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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”).

The FH defines Policies and procedures for Core Faculty, Visiting Faculty, Visiting IS Directors and Dissertation Directors; it defines the responsibilities of faculty, and include 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 new policy will be implemented for all Core Faculty searches.

The FH includes policies for ethical, responsible faculty conduct. Faculty will be asked to sign a document declaring that they understand the Institute’s expectations regarding ethical behavior and agree to comply by them.

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 and updates, announcements and other resources are located on the web at: http://www.idsva.edu/policies-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. When changes do occur, the institutional administration will make every effort to update the web site, but faculty should check it regularly for updates.

2. IDSVA 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 mission of the Institute for Doctoral Studies in the Visual Arts is to operate a school of graduate studies providing education in philosophy, aesthetics, art theory, and similar disciplines related to the visual arts. The mission includes the provision of doctoral studies to holders of the MFA or the master’s degree in a related field, the conferring of PhD degrees, and otherwise providing education and training related to the arts.

**Statement of Purpose**
Traditionally the MFA has served as the terminal degree for studio artists. This degree has trained studio artists in the skills necessary for successful art practice and has prepared artists for teaching in college and university studio art programs. However, there is a strong sense among today’s artists and educators that training beyond the MFA and similar degrees would benefit many artists, architects, curators, and creative scholars, especially those who grapple with issues surrounding contemporary media and culture. IDSVA’s pioneering curriculum---fusing distance learning with intensive residencies---allows working art professionals to pursue rigorous advanced scholarship without having to interrupt or abandon their teaching careers, art practice, or other professional responsibilities.

Insofar as the Institute for Doctoral Studies in the Visual Arts offers to creative practitioners a PhD in philosophy, aesthetics, and art theory, it addresses an important opportunity for contemporary art and culture. The measure of this opportunity can be summed up in terms of IDSVA’s primary learning goals.

These include the nourishment and cultivation of:

- the ability to speak and write critically and philosophically about the relationship between the history of ideas and art in general;
- the ability to teach university level courses on subjects dealing with the relation of philosophy and art---such as courses in aesthetics, art theory, and critical theory;
- the capacity to situate oneself in the history of ideas and culture in terms of one’s creative practice and/or field of inquiry;
- and lastly, IDSVA’s overarching learning goal is to nourish and cultivate an ethos of inquiry that encourages creative thinkers to conceive new systems of knowledge.

### 3. 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 enabled by academic software. 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 interviewing 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.

II. INFORMATION

1. Academic calendar
The Academic Calendar includes dates pertaining to the starting and ending date of classes, holidays, and grades due dates. The new calendar is posted on the website in September of the previous year: http://www.idsva.edu/calendar/

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

### Memorial Day
Last Monday in May

### Independence Day
July 4

### Labor Day
First Monday in September

### Thanksgiving Day
Fourth Thursday in November at 12pm through weekend (no classes all day on Thursday)

### Holiday Break
December 21st – January 1st

#### 3. Contact numbers (administration)

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Phone Numbers</th>
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</thead>
<tbody>
<tr>
<td>President</td>
<td>George Smith</td>
<td>207-879-8955</td>
</tr>
<tr>
<td>Executive Vice-President &amp; Registrar</td>
<td>Amy Curtis</td>
<td>207-879-8757</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(office)</td>
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<td></td>
<td></td>
<td>207-228-3399</td>
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<tr>
<td>Director</td>
<td>Simonetta Moro</td>
<td>347-966-1096</td>
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<td></td>
<td>917-476-8186</td>
</tr>
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<td></td>
<td>(cell)</td>
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<tr>
<td>Admissions &amp; general inquiries:</td>
<td>Molly Davis</td>
<td>207-771-8887</td>
</tr>
<tr>
<td>FAX</td>
<td></td>
<td>207-514-7602</td>
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#### 4. Mailing Address
Institute for Doctoral Studies in the Visual Arts
795 Congress Street
Portland, ME 04102

#### 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 governing board 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 statement of plagiarism and other forms of academic dishonesty).

All faculty members are expected to follow the policies stated in this Policy when academic dishonesty is suspected. Every member of the faculty, 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 their immediate supervisor, Director of the school or Director’s designee responsible for implementation of the policy whenever they have questions about a student’s work or the terms of this Policy.

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
(Excerpts of IDSVA Bylaws)

IDSVA admits students and hires faculty and staff of any race, color, gender, nationality and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students.

IDSVA does not discriminate on the basis of race, color, gender, nationality, or ethnic origin in the administration of its 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 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 five credit semester-length courses conducted through distance learning and totaling sixty credits for the degree.

2. Basic Responsibilities for All Faculty Members

1) Maintaining high standards of academic quality and professional integrity.
2) Effective teaching.
3) Service to their students.
4) Meeting high standards of scholarly, creative, or professional achievement.
5) Being available to students through institutionally approved, conspicuously posted, and regularly scheduled contact hours (filed with the Director).
6) Adherence to all university policies and procedures including but not limited to the following: Submission of Syllabi and Course Outline, scheduling of teleconferences and remote meetings, Submission of Grades, Drug & Alcohol Policy, ADA Policy, Sexual Harassment and Discriminatory Harassment Policy, Anti-Discrimination Policy (see IDSVA Student Handbook, and Appendix 4).

3. Definition of Faculty Categories, Appointment Types and Ranks
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. Additionally, outside faculty are invited to participate in special lectures and symposia. The responsibilities of each category of faculty are included in the present Handbook and on the IDSVA web site.

1) Core Faculty are appointed to teach residency orientations, independent studies, and semester-long seminars on an on-going basis. Core Faculty are 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 appointed to conduct residency orientations, teach special 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 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 field of expertise.

5) Symposia and Special Lectures are offered by internationally recognized scholars, curators, and artists 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 act as 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.
Seminar classes with more than twelve students are assigned a TA that works with one class section under faculty supervision. Exceptions are made for smaller classes on a case-by-case basis. For workload policies regarding Teaching Assistants and Teaching Fellows see point 3.

a. Ranks and Qualifications

1) Lecturer
   The rank of Lecturer will be assigned to all Adjunct Faculty.

2) 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 at least a Master's degree. One full year in rank is required before eligibility for promotion to Assistant Professor.

3) 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 appropriate terminal degree for the field. Three full years in rank are required before eligibility for promotion to Associate Professor.

4) 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 appropriate terminal degree for the field. Five full years in rank are required before eligibility for promotion to Full Professor.

5) 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 appropriate terminal degree for the field.

b. Faculty Rank Change

Core faculty rank changes are approved by the Board of Trustees upon recommendation by the President and the Committee on Academic Affairs.

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 Committee on Academic Affairs. 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 worth of consideration. Excellence is expected in at least two areas – scholarship and teaching – while active engagement in the institute 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 member from the IDSVA administrative staff or faculty 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 Trustees with his or her 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. Consideration such as 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 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.

Core Faculty members serve as advisors. A core faculty advisor is assigned to each of the three years of the course of study. When students proceed to the dissertation the dissertation director will act as core advisor. Students consult with their advisor during residencies at the beginning of each semester and on an as-need basis. The faculty meets in committee twice annually to review each student's progress and makes recommendations to the advisor where appropriate. Advisors review students’ academic progress vis-à-vis status reports from the Registrar, discuss with students the viability of their intellectual and scholarly progress, and help students sort out problems that may be affecting their academic progress. In addition to semi-annual face-to-face meetings, students have access to their advisors on a regular basis by telephone or email, to discuss problems that might suddenly arise, or to 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 or immediate supervisor.

i. 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. Once approval is granted, the Director will notify the Registrar of the decision.

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 full time 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.

1. The policy applies to full-time 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.

2. At the time of reappointment each year, all faculty will be asked to indicate whether they will be compensated for outside employment during the upcoming contract period (academic year). The faculty member will release the following information:
   a. institution;
   b. position held;
c. nature of the outside activity;
d. amount of time involved.

3. The Registrar will inform individual faculty members if their request for outside employment has been approved by the Director.

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 group or 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.

c. Independent Study Directors and Dissertation Directors
Independent Study Directors work with each assigned student on a 20-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 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.

Dissertation Directors work with each assigned student for the entire duration of the dissertation period. To ensure that communication is open and effective, the student and his or her Director should meet via telephone or videoconference approximately every other week or every three weeks, 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 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 Director 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 TA’s and award writing fellowships, teaching fellowships, and post-doctoral fellowships. Appointments and awards are given on the basis of need and funding support. TA appointments are generally made on a course-by-course basis.

Writing and teaching fellowships are generally given as one-year appointments, but may be annually renewed for up to two additional years. Teaching and 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, teaching fellows, and postdoctoral fellows may oversee Independent Studies. The director also appoints the IS and Dissertation Committees coordinator and appoints writing tutors for students rewriting their written examination. Such appointments are made on the basis of need and funding support.

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 his/her 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.

A Facilitated Reading Fellow is appointed to work with first-year students completing a post-residency summer reading of *Kant, Hegel, Marx, & Freud* (*Kant & Hegel* in AY 2015-16). The Facilitated Reading Fellow meets with students in seminar-style teleconferences four times over four weeks, to review the texts and go over written responses to questions prepared by core faculty. Core faculty designed the Facilitated Reading syllabus, and core faculty oversee the facilitated readings with weekly check-ins with the Fellow and with students.

A Facilitated Reading Fellow is also appointed to facilitate third-year student preliminary reading in preparation for the methods course to be offered during the Brown residency. The course is taught by IDSVA core or visiting faculty.
Teaching Assistants work directly with a course instructor in the instruction of a long-distance seminar. The seminar may be divided into two sections and the TA takes responsibility for one of the sections, 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.

Post-doc 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 and the Registrar.

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, online class conferences, and faculty-student seminar teleconferences---takes place by phone, email, and online in virtual classrooms.

A couple of weeks before the start of the semester, each faculty member teaching a seminar will circulate a document – either a doodle poll, gmail calendar or similar device – among his/her 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. 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 teleconference weeks.
On weeks in which teleconferences do not occur, faculty are expected to engage students in private one-on-one discussions, and on alternate weeks, in asynchronous conversations through the on-line forum. Faculty are also expected to provide students with regular written feedback in the on-line forum and on their papers.

b. Residencies Policies
During residencies, in addition to seminars, students have multiple one-on-one 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 conducts 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 their direct supervisors 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 only to present slides; no text is allowed in the presentation. Students and faculty will use a program called Canvas to run the virtual campus. 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 properly delivery of instruction.

ii. Spouse 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 permitted 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 the official IDSVA network (Canvas at the moment of writing this Handbook). School-related communications to 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, 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 videoconferences on a regular basis.

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 “office hours” to students at the start of each semester. Phone number should be listed in emails’ signature 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, in the morning or in the afternoon, and respond to urgent requests within the day or the next day.

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

Visiting faculty, Visiting Independent Study directors and external Directors of Dissertations are provided with syllabi, a handout describing their roles, and guidelines for their meetings with students. The Director or 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 his/her 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 is a welcoming community that seeks to serve all qualified students. To that end IDSVA will provide reasonable accommodations to qualified students with documented disabilities in keeping with the Americans with Disabilities Act and the Rehab Act as well as state laws. Students with disabilities are to be referred to the Executive Vice President, who will then refer the student to the Disability Services Coordinator. Further information on policy and procedure may be found in the IDSVA Student Handbook.

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, the Registrar’s Office should be notified by phone (or the appropriate supervisor while in residency), and students notified whenever possible.

Registrar’s info: Amy Curtis, 207-879-8757 (main office); 207-228-3399 (cell)

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 handbooks.

Faculty revise and discuss syllabi before the start of the semester together with the Director and the President. The finalized syllabi are then uploaded to Canvas in the Seminar section of each cohort by the Director. An overview of the semester for each cohort is compiled by the Director and posted on Canvas.

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. These tasks can also be delegated to the TA when applicable.
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:

<table>
<thead>
<tr>
<th>Grade point</th>
<th>Letter grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0 A</td>
<td>Excellent</td>
</tr>
<tr>
<td>3.75 A-</td>
<td>Above Average</td>
</tr>
<tr>
<td>3.5 B+</td>
<td>Average</td>
</tr>
<tr>
<td>3.0 B</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>0 U</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
</tr>
</tbody>
</table>

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.

Grades should be submitted to the Registrar at the end of each semester. An email reminder from the Registrar will be sent to all faculty or to direct supervisors before the end of the semester with specific deadlines.

Every student on the grading sheet must receive a grade even if he or she 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 conveys its findings and recommendations to the faculty, students, and board of trustees. Where appropriate the faculty takes up the recommendations of the EAC, and, with input from the Student Rep Committee, recommends planning for implementation.


13. The Advising Program

The advising program was introduced during first year orientation, in May 2012. It is articulated in both Student and Faculty handbooks.

The Director monitors the effectiveness of the advising program and reports to the Core Faculty annually on its development. The Core Faculty will, in light of this report, make recommendations for changes, and implement those changes.

A question about the effectiveness of the advising program has been added to student Course Evaluation Forms, beginning in January 2013.

Core Faculty members serve as advisors. A core faculty advisor is assigned to each of the three years of the course of study. When students proceed to the dissertation the dissertation director will act as core advisor. Students consult with their advisor during residencies at the beginning of each semester and on an as-need basis. The faculty meets in committee twice annually to review each student's progress and makes recommendations to the advisor where appropriate (see also Student Handbook).

Advising occurs in two discrete phases for IDSVA students. First, each year is assigned to one faculty member as an advising group. Whenever possible, that faculty member meets with all of the students, individually, during the residency at Spannocchia and Berlin. If that is not possible, the faculty member has individual telephone or Skype conferences with the students later in the summer when they have returned to the United States. The faculty member gains an understanding of the individual students concerns and aspirations. The faculty member keeps in touch with the student on an as needed basis during the semesters, and meets with each student in January at the New York residencies. Over the first three years, that is, the period during which the student is pursuing her/his coursework, the advisor helps the student when problems arise, and keeps track of the student’s progress. It is the mutual responsibility of student and advisor to make sure that the student completes Incompletes, for example.

Once the student has been granted permission to proceed to the dissertation stage of the program, she or he is assigned a Dissertation Director. That individual 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.

Beginning in AY 2012-13, faculty will complete an “Advisor’s Evaluation Form” annually for each advisee.

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 academic advisors and 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, program info session events (on-line and on-campus when performing campus visits), 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. Full-time 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.

In addition, core faculty must attend to the development of the Library collection. Typically, requests or recommendations are to be submitted to the IDSVA Librarian though extraordinary requests should be discussed with the Director of the school.

Core faculty members are expected to attend the major academic events of the Institute, such as Commencements and the New York residency. 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 his or her primary affiliation with IDSVA at public events.

16. Program Reviews
Beginning in May 2013, Visiting Faculty will be asked to complete an evaluation form asking about student performance and program evaluation, and these forms will be kept in the record and used as part of the periodic review process.

Beginning in January 2014, a team of outside evaluators comprising two or three noted scholars will be asked to conduct a review of IDSVA dissertations submitted to date.
These evaluations will inform the Academic Writing Assessment and inform the ongoing design and implementation of the Academic Writing Program.

Beginning in May 2014, a team of outside evaluators comprising two or three noted scholars and graduate school administrators will be asked to conduct an evaluation of IDSVA’s curriculum, faculty, and the caliber of its students. This external review will be conducted every three years and will inform the director’s periodic comprehensive review of all programs.

V. Faculty Governance

1. Institutional Context

IDSVA’s by-laws were prepared by attorney James Phipps, an expert in Maine non-profit law, and approved by the Board of Trustees on August 7, 2006. The IDSVA by-laws enumerate and define the respective roles and responsibilities of board members and the president. The organizational chart shows IDSVA’s institutional structure (see Appendix 1). The executive vice president’s responsibilities are enumerated in her annual job evaluation. The director’s responsibilities are defined in a job-description, as is the case with the director of admissions, the CFO, and core faculty. Board members, administrators, and staff are provided copies of the by-laws and respective enumerations and descriptions of their various roles and responsibilities. The roles and responsibilities are further defined and elaborated during annual performance evaluations.

The organizational structure is designed to support the mission. Toward that end, the institutional decision-making processes are clearly delineated according to the roles and responsibilities of individuals, institutional constituents, and committees. As such, the institution is organized on the basis of four interrelated constituencies: the board, the administration & staff, the faculty, and students. Each of these constituencies is represented by various committees that meet regularly and deliberate and vote on issues pertinent to their respective constituencies in light of the mission and purposes of the institution. Governance involves participation across the institution. The board meets quarterly and deliberates and votes on issues and initiatives put forward by board committees and the president. The Executive Administrative Committee (EAC) meets weekly and discusses institutional effectiveness at the level of programming, educational delivery, and student performance. On the basis of these meetings it makes recommendations to faculty and students and from time to time makes proposals to the board of trustees.

IDSVA has been careful to design and establish a working and all-inclusive system of governance. However, since many of the organizational components have not had the benefit of time testing, it remains to be seen how the final design of the institution’s governance will be determined. In the meanwhile, IDSVA remains open to the understanding that governance is not just a structure but also an organic, living aspect of community that should be allowed to change over time, according to the advantages of new ideas, new problems, and new opportunities.
2. Role of the Faculty Member

The core faculty reviews and evaluates the Institution’s educational programs, curriculum, courses, and student performance on an ongoing basis and makes recommendations to the director as needed, usually through regularly scheduled faculty meetings held during residencies. It should be noted, however, that the Core Faculty totaling three professors (at the time of writing) includes the President and the Director. The faculty conducts scheduled evaluations of academic quality during meetings of the faculty, scheduled twice per year.

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 chief academic officer of the institution. The Director reports directly to the President and meets with the President on a weekly basis at EAC meetings, and confers 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. Because IDSVA’s curriculum is a blend of intensive residencies and online instruction, the Director is particularly responsible for the seamless integration of these two curricular platforms. Her primary means of assessment are student course evaluations and student evaluations of faculty, faculty evaluations of student performance and evaluations of program and course offerings. The Director also meets regularly with students and faculty. These meetings are conducted online, by phone, and during residencies and afford the director regular opportunities for assessment. Such assessment is conveyed to the president and where appropriate to the EAC. A formal academic assessment program is underway.

5. Role of the Vice-President

In its present form, the Executive Vice President acts as Registrar and manages student admission, enrollment and financial aid. Arrangements for and management of residency locations is also the responsibility of the Vice President. Planning for arrangements includes extensive discussions with faculty and staff as regards academic needs and scheduling. These discussions take place during regularly scheduled EAC meetings and at faculty/staff meetings held during residencies.

