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I-1 College Mission Statement

(Adopted 05/14/2008)

Mission

The College of Arts and Sciