friends are not allowed to attend. This policy extends for the entire duration of each residency, including the first and last days of the residency period.

6. Communication Policies

Core faculty, administration staff, and students are required to communicate using IDSVA Gmail and Canvas. Within the IDSVA community, the use of external email addresses should be avoided.

a. Faculty-Student Communications

Students interact with faculty in regular and frequently scheduled meetings: in person during intensive residencies, and by email, videoconference, videochat, and telephone during online course instruction. *IDSVA believes that good student-faculty relations are paramount to effective learning.* The course of study is designed to provide every opportunity for developing relations between faculty and students, especially during periods of online instruction.

It is therefore *essential* for faculty to develop good communication habits with their students, not limited to email but also including telephone and/or videochat on a regular basis. The use of Google Hangouts/Meet for videochat is encouraged for both faculty-student communication and for student study groups.

For email communications, a 24-hour response during regular working weekdays is desirable and expected. Since faculty members ought to be role models to students, they should uphold this standard even if it may not be met by students in return. Faculty are responsible for scheduling and initiating teleconferences and phone calls with students.

Faculty should communicate their phone information and available contact hours to their students at the start of each semester. (Note: for faculty teaching seminars, the "calls" weeks constitute the equivalent of office hours, but extra meetings can be arranged as needed). A phone number should be listed in the signature of all faculty members' email as well. All email communications with students must go through the IDSVA Gmail account. Faculty and staff must use the official Times New Roman font in their communications.

b. Faculty-Administration Communications

Given the nature of IDSVA, which relies almost entirely on long-distance communication for lack of a brick-and-mortar campus, showing one's presence and responsiveness via

telecommunication is extremely important, to build a sense of community and to get things done quickly and efficiently. Similarly to student-faculty communications, a 24-hour response during weekdays to emails and phone calls is desirable and expected. For core faculty it is recommended to check their IDSVA email at least once a day, and to respond to urgent requests within the day.

If the faculty member plans to be out of reach for a period of time he/she should inform the Director of the School.

Visiting faculty, Visiting Independent Study directors and external Directors of Dissertations are provided with syllabi, and protocols for communication. The Chair of Independent Studies has monthly contact with Independent Study directors to ensure that the students are proceeding apace and that the visiting faculty have the support that they need.

c. Electronic Data Policies

Users cannot delete, examine, copy or modify files and/or any other data belonging to other students or faculty/staff/administration without prior consent. Users will not attempt to spread computer viruses, Trojan horses, worms, or any program designed to violate security, interfere with the proper operation of any computer system or destroy another person's data. Users are not permitted to install any unauthorized software on any IDSVA-owned computer system.

Users should not expect confidentiality on the IDSVA network. Systems and network administrators have the legal right to read files and e-mail being transmitted over IDSVA networks. Whenever electronic mail is sent, your name and user ID are included with the message. The user is responsible for all electronic mail originating from their user ID. In addition, users should not send or upload IDSVA copyrighted materials or proprietary information to unauthorized parties outside of IDSVA.

7. Americans with Disabilities Act

IDSVA seeks to provide reasonable accommodations for IDSVA students, faculty, and staff with documented disabilities. If a student informs a faculty or staff member that they have a learning disability, faculty or staff should direct the student to the Director of Administration (Jeanne Moore) for a referral to the Disability Services Coordinator. Faculty should not provide disabilities accommodations without having received from the student an IDSVA Disability Registration Form, signed by the IDSVA Disability Services Coordinator. Faculty must maintain the confidentiality of a student's disability and any related information. Faculty should not discriminate against students with disabilities and should not ask students about the nature of their disability. Please refer to the ADA Policy in the IDSVA Student Handbook for more information.

8. Lateness

Faculty should be on time for classes, teleconferences and individual calls. During residencies, efforts should be made to take into account traveling time to the classroom.

For teleconferences, faculty should start the login process before the scheduled meeting time, in order to allow for possible technological issues to be solved.

If a faculty member expects to be late for class, whether in-residency or on-line, or is experiencing technical difficulties with a videoconference, an IDSVA administrator should be notified by phone, and students notified whenever possible. Administration phone numbers are listed in Section II.3 in this handbook.

9. Missed Classes

Faculty members are expected to meet all scheduled classes. In the case of a conflict between a scheduled class and some other professional activity, such as attendance at a conference, it is the faculty member's responsibility to inform the Director well in advance and to arrange either appropriate alternative activities or make-up sessions for missed classes before the end of the semester. Those who find it necessary, under extraordinary circumstances, to be absent from more than two classes in any one course during a semester should receive approval from the Director.

10. Submission of Syllabi and Course Materials

Each course syllabus clearly states the number of credits awarded, the grading policy, and the requirements and expectations for the course. The *Dissertation Handbook* clearly states the requirements for preliminary examinations, the dissertation, and graduation; this handbook is reviewed annually and revised as needed. All other academic policies are described in the *Student Handbook*, which is also reviewed annually and revised as needed. Both are available via download from the Policies and Procedures page of the website. Clear policies regarding grading, academic honesty, leaves of absence and readmission, and the like are all articulated in the Student Handbook.

Faculty revise and discuss syllabi before the start of the semester together with the Director. The Director approves and sends the finalized syllabi to the main office to be uploaded to the Canvas courses.

The distribution of every other course material – electronic readings, recorded sessions, notes, etc. – is under the direct responsibility of the faculty member teaching the course. With the exception of recorded sessions, which are automatically filed in the 'Conference' section, other materials should be stored in the 'Files' section in the Canvas course, so that they are properly archived. These tasks can also be delegated to the TA when applicable. For technical details on setting up videoconferences in their seminars, faculty and TAs should refer to the Zoom Meeting Protocols.

11. Evaluation of Student Performance and Submission of Grades

The procedure for evaluating and grading student performance is as follows: instructors teaching courses will grade individual projects such as seminar presentations, papers, written exams, and oral exams on an A, B, or Unsatisfactory basis and will average those grades to calculate a final grade based on relative weights as stated in the syllabi.

Grading Scale for Course of Study:

IDSVA Faculty Handbook

Grade point	Letter grade	
4.0	A	Excellent
3.75	A-	Good
3.5	B+	Needs Improvement
3.0	B	Minimum Satisfactory
0	U	Unsatisfactory
	I	Incomplete
	W	Withdrawn

Class participation also may be factored into the final grade, to an extent not to exceed 20%. A grade of 'B' is considered the *minimum* requirement for satisfactory performance at the PhD level, where excellence is presumed the standard measure of academic performance. Instructors directing independent studies shall follow the same grading procedure as those conducting seminars as stated above.

At the end of each semester, core faculty shall enter the grades for their courses in Blackbaud. Visiting faculty shall send their grades to the Director of the School, who will then enter them in Blackbaud.

Every student on the grading sheet must receive a grade even if they never attended. Faculty will be contacted if a student does not have a grade recorded.

Faculty should use the rubrics for short papers evaluations, long papers evaluations and oral presentations when evaluating students' performances (see Appendix 3).

12. Student Course Evaluations

Because primary focus is given to the realization of its educational objectives, IDSVA evaluates the achievement of its mission and purposes first and foremost in terms of student course evaluations. We put great value in student evaluations, partly because many if not most of our students serve as faculty members in colleges and universities, and their professional assessment of our performance is crucial to IDSVA's development. Course evaluations have resulted in changes in faculty and changes in the curriculum. EAC regularly and systematically reviews course evaluations and, with input from the Student Rep Committee, conveys its findings and recommendations to the faculty, students, and Board of Directors. Where appropriate, the faculty takes up the recommendations of the EAC.

13. The Advising Program

Core Faculty members serve as advisors by conducting advising meetings during residencies and online as appropriate, and by consulting with students in their seminars on an as-needed basis. Advisors discuss with students the viability of their intellectual and scholarly progress and help students sort out problems that may be affecting their academic progress. Additionally, advisors can help students explore avenues of research, job opportunities, or new projects under consideration. These problems may sometimes

be of a personal, non-academic nature, and it is expected that advisors will handle that in a compassionate and professional manner. If issues arise that cause concern or require outside attention, the advisor should report those issues to the Director of the School.

The Core Faculty meets in committee twice annually to review each student's progress. Following these reviews, the Registrar will remind students with pending Incompletes of their due dates. The Director of the School will follow up with students considered at risk with an Academic Warning.

When students proceed to the dissertation, the Dissertation Director will act as advisor. That Dissertation Director is responsible not only for helping the student to complete an excellent piece of scholarly work, but also for helping the student to prepare to enter the professional world—which will usually be academia.

The Director of the School monitors the effectiveness of the advising program through residency course evaluations, reports from the Student Rep Committee, and through discussions of EAC.

14. MPhil Degree

IDSVA grants the Master of Philosophy (MPhil) to students who complete a minimum of 40 credits and do not go on to receive the PhD. This degree will be made available to students who enrolled in the PhD program, and who successfully completed the first two years of coursework (40 credits) with an average of B or better.

The MPhil is typically awarded to those who fail to pass the Qualifying Exams and to those who either do not complete the dissertation, or who do not pass the dissertation defense. Other circumstances, such as health and life changes, may necessitate the granting of the MPhil. The Director of the School, in consultation with core faculty members, will determine which students should be advised to consider the MPhil instead of proceeding to the PhD.

15. Institution-wide Contributions & Service

As members of the IDSVA community, Core Faculty are expected to be active participants and contributors to the program. This responsibility includes attendance at residencies, symposia, conferences, seminars, associations, and student activities when applicable. They are also expected to be actively involved with the implementation of the Writing Program and the Publication Handbook for students.

Core faculty are expected to contribute to curriculum review and development, faculty searches, and other departmental functions, as requested by the Director and the President.

Core faculty members are expected to attend general quarterly meetings and weekly meetings with the Director as requested, and to serve in other committees on as-need basis.

Core faculty members are expected to attend Commencement and any other major academic events of the Institute. In addition, faculty members are encouraged to support other school-related activities and forums, especially those coordinated by the program. Faculty may be asked to represent IDSVA at events sponsored by other institutions, a responsibility which can be shared among members of the program. If – having been approved by the Director and/or the President – a core faculty member undertakes teaching responsibilities at other institutions, he or she should unambiguously specify their primary affiliation with IDSVA at public events.

16. Program Reviews

Recognizing the need for external perspective, an external review of IDSVA dissertations was completed in Spring 2018. The dissertation review committee included four international scholars across several disciplines. This evaluation will inform the ongoing design and implementation of the 3rd-year Dissertation Seminars, and the dissertation writing process. External dissertation reviews will be conducted every five years, with the next one being planned for 2027.

An external review of the curriculum as a whole was completed in Fall 2019 and will be reviewed by EAC and by the Core Faculty in consideration of curriculum updates.

V. FACULTY GOVERNANCE

1. Institutional Context

The IDSVA Bylaws establish that the Board of Directors is legally responsible for managing all of the activities, property, and affairs of IDSVA in a manner consistent with the Mission of IDSVA. The Bylaws enumerate the many duties of the Board of Directors, and of the President. The IDSVA Bylaws are available on the website:

<https://www.idsva.edu/corporate-documents>

The organizational chart shows IDSVA's institutional structure (see Appendix 1). The organizational structure is designed to support the mission. The institution is organized on the basis of four interrelated constituencies: the Board of Directors, the administration & staff, the faculty, and the students. Each of these constituencies has a role in advancing the Mission and Statement of Purposes. Governance involves inter-institutional communications, mainly through the various committee meetings and reports.

The board meets quarterly and deliberates and votes on issues and initiatives put forward by board committees and the president. The board is responsible for appointing the President.

Members of the board, administration, and Core Faculty are brought together through quarterly meetings of the Academic Affairs Committee, to discuss program developments that will further IDSVA's mission.

At the administrative level, the Executive Administration Committee (EAC), comprising the President, the Chief Executive Officer and the Director of the School meets on a weekly basis to discuss institutional effectiveness at the level of programming, educational delivery, and student performance.

Due to its small scale, and to IDSVA's commonly held "ethos of care," IDSVA enjoys a very healthy network of communications across all of its constituencies. That network is supported by IDSVA's website, which posts regular updates of student, alumni, and faculty achievements, and a biannual Newsletter.

IDSVA has been careful to design and establish a simple, functional, and all-inclusive system of governance. The governing structure of IDSVA, at both the board level and in internal governance, has proven to be highly effective in building the school, gaining full accreditation, and receiving recognition throughout the US and Europe for the strength of its academic program, students, and alumni.

2. Role of the Faculty Member

The Core Faculty is reviewed annually by the Director. The Director is reviewed annually by the President. Throughout the year, Core Faculty meet frequently with the Director and/or the President. Topics reviewed are: academic programs, the curriculum, online and residency seminars, independent studies, library services and advising. Curriculum development is guided by these discussions.

The Chair of Students, the President, the Director of the School and the Registrar meet twice annually to review individual student performance. Each student is evaluated individually in terms of performance and progress. From these evaluations the faculty derives an assessment of student performance in general.

3. Role of Chair(s)

In order to make sure Independent Studies Directors and Dissertation Directors who are not members of the Core Faculty are fully aware of their responsibilities and satisfy those responsibilities on an ongoing basis, a Chair of Independent Studies and Dissertations coordinates relations between students and non-core faculty in these categories and reports regularly to the Director of the school.

4. Role of the Director

The Director of the School is the institution's chief academic officer. She reports directly to the President and meets with the President weekly, both privately and at the EAC meetings, and conferring with the President as needed. The Director is responsible for the quality and integrity of the educational programming, the curriculum, the individual courses, and the faculty performance and student learning. Their primary means of assessment are student course evaluations and faculty evaluations of student performance. The Director also meets regularly with students and faculty, online, by phone, and during residencies; these afford the Director regular opportunities for assessment. The Director is also a member of the Core Faculty.

5. Role of the Chief Executive Officer

The Chief Executive Officer reports directly and regularly to the chairman of the Board of Directors. The CEO oversees the administration and finances of the institution. The CEO supervises the Director of Administration, who manages student admission, enrollment and residency planning. Residency planning includes extensive discussions with the EAC Committee as regards academic needs and scheduling.

6. Role of the President

The President reports directly and regularly to the chairman of the Board of Directors and works in concert with the board as a whole and with board committees as scheduled, as well as with individual board members where appropriate. The President and CEO are co-leaders of the institution. The President supervises the Director of the School. The President is also a member of the Core Faculty.

7. Feedback and Review: Student participation in Governance

At the student level, each incoming cohort elects a student representative, who gathers commentary from their cohort constituents to present at the all-school meeting in January. Each cohort representative submits a written report to the Director annually, who responds to their concerns and suggestions in writing. Since 2025, Dissertation Students elect a representative as well.

The all-school meeting is held annually over Zoom. All members of the IDSVA community are invited.

Group and individual meetings at residencies are designed with the expressed purpose of giving students an active and ongoing voice in the evaluation and development of programming and instruction. Every residency holds a “weekly wrap-up” for the group. Students, faculty, and staff each have a chance to say how the week was for them. Also, each student has at least one one-on-one meeting with a faculty member during each residency.

8. Committees

THE ADMISSIONS COMMITTEE reviews applications and makes admission decisions based on majority committee votes. The Admissions Committee includes the Director, the CEO, the Director of Admissions, and a Core Faculty member.

THE SCHOLARSHIP COMMITTEE is composed of the President, CEO, and a member of the Board of Directors. The Scholarship Committee reviews admissions applications, consults with the Admissions Committee, and assigns scholarships and grants.

THE CURRICULUM COMMITTEE is composed of Core Faculty members, including the Director of the School and the President. A ‘Diversity Discussion Group’ comprised of the Director, a faculty member, and a student discussed the implementation of new texts in the existing curriculum, compatibly with the Strategic Plan for Academic development, between 2019 and 2021. Core faculty regularly revise the curriculum

during Faculty Meetings, integrating, where possible and needed, students' suggestions and feedback. The Director, the President, and the Faculty make the final decision with respect to the course of study curriculum.

VI. ADMINISTRATIVE POLICY AND THE FACULTY

1. Faculty Searches and Appointments

As necessary and appropriate, search committees are formed to evaluate candidates for faculty posts. Core Faculty and Continuing Part-Time Faculty are recommended to the President by committees formed for that purpose. Visiting Faculty are appointed by the Director and the President. Dissertation Directors are appointed according to fields of expertise and selected from the Core Faculty, Visiting Faculty, and from faculty worldwide.

Searches for core faculty positions are usually nationally advertised; each advertisement includes the rank at which the faculty appointee will be hired, and a deadline for the search process. All candidates submit a letter of application, curriculum vitae, three letters of recommendation, a statement of teaching philosophy, a writing sample, and whatever other supporting materials are specified in the announcement.

Interviews are generally held via phone or videoconference, and when possible, in person.

Members of the professional library staff hold faculty status, with the same rights and responsibilities as other members of the faculty and with corresponding entitlement to rank, promotion, tenure, compensation, leaves, research funds, and procedures for promotion and standing. They are subject to the same standards of performance and evaluation as other faculty members.

When an appointment is made for a specific length of time or specific purpose, such as a replacement for a person on leave or other short-term appointment, the letter of appointment will state clearly the termination date and will indicate that the position is not expected to be renewed.

2. Contracts

Each prospective faculty member is provided with a written contract that states explicitly the nature and term of the initial appointment.

Faculty at IDSVA are hired on either semester-long, annual, or three-year contract, with possibility of renewal.

3. Faculty Evaluation and Reappointment Reviews

Faculty are evaluated on the basis of student evaluations, and observations the Director may collect during residencies and online seminars. At the end of the academic year (i.e. in May) the Director holds one-on-one meetings with the Core faculty to discuss teaching

and advising performance, as well as the faculty's accomplished scholarship. These meetings are also a chance for the Director to gauge how the faculty can be better assisted, and for the faculty to learn what would be advisable to change or strengthen in their performances, in case there is a need for improvement. In cases where faculty fail to satisfy the general standards for scholars and artists in their position, the Director will notify them of these concerns during annual review and specify expectations for future production. The Director is reviewed annually by the President and evaluated on the basis of comparable criteria.

4. Criteria for Evaluations, Reappointment and Promotion

The faculty evaluation process of IDSVA focuses on the ongoing professional development and formative self-evaluation of faculty members in consultation with their colleagues and academic supervisors (primarily, the Director and the President). Additionally, academic supervisors periodically conduct summative evaluations in collaboration with faculty, and outcomes are the primary consideration in recommendations for contract renewals and an important element (among other criteria) in determining contract lengths. The underlying philosophy of faculty evaluation is that the process should be conducive to faculty members' professional growth and that faculty can develop, change, and improve aspects of their performance over time.

a. Teaching effectiveness, based on:

- i. A review of student course evaluations of teaching.
- ii. Nature of courses taught, based on course syllabi assignments, and teaching materials.
- iii. Supervision of Independent Studies and Dissertations.

To evaluate teaching, the reviewer(s) will consider factors such as: knowledge and enthusiasm for the subject; organization of courses and subject matter; adherence to the mission of the school and observance of its methodology (through use of the IDSVA Writing Guide and appropriate course material); capacity to challenge students; ability to present abstract ideas and theories clearly; effectiveness to engage the class through lectures, discussions, or written online forums; encouragement of students to think independently and intertextually; accessibility to students; fairness in examinations and grading.

b. Effectiveness in mentoring students:

- i. Advising students on curricular matters, post-graduate plans, etc.
- ii. Helping students with problems in their courses and extra-curricular issues.

A small institution such as IDSVA places a responsibility on its faculty to take a genuine interest in personal contact with students regarding their academic, career, and long-term goals. All core faculty members are expected to serve as competent advisers to a reasonable number of students. Effective advising goes beyond consideration of students' academic program and schedules to include counseling about academic difficulties and post-graduate plans. Faculty should use their advising relationships to nurture students' skills in managing the stresses of a Ph.D. program and to develop clear long-term

objectives. Faculty members are expected to be available to students, during regularly scheduled calls and at other times as needed.

c. Fulfillment of all institutional obligations:

- i. Participating in meetings and projects (and effectiveness of same).
- ii. Conscientiously carrying out obligations to students - meeting classes regularly, advance notification of unavoidable absence, keeping office hours, returning assignments and examinations within a reasonable period of time, etc.

d. Successful integration within the IDSVA community:

- i. Participating in faculty seminars, symposia and other academic and co-curricular activities.
- ii. Stimulating interest in cultural, academic, and social affairs.
- iii. Participating in committee functions and other institution-related activities.

Faculty members are expected to contribute to the governance of the college by attending faculty meetings. They are to participate actively in committees as the opportunity arises. As members of an academic program, they are called upon to participate in a cooperative manner in the day-to-day activities of the program, to attend meetings and to support the academic and professional activities related to the program.

e. Efforts at professional growth:

- i. Research, scholarship, publication, creative endeavors, etc.
- ii. Presenting at regional, national and international professional meetings and conferences.
- iii. Active membership in professional societies.

The nature of scholarly or artistic engagement varies according to the field of the candidate. Engagement may take the form of research, writing, publication, or creative work and exhibition. To evaluate engagement, reviewer(s) will consider factors such as: progress towards publication, exhibition, or production of work; development of a program of scholarly or artistic work beyond that carried out before coming to IDSVA; participation in meetings of learned societies or other forms of professional scholarly communication. Faculty are encouraged to represent the Institute by participating in extra-collegiate activities related to their disciplines. These include holding offices in professional organizations, organizing conferences, and lecturing and consulting in their professional fields.

Should the Director or academic supervisor make recommendations for improvement in any area, the Director and the faculty member should work together to develop a plan of action to address such recommendations.

5. Components of the Faculty Evaluation Process

a. Faculty Evaluation Schedule

The Faculty Evaluation process itself is formative and incremental, but summative faculty evaluations (concluded in Academic Assessment Meetings) are completed once per contract period. A first review is scheduled at the end of the first year of employment (probationary period).

Faculty on three-year contracts whose contracts expire at the end of the upcoming contract year are required to complete the faculty evaluation process by the Spring semester prior to the year in which their contract expires. It is the responsibility of faculty members to engage in the evaluation process as required by the terms of this document. A timetable for the completion of the components of the process is prepared yearly by the Director for both multiple-year and annually contracted faculty and is distributed to the faculty and academic administrators of the University.

b. Evaluators

The Director of the School is the faculty member's immediate supervisor. Since much of this process is based on self-evaluation, faculty members and the Director are the primary evaluators; however, input from students (via course evaluation) is important, and input from peers may also be incorporated.

Note: A positive evaluation does not necessarily imply reappointment, since changes in the curricular needs of the Institute might make reappointment inadvisable.

6. Appeals of Reappointment and Promotion Decisions

A faculty member who believes they have been adversely affected by a decision on their promotion in faculty rank, or termination of appointment, may request a review of the decision on either substantive or procedural grounds. The Appeals Committee will determine two things:

- 1) Whether a substantive or procedural error has in fact occurred.
- 2) Whether the error was serious enough to have significantly altered the outcome of the reappointment/tenure process.

a. Timeline and Procedures:

- i. The faculty member is notified in writing of non-renewal
- ii. The faculty member will have 30 days after receiving the written notification to initiate an appeal
- iii. The appeal must be made in writing and delivered to the Director, who will have 5 working days to contact the senior faculty member of the Appeals Committee and ask that a meeting be convened.

b. Written appeal mandatory information:

- i. A descriptive statement of the grounds for the appeal and the supporting facts
- ii. All documents or other written material which the faculty member believes supports the appeal
- iii. A list of all documents submitted in support of the appeal
- iv. The signature of the faculty member and the date on which the appeal was submitted

It is the responsibility of the faculty claimant to establish a prima facie case. If the Appeals Committee determines by majority vote that the evidence does not warrant a formal review, the procedure will be terminated, and the appeal will not proceed. The faculty member will be notified within 21 days from the receipt of all the required documents whether or not the case has been accepted for review.

Once an appeal has been accepted for consideration, the Appeals Committee may seek out or consider information not contained in written documents. It will give its written decision to the faculty member within 60 days after its initial meeting. Each appeal should be considered on its own merits and without reference to the decision in any previous cases. The time limit may be extended by mutual agreement of the faculty member, the President, and the committee. A majority decision of the committee will be its final recommendation and will be submitted by the President with his or her recommendation to the Board.

c. Appeal Committee

The Appeals Committee will consist of two Core Faculty or Core Visiting Faculty, and a student representative selected by the President and the CEO.

The function of the Committee is to review information provided by the grievant, to gather additional information as necessary, and to arrive at a recommendation that is consistent with the Institute policies. All Committee decisions will be made by majority vote.

In the event a party to the grievance is dissatisfied with the committee's recommendation, a further appeal can be made. This appeal will be referred to the chair of the Academic Affairs Committee, who will form a committee comprising the Director of the School, the CEO, and the President. This committee will review all matters in the grievance, including documentation produced by the prior committee, and determine the merit of the original decision. This determination will be final.

7. Resignation

If a faculty member wishes to decline renewal, they shall give written notice to the Director no less than three months before the end of his/her contract termination date.

8. Sabbaticals

No sabbatical leaves are currently available at IDSVA. The school is in the process of instituting a separate committee to discuss ways in which we could introduce these policies moving forward, as part of a long-term projection. However, Core faculty may apply for a course release for limited time (such as a semester) at reduced pay in order to complete a creative or scholarly project.

a. Leave for Creative or Scholarly Purposes

If opportunities such as funded fellowships or research grants become available, faculty

are encouraged to consider them. An authorized Leave of Absence without pay is not considered a Sabbatical Leave. The school grants such leaves only under special circumstances and only if the leave does not seriously impair the teaching mission of the program. The application for a Leave of Absence must be presented to the Director of the School, who forwards a recommendation to the President for final action. The application must normally be submitted 12 months in advance, but this schedule is flexible.

An authorized Leave of Absence for one academic year or less is not ordinarily considered to be an interruption of service to the College, in consideration of promotion, retirement, or salary increments.

9. Conduct Policies

Please refer to the Conduct Policies in Section 3 of the Student Handbook.

VII. FACULTY DEVELOPMENT

1. Resources for Teaching and Scholarship

At this time, IDSVA is not able to offer its faculty opportunities for professional development outside of the research and travel that are currently required as a matter of faculty teaching responsibilities. Funds for faculty development and research, when applicable, are specified in each faculty's contract; recently hired Core Faculty will receive incrementally increased research support over the course of their three-year contracts (up to \$ 3200 annually). Support is also maintained by way of the full-time teaching load defined as two & two, which is comparable with workload for full-time faculty in most research institutions.

Reimbursement is provided for required textbooks and for attendance to professional conferences such as CAA.

2. Mentoring Program

At present, IDSVA does not have the resources to implement a full mentoring program. Ongoing mentoring for junior faculty is conducted by the Director of the School. The Director provides the faculty member with regular feedback and with an informal review at the end of each semester.

VIII. FACULTY RESOURCES

1. ID card

Core Faculty, staff and students receive a digital ID card. The card is valid for the duration of their appointment.

2. E-mail

Each faculty member is assigned a Google account on the IDSVA domain. The account includes Gmail, Google Calendar, Google Drive, and Meet (videochat). IDSVA Gmail is the property of the Institute and can be accessed by the Institute at its discretion. The primary purpose of Internet usage is for professional activities; minimal personal use is acceptable so long as it does not interfere with the integrity of the network. Communication between faculty, staff, administrators and students should be conducted via Gmail/Canvas network only. This Google account is deactivated if the faculty member is no longer employed by IDSVA.

3. Canvas and Blackbaud Portals (Virtual Campus)

Faculty and students are given accounts on Canvas and Blackbaud, which together comprise the IDSVA Virtual Campus. The virtual campus is a personalized platform where students, faculty and staff access announcements, information and online services. Portal content is targeted to specific user groups, enabling access to relevant information in a single location. Faculty use Canvas to obtain their class schedules, view student rosters, email their class, post on Discussion Forum and more. Faculty use Blackbaud to view student, alumni, and staff directories, and to submit grades. Faculty should familiarize themselves with the content and structure of the virtual campus and regularly check it for updates.

4. Telephone

Given the long-distance nature of much of the instruction at IDSVA, faculty members are expected to have a working phone line and Internet connection for regular use. The faculty member will keep a record of extra costs for work purpose to be reimbursed by IDSVA. The use of Google Meet or Zoom is encouraged for both voice-only and video meetings.

5. Books and Reading Materials

Each syllabus must clearly indicate a detailed list of books for the semester, possibly with ISBN numbers. Additional readings for summer and winter residencies will be communicated in timely manner, usually by the Director. Core faculty will be reimbursed for the costs of book purchased for the seminars they teach. Faculty will have to provide receipts for reimbursement by the CEO.

6. Library

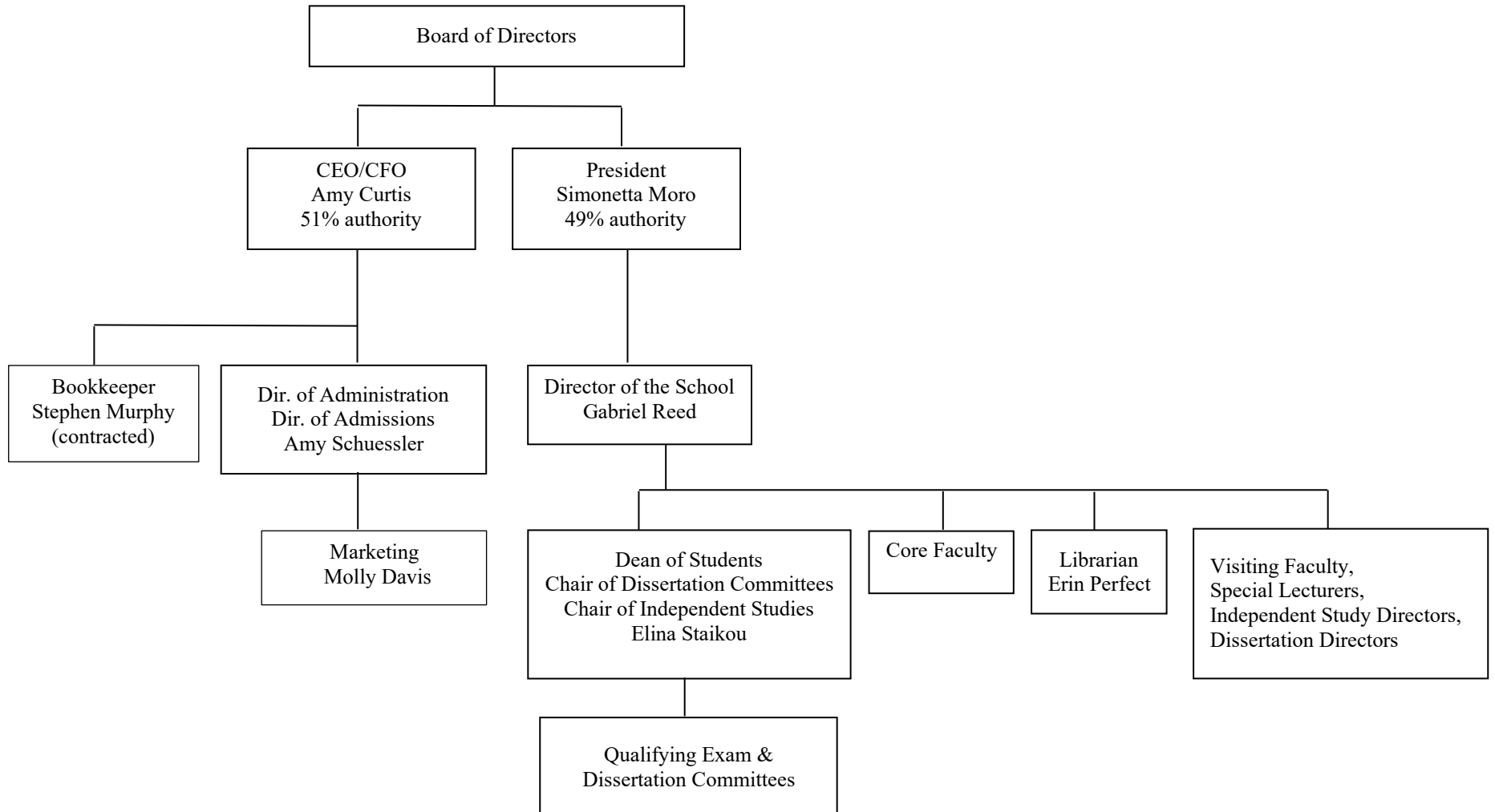
The IDSVA Library supports the mission of the Institute for Doctoral Studies, by providing students with access to the full text resources, focusing on scholarly journals covering the fields of art history, philosophy, aesthetics, and related fields of study. Online access to full text journals is provided through subscription access to Project Muse, and JSTOR. Access to art images and teaching software, is available through ArtSTOR. In addition, students have access to online access to the Oxford English Dictionary and to the MLA Handbook Online. Through an articulation agreement with the Maine State Library system, IDSVA offers interlibrary loan of physical books. The Marvel catalogue gives full text access to journals and newspapers.

The library's resources and services are accessible to Faculty members who have been assigned an IDSVA Gmail account, either via the publicly accessible website, <http://idsva.libguides.com/library>, or through Canvas. Direct contact with the librarian is available on Canvas, via chat, phone, and email. Library tutorials are posted by the librarian to Canvas both in print and video formats. Tutorials and workshops are also held in person and online, during the January & June residencies. In addition, the librarian is available for one on one or small group tutorials via Google Meet.

An orientation to the IDSVA library is delivered each year to first-year students either in Residency or via videoconference in September and early January, as needed. A further orientation, designed specifically for dissertation research is delivered to third year students at the summer Dissertation Seminar. Additional orientations may be scheduled online, as the need arises.

The development of research skills is approached as a matter of serious concern at IDSVA. Entering first year students are discouraged from doing any library research in the first semester. During that time, scholarly focus is directed toward developing the skills required for close reading and hermeneutics. At the beginning of the second semester, the IDSVA librarian provides a research orientation for first-year students. General research skills are reviewed and an overview and demonstration of the IDSVA online library is provided. In the second semester of the first year, students conduct their first quasi-independent study requiring extensive research. This research is incorporated with the already established close reading and critical writing skills developed in the first semester. Faculty teaching seminars and Independent Studies should encourage students to use the IDSVA library and integrate library services in their syllabi whenever possible.

INSTITUTE FOR DOCTORAL STUDIES IN THE VISUAL ARTS
Organizational Chart
2026



IDSVA Independent Study Meeting Protocols

Because much of the work done at IDSVA happens between the residency periods, students, mentors, and other members of the learning community need to be in regular and effective contact with one another to make sure that students succeed. To that end, we have established the following guidelines for maintaining long-distance contact.

Student Meetings with Independent Study Director

Independent Studies are a single semester long. Students are assigned an Independent Study Director at the beginning of the semester. To ensure that communication is open and effective, the student and his or her Director should meet via telephone or videoconference **every other week**, with contact by e-mail in between as needed. Typically, such meetings last approximately thirty minutes. Students and Directors establish a meeting schedule at the beginning of each semester coordinated with the deadlines for drafts outlined in the Independent Study syllabus.

Student Meetings with Chair of Independent Studies

The Chair of Independent Studies will periodically check on students' progress, to make sure that the research project is proceeding apace and that the student and mentor are working together effectively. During these meetings students may bring up problems or concerns that require her attention. These meetings are two-fold in nature: the student confirming adequate progress (or alerting the Chair to problems), and the Chair confirming that the student feels appropriately engaged and challenged. Typically, these meetings last approximately ten to fifteen minutes, and occur **three times** a semester (equally distributed at the start, middle, and end). Additional meetings may be scheduled as needed.

***Important Note:** The Chair of Independent Studies does not serve as an additional faculty advisor for Independent Studies. Responsibility for supervision of the research and writing of the Independent Study lies solely with the Independent Study Director. It is therefore inappropriate for students and the Chair to discuss the content of the research project.*

Independent Study Director Meetings with Chair of Independent Studies

Similarly, to review the progress of IS students the Chair of Independent Studies and the Independent Study Director will meet via telephone or video conference **twice** during the semester, with additional telephone meetings scheduled as needed, on a case-by-case basis (it is advisable that the first meeting occurs towards the start of the semester).

In the event that a problem does arise between a student and that student's Director, it is the responsibility of the Chair of Independent Studies to intervene as an ombudsperson, and to help the pair address and overcome those difficulties. As needed, the Chair may engage the Director of the School to help moderate disagreements.

IDSVA Dissertation Meeting Protocols

When IDSVA PhD candidates start working on their dissertation in their fourth year of studies, they need to keep regular meetings with their Directors of Dissertations, conducted either via telephone or videoconference. To make sure this communication is effective, we have established the following guidelines for maintaining long-distance contact.

Student Meetings with the Director of Dissertation

Typically, PhD candidates are assigned a Director of Dissertation at the beginning of the fall semester of their fourth year (or in the spring semester, if they use the fall semester to revise their written exams). To ensure that communication is open and effective, the candidate and his or her Director should meet via telephone or videoconference approximately every three weeks, with contact by e-mail in between as needed. Typically, such meetings last approximately thirty minutes, or longer as needed. The Director and the candidate establish a meeting schedule at the beginning of each semester, coordinated with the deadlines for drafts established by each individual Director, and based on the student dissertation outline.

Student and Faculty Meetings with the Chair of Dissertation Committees

The Chair of Dissertation Committees will periodically check on the candidates' progress, to make sure that the research project is proceeding apace and that candidates and advisors are working together effectively. The Chair of Dissertation Committees reports to the Director of the School.

During these meetings (which are individually arranged) candidates and directors may bring up problems or concerns that require the Chair's attention. These meetings are two-fold in nature: the Director of Dissertation confirming adequate progress (or alerting the Chair to problems), and the candidate confirming that he/she is appropriately engaged and challenged. Typically, these meetings last approximately fifteen minutes or less, and occur twice a semester, at the discretion of the Chair.

Note: the PhD candidate is expected to produce a reasonable number of new pages each semester, in order to graduate within two or three years at the most, and to receive a "Satisfactory" grade at the end of the semester. We recommend an average of 50 pp, or the equivalent of a chapter draft.

In the event that a problem does arise between a candidate and his or her Director, it is the responsibility of the Chair to report the issue to the Director of the School, and it is up to the Director of the School to help moderate disagreements.

Note: The Chair does not serve as an additional faculty advisor for dissertations. *Responsibility for supervision of the research and writing of the dissertation lies solely with the dissertation Director.* It is therefore inappropriate for students and the Chair of Dissertation Committees to discuss the content of the research project.

RUBRIC FOR SHORT WRITTEN ASSIGNMENT EVALUATIONS

Criteria	5	4	3	2	1
GENERAL ADHERENCE TO ASSIGNMENT CRITERIA	The assignment criteria are not only met, but exceeded. Exceptionally well thought out.	Thoughtful engagement with the assignment and its outcomes.	Expectations are met. Lacks attentive consideration to assignment criteria.	No real effort is made to genuinely engage with the problem presented by the assignment.	The goals of the assignment are ignored completely.
DEVELOPMENT OF CONTENT	Content is compelling and develops seamlessly across the paper.	Content is comprehensive, but develops less gracefully.	Content is effective but develops somewhat unimaginatively.	Content lacks significant depth and develops without coherence.	Little to no development of content.
ORGANIZATION	Writer is in control of the organization. Order is well-suited to material.	Good control, but perhaps formulaic, rather than organically suited to content.	All necessary elements are present, though order is problematic and/or marred by digressions.	Most necessary elements are present, but several transitions are unclear or weak.	Organization is weak, with abrupt shifts within or between paragraphs.
USE OF EVIDENCE AND SUPPORT	Use of sources is appropriate to the assignment. Effective interpretation and extension of ideas.	Good use of sources, but less evidence of effective interpretation.	Sources and quotes are used accurately, but with little extension of the ideas.	Some instances when evidence is missing or inadequate.	Inadequate use of source materials.
DEVELOPMENT OF A PERSONAL VOICE/STYLE	Scholarly tone nuanced by sophisticatedly developed, personal voice.	Tone is scholarly, but not yet uniquely that of this author.	Tone is scholarly, but occasionally marred by over-reaching or casual lapses.	Tone is frequently marred by over-reaching, wordiness, or casualness.	No clear sense of appropriate scholarly tone.
MECHANICAL ISSUES	Graceful sentences with no grammatical infelicities.	Few, if any, grammatical infelicities. Not as elegant as "5"	One mechanical error per page, on average.	Two mechanical errors per page, on average.	More than two mechanical errors per page, on average.