6. Role of the President

The President reports directly and regularly to the chairman of the board of trustees 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 manages institutional resources according to its mission and purposes and assesses the effectiveness of those allocations in terms of institutional evaluations and outcomes.
The President and Vice President are evaluated annually by the chair of the board, who reports those evaluations to the board as a whole. The President evaluates the Director of the school annually and reports those evaluations to the chair of the board. The faculty evaluates student course performance and conducts overall student performance evaluations annually. Students evaluate the faculty, the courses, and the educational programming on a regular basis.

7. **Feedback and Review: Student participation in Governance**

Student participation in institutional development is a crucial aspect of IDSVA’s overall system of governance. While the student voice is heard most often through student evaluations of programs, courses, and faculty, the president, the director, and the faculty ---usually through residency contact, and periodic telephone “check-ins,” regularly seek student opinion and feedback. Online and residency course and faculty evaluations have been mentioned. Additionally, each residency includes a weekly meeting with students, faculty, and administration, in which students are asked to evaluate the previous week’s programming in terms of effectiveness and relevance to the mission and purposes. They are also asked to comment on the pertinence and effectiveness of the Visiting Faculty.

Residencies also include regularly scheduled individual meetings between students and advisors, as well as regularly scheduled individual meetings between students and the director and students and the president. These group and individual meetings are designed with the express purpose of giving students an active and ongoing voice in the evaluation and development of programming and instruction. It bears repeating that because most IDSVA students serve as faculty members in American colleges and universities, their professional experience and insights are important to IDSVA’s organization and governance, especially at the level of program development.

IDSVA intends to include students at every possible level of institutional planning and development. As such, IDSVA feels that it does a good job of including student participation in governance. As we build IDSVA through the efforts of continued collaboration and the open exchange of ideas, we intend to build an ethos of institutional trust. That trust can only be built over time through continued openness and transparency.

Many policies have been established and communicated in a top-down manner; however, as a student-centered institution, and as an institution with a student-body that includes many academic professionals, IDSVA is increasingly seeking student input in creating and revising policies. One mechanism to facilitate that input is the “Cohort Rep Committee,” which includes one representative from each class. This group meets twice a year, and generates a report that is submitted in writing to the director. The director responds to each point in the report at the following residency.

8. **Faculty Meetings**

The core faculty meets in person twice a year to review student evaluations and to review student progress on an individual basis, during the Brown residency and the January residency.
Participating in the biannual academic evaluation and development meetings are the executive vice president, director of admissions, core faculty, director of the school, and the president. The information gleaned from these discussions is applied to further academic planning and development.

Faculty and staff meet with students weekly during residencies for the express purpose of assessing efficiency of planning and effectiveness of residency programs and instruction. Additionally, faculty and administration meet weekly in committee during residencies to consider adjusting residency schedules and content in light of student feedback. Planning for next annual residencies begins at the end of current residencies. Active planning for each residency begins roughly three months in advance of the residency. Residency planning includes participation from both faculty and administration.

Twice annually the faculty convenes to assess 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. General assessment is then brought to bear on the efficacy of the course of study, the individual courses and course instructors, as well as residency and online programming. Also, a combined administration/faculty review of the course of study and the individual course syllabi is conducted annually at the July Faculty Committee Meeting. And again, changes are recommended and implemented accordingly.

The institution takes measure of data and qualitative evaluations at its Faculty Meetings. Topics reviewed are: academic programs, the curriculum, online and residency seminars, independent studies, library services and advising. From these evaluations responses and planning are advanced, action plans for implementation are established, and agents or teams for completing the task are assigned. IDSVA regularly reviews its programs vis-à-vis the faculty, EAC, and student feedback, the latter through student Course Evaluation Forms, weekly residency feedback sessions, and personal exchanges between students, faculty and administration, as well as the Student Rep Committee and its report.

9. Academic Programming

The integrity and quality of the academic programming is guaranteed by the Core Faculty and by the oversight of the Board of Trustees Academic Affairs Committee.

Paul Armstrong, former dean of Brown University, and a member of the IDSVA Visiting Faculty, has been appointed as ex-officio member of the Academic Affairs Committee of the Board of Trustees, adding further assurance that the integrity and quality of academic programming will continue.

As of May 2012, former Interim Director Margot Kelley joined the Board of Trustees as a member of the Academic Affairs Committee, again with the purpose of ensuring the integrity and quality of academic programming.

The Academic Affairs Committee has also been charged with monitoring the implementation of the Business and Strategic Plans, to ensure that plan implementation gives priority to the mission of the institution. While the academic Affairs Committee
will oversee plan implementation from the standpoint of academic standards and integrity, the Financial Affairs Committee will oversee plan implementation from the standpoint of fiscal responsibility.

10. Institutional Committees

Systems for planning and evaluation include the organization of various committees at the level of board of trustees, administration, faculty, and students.

Board committees include the Finance Committee (comprising the chair of the board, the treasurer (a CPA), the CFO, the vice president, and the president), Development Committee (board chair, president, director of development), and the Academic Affairs Committee; the latter committee has two subcommittees: the Education Committee and the Board Member Orientation Committee. Each committee chair reports committee activities and progress at quarterly board meetings.

The administration is organized around weekly meetings of the Executive Administration Committee (EAC), convened by the president and including the vice president, and the director of the school.

The Core Faculty meets in person twice per year, during the Brown residency and the January residency, and once a semester via teleconference.

Each cohort elects a representative to the Student Rep Committee, which meets twice a year and makes recommendations to EAC.

Committees operate comprehensively and from a broad-based standpoint insofar as they approach planning and implementation as a means of strengthening the institution as a whole through the deliberate enhancement of its mission and purposes.

The committees work as an integrated system to the extent that committee planning and implementation goes forward in awareness of and in cooperation with all committee initiatives.

To facilitate this awareness and cooperation, the president informs the board about administration, faculty, and student committee work, and he informs administrative staff of board committee initiatives. The director of the school informs the president of faculty and student initiatives and informs the faculty and students of board and administrative initiatives, and the students inform EAC as to student initiatives to be undertaken at the administrative level. Because the institution is small and still in early stages of development, the number and size of committees is commensurate, and planning and evaluation are appropriate to the institution as a matter of scale.

11. Faculty Committees

1) ACADEMIC COMMITTEES

Core Faculty serve on the following academic committees: Dissertation, Curriculum, Personnel, Admissions, and Scholarship. Academic committee
meetings are held once a semester. Meetings are conducted in residencies and via the IDSVA Unified Digital Campus.

2) THE DISSERTATION COMMITTEE reviews and votes on dissertation proposals, appoints dissertation directors and committee members, determines dissertation formatting, and otherwise oversees the dissertation process. Dissertation Committees will generally comprise three faculty members, drawn from the Core Faculty, from the Visiting faculty, and from a group of faculty associates who regularly oversee independent studies and/or dissertations. Selection of chair will be made according to field of expertise in relation to dissertation topics. It is anticipated that students will, in the most part, complete their dissertations within two years of completing the course of study. Given current enrollment numbers, we anticipate that the total number of dissertations underway at any given time will likely stabilize at approximately thirty. Chairs who are not members of the Core faculty enter into a contract agreement for a minimum of four semesters. This agreement includes participation in the dissertation defense.

3) THE CURRICULUM COMMITTEE reviews course syllabi, reads course evaluations, interviews faculty, and recommends course modifications and improvements. The Curriculum Committee also reviews course proposals, develops new courses, and otherwise explores and develops opportunities to strengthen course offerings and the overall curriculum. The IDSVA curriculum moves from a broad background in the history of philosophy as it relates to the production and reception of art, to highly specialized and rigorous engagement with topics of relevance to contemporary art theory and practice. A general curriculum overview is published at Program Overview. The specific curriculum is published at Course of Study. This page lists all courses in the context of the general course of study, including detailed course descriptions and syllabi. The course of study, course descriptions, and syllabi are all hyperlinked, giving the student or prospective student ready access to an integrated understanding of the relationship between the curriculum as a whole and the individual courses. The Curriculum Committee is chaired by the Director, and made up of Core Faculty members and a visiting faculty member.

THE PERSONNEL COMMITTEE Evaluates Core Faculty every third year. Faculty evaluations include faculty self-assessments, student course evaluations, and observations from fellow faculty. In matters of rank change, the Personnel Committee will comprise outside faculty.

4) THE ADMISSIONS COMMITTEE reviews applications and makes admission decisions based on majority committee votes.

5) THE SCHOLARSHIP COMMITTEE is composed of faculty, administration, and a member of the Board of Trustees. The Scholarship Committee reviews admissions applications, consults with the Admissions Committee, and assigns
scholarships and grants.

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 President. Dissertation Directors are appointed according to fields of expertise and selected from the Core Faculty, Visiting Faculty, and from faculty worldwide. The chair of the Dissertation Committee oversees selection of dissertation directors and committee members.

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 or timeline 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 at the annual CAA conference.

Teaching assistants, teaching fellows, instructors, lecturers, and visiting professors are appointed for one year only; their appointments, however, may be renewed on a yearly basis.

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.

Note: as of May 2013, faculty at IDSVA are hired on either semester-long, annual or three-year contracts, with possibility of renewal.

All Special Appointments may be renewed, provided that a review of the candidate’s
work and the needs of the program indicate the appropriateness of such renewal.