RUBRIC FOR LONG PAPER EVALUATIONS

Criteria	5	4	3	2	1
THESIS	Clear, complex, challenging. Opens thinking about topic.	Clear and somewhat complex.	Thesis is clear and viable, but unimaginative.	Thesis is clear, but problematic. OR, thesis is unclear.	Thesis is unclear, unprovable, or absent.
COMPLEXITY AND ORIGINALITY	Unusually thoughtful and fresh, explores issue from various viewpoints.	Thoughtful, acknowledges alternative viewpoints.	Integrates varied ideas, but in predictable ways.	Argument 'plods,' with little originality or complexity.	Argument relies largely/entirely on individual opinion.
ORGANIZATION AND COHERENCE	Writer is in control of the organization. Order is well-suited to material.	Good control, but perhaps formulaic, rather than organically suited to content.	All necessary elements are present, though order is problematic and/or marred by digressions.	Most necessary elements are present, but several transitions are unclear or weak.	Organization is weak, with abrupt shifts within or between paragraphs.
USE OF EVIDENCE AND SUPPORT	Appropriate use of sources, effective interpretation and extension of ideas. Richly intertextual.	Good use of sources, but less evidence of extending ideas and/or less intertextuality.	Sources and quotes are used accurately, but with little extension of the ideas.	Some instances when evidence is missing or inadequate.	Inadequate use of source materials.
DEVELOPMENT OF A PERSONAL VOICE/STYLE	Scholarly tone nuanced by sophisticatedly developed, personal voice.	Tone is scholarly, but not yet uniquely that of this author.	Tone is scholarly, but occasionally marred by over-reaching or casual lapses.	Tone is frequently marred by over-reaching, wordiness, or casualness.	No clear sense of appropriate scholarly tone.
MECHANICAL ISSUES	Graceful sentences with no grammatical infelicities.	Few, if any, grammatical infelicities. Not as elegant as "5"	One mechanical error per page, on average.	Two mechanical errors per page, on average.	More than two mechanical errors per page, on average.

RUBRIC FOR ORAL PRESENTATIONS

CRITERIA	5	4	3	2	1
ORGANIZATION	Excellent use of sign-posting, of summation, and of Q&A as component of presentation.	Good use of oral elements, with occasional excellent moments.	Adequate use of oral elements, but a formulaic feel.	Solid organization, but akin to written format.	Poor or unclear organization.
USE OF EVIDENCE AND SUPPORT	Clear delineation between own words and those of others. Graceful integration of quotations.	Clear delineation between own words and those of others. Mechanical integration of quotations.	Evidence well-chosen, but not clearly denoted in presentation.	Insufficient or poorly integrated evidence. Inadequate clarification as to significance of evidence.	No evidence to support claims.
INTEGRITY AND GENEROSITY OF SCHOLARLY DIALOGUE	Strong sense of speaker entering the scholarly conversation, neither dismissive nor fawning towards experts.	Speaker occasionally staking her/his own place, but largely reporting on dialogue rather than participating in it.	Speaker occasionally lapsing into lionizing or denigrating the positions or thinkers s/he cites.	Speaker evinces limited sense of the scholarly conversation into which this argument could fit.	Speaker evinces no sense of the scholarly conversation into which her/his topic fits.
DEVELOPMENT OF A PERSONAL VOICE/STYLE	Poised, at ease, with strong sense of presence and engagement with audience.	Professional, but not yet at ease.	Clearly uncomfortable, but maintains professional demeanor.	Struggles to maintain professional composure.	Unduly casual, or unduly pretentious style. No clear sense of presentation protocols.
USE OF APPROPRIATE TECHNOLOGY	Technology seamlessly integrated into presentation.	Technology well-chosen, but occasional glitches.	Technology dominating, rather than supporting, the presentation.	Inappropriate choice of technologies, or unskillful deployment of same.	No sense that speaker knows what technologies might enhance presentation.

INSTITUTE FOR DOCTORAL STUDIES IN THE VISUAL ARTS

Allegation of Academic Dishonesty Form

The complete policy and procedure for Academic Honesty is published in the IDSVA Student Handbook

Date:

Student Name:

STEP 1: DISCOVERY LEVEL

Name of Instructor:

Course Number and Name:

Semester:

Date Alleged Academic Dishonesty Detected:

Describe the alleged violation of the IDSVA Student Academic Honesty Policy – Provide relevant details about the infraction and attach evidence (e.g., paper, exam, defense, etc.):

Instructor Signature

Date

RESULT

_____ Student accepts responsibility of the academic dishonesty charge

_____ Student does not accept responsibility of academic dishonesty charge

Student Signature

Date

INSTITUTE FOR DOCTORAL STUDIES IN THE VISUAL ARTS

Allegation of Academic Dishonesty Form

STEP 2: FACT FINDING AND SANCTION

Date:

_____ No finding of infraction of the Academic Honesty Policy

_____ Finding of an infraction of the Academic Honesty Policy

Basis of decision:

PROPOSED SANCTION

_____ Assignment - O/U or Grade Reduction on the assignment only

_____ Course Unsatisfactory (Instructor files grade "U" at the end of the semester)

_____ Suspension (imposed by the Director)

_____ Expulsion (imposed by the Director)

Further recommendations:

Instructor Signature

Date

RESULT

_____ Student accepts the finding and any resulting sanction

_____ Student wishes to contest the allegation or sanction

Student Signature

Date