3. Faculty Evaluation and Reappointment Reviews
Core Faculty receive a yearly review in person at the end of the academic year and an evaluation in writing from the director. Visiting Faculty and Dissertation Directors receive a written evaluation only. These evaluations are based on student course evaluations and on the observations of the director and president.

The annual review considers faculty performance, including teaching, advising, scholarship, service, research, and creative activity, and report findings to the president.

Components of the Faculty Evaluation Process Include:

1) Annual Faculty Report, a self-reporting instrument, completed by the faculty member. This summarizes and analyzes student course evaluation data, teaching experiences, academic support activities, service to the Institute, and scholarship. Core faculty will discuss how they have met the evaluation criteria, their strengths and weaknesses, where they need to concentrate their efforts, what progress they have made on their professional plan, and how they have addressed weaknesses identified in the previous evaluation (if applicable).

2) Virtual Classroom Observation by the academic supervisor or his or her designee. Given the nature of IDSVA, such observation will be conducted by examining teleconference recordings, Open Class Forum activity and feedback offered by the faculty member to students.

3) Student faculty and course evaluations.

4) Administrators’ reports concerning service to the institution by the faculty member.

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.

In AY 2012/13, the chair of independent study, reporting to the director, will develop a file of Visiting Independent Study Directors’ teaching performance.

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.

In the evaluation of the faculty in a Department, due by July 30th of each year\(^1\), the following serve as guidelines for Department Chairpersons:

**a. Teaching effectiveness, based on:**
- i. A review of student and peer evaluations of teaching (other than course evaluations for first year faculty which are formative only).
- ii. Nature of courses taught, based on course syllabi assignments, and teaching materials.
- iii. Supervision of directed studies, such as 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; 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 (grouped by cohorts). 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 office hours 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 campus academic and co-curricular activities.
- ii. Stimulating interest in cultural, academic, and social affairs.
- iii. Participating in committee functions and other institution-related activities.

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\(^1\) For faculty whose initial contracts begin in September; for other instances, the annual review will be due in dates to be determined case by case.
Faculty members are expected to contribute to the governance of the college by attending faculty meetings and academic convocations. They are to participate actively in college 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 or academic supervisor and the faculty member should work together to develop a plan of action to address such recommendations.

**5. Components of the Faculty Evaluation Process**

1) Annual Faculty Report, a self-reporting instrument, completed by the faculty member. This summarizes and analyzes student course evaluation data, teaching experiences, academic support activities, service to the Institute, and scholarship. This aspect of the evaluation process takes place yearly for all core faculty.

2) Virtual Classroom Observation by the academic supervisor or his or her designee. This ideally takes place in the spring semester one year in advance of the contract expiration date.

3) Peer Review by choice of faculty member. This review may be completed during the spring semester one year in advance of the contract expiration date and must be completed prior to the academic assessment meeting.

4) Faculty Self-Assessment – no more than three pages; discusses the strengths and challenges of faculty member’s teaching, service, and scholarship.
5) At the Academic Assessment meeting, the Annual Faculty Reports, the Classroom Observation Summary Report, Student Course Evaluations, Peer Review (if selected), and overall faculty performance [teaching, service and scholarship] are discussed.

6) Professional Development Plan is completed by the faculty member in consultation with her/his academic supervisor, following notification of the contract award, in the Spring following the Academic Assessment meeting.

   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 academic supervisor is a faculty member's immediate supervisor. In most cases the academic supervisor may be the Program Director; in other cases, the faculty member may report directly to the President. Since much of this process is based on self-evaluation, faculty members and their academic supervisors are the primary evaluators; however, input from students (via course evaluation) is important, and input from peers or chairpersons may also be incorporated.

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

6. Non-Renewal of Contract
   In the case of non-renewal of contract, the President, after consulting with the Director, will inform the Promotion Committee of the names of faculty who may not be offered contracts for the following year. The committee's advice will be available before the final recommendation on non-renewal is submitted to the Board of Trustees.

   A decision on non-renewal of contract for a non-tenured faculty member may include such considerations as professional specialization, compatibility with the receptivity to the general educational objectives of IDSVA, and financial considerations.

7. Notice of Non-reappointment
If the Institute has stipulated that an appointment is renewable in a letter of appointment and does not intend to reappoint a faculty member, notice will be given as follows:

1) No later than March 1 of the first academic year of service, if the appointment expires at the end of that academic year; or, if an appointment terminates during an academic year, at least three months in advance of its termination;

2) No later than December 15 of the second academic year of service, if the appointment expires at the end of that academic year;

3) At least twelve months before the expiration of an appointment if the person has served two or more years in the College.

8. Appeals of Reappointment and Promotion Decisions
A faculty member who believes he/she has been adversely affected by a decision on his/her promotion in faculty rank, termination of appointment, or the awarding of tenure, 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
case. 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 the director, the executive vice president, and a representative from the visiting faculty selected by the president and the executive vice president.

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 academic affairs, who will form a committee comprising the chair of academic affairs, the president, and a member of the visiting faculty, selected by the chair of academic affairs 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.

9. Resignation
If a faculty member wishes to decline renewal he/she shall give written notice to the Director and the Registrar no less than three months before the end of his/her contract termination date.

10. Dismissal for Cause
A faculty member whose termination for cause is under consideration is entitled to a hearing before the Committee on Appointments and Promotion. Cause, as defined in the By-Laws of the program, is limited to gross neglect of duty, serious misconduct, or physical or mental incapacity. At that hearing the faculty member will be permitted to be represented by counsel. A full record of the hearing will be kept. The Committee on Appointments and Promotion after considering the case will report its opinion, with a statement of its reasons, to the President. In the case of an untenured faculty member, the President will take the final action. In the case of a tenured faculty member, the President will refer the matter, together with his/her own recommendation, to the Trustees for final action. The provisions of this section do not pertain to terminations resulting from reappointment, tenure or promotion decisions.
11. 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.

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 Vice President for Academic Affairs who, after consultation with the appropriate Chairperson, 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 tenure, promotion, retirement, or salary increments.

12. Conduct Policies – See Appendix 4

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. Recently hired faculty will receive incrementally increased research support over the course of their three-year contracts (up to $3000 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 his or her immediate supervisor (in most cases, the program Director or the President). The supervisor provides the faculty member with regular feedback and with an informal review at the end of each semester.

3. Faculty development funds
Funds for faculty development and research, when applicable, are specified in each
faculty’s contract.

VIII. FACULTY RESOURCES

1. ID card
Faculty, staff and students receive an IDSVA photo ID card at the start of the academic year. The card is valid for one year.

2. IDSVA account
Faculty and students will use their IDSVA user accounts to access the virtual campus network, the network email, the virtual library, and the campus portal (Canvas).

3. 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.

4. E-mail
Each faculty member is assigned an email account and is given access to the Gmail/Canvas Network. Email 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.

5. Canvas Portal (Virtual Campus)
Canvas 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 or advisees, post on Discussion Forum and more. Faculty should familiarize themselves with the content and structure of the Virtual Campus and regularly check it for updates.

6. Books and reading materials
Each syllabi 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 program Director. Core faculty are granted a maximum of $500 per year to cover costs of book purchase.

7. Library
The IDSVA Library supports the mission of the Institute for Doctoral Studies, by providing the 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 reference tools, such as the Chicago Manual of Style, and the Oxford English Dictionary Online. The students’ resources have been further expanded through access to Marvel, Maine’s virtual library, which includes full text access to journals and newspapers, along with interlibrary loan service for books and journal articles.

The library’s resources and services are accessible through and integrated with the online email and courseware system, Canvas, and syllabi and assigned readings are managed electronically for students through this courseware. Direct contact with the librarian is available on Canvas, via chat, and email. The librarian is also available by appointment on the phone or via Skype or Adobe Connect video chat. Library tutorials are posted by the librarian to Canvas both in print and video formats. Tutorials and workshops are also held in person, during the January & July residencies. In addition, the librarian is available for one on one or small group tutorials via Adobe Connect and Skype, or on conference calls. The library has a publicly accessible website, providing wider access to the IDSVA Library resources, http://idsva.libguides.com/library.

An orientation to the IDSVA library is delivered each year to first-year students at the New York Residency in January. A further orientation, designed specifically for dissertation research is delivered to third year students at the Dissertation Residency at Brown University. Additional orientations may be scheduled online, as the need arises.

Faculty should encourage students to use the IDSVA library, and integrate library services in their syllabi whenever possible. Students are not using the IDSVA library as frequently or easily as faculty would like. One reason is that many of the students are also faculty at another institution, and thus have ready access to a nearby physical library. Another is that students buy most books assigned for seminars. Through an articulation agreement with the Maine State Library system, IDSVA is now able to offer interlibrary loan of physical books. In addition, the increasing number of periodicals, artworks, and books that are digitized annually has enabled IDSVA to develop a highly credible electronic library.

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.

8. Faculty and administrative assistants
Teaching Assistants (TAs) and Writing Fellows Students: Teaching Assistants are assigned to faculty by the President in consultation with the Director. Usually, TAs are
assigned for classes with 14 or more students (exceptions are made for faculty who are also in administrative positions). In addition, one Writing Fellow student is appointed during the summer residence at Spanocchia Castle. Students who passed their second year of the course of study can make themselves available for these positions by contacting the Registrar. Availability does not entail suitability for these positions, and any final decision is at the discretion of the President and program Director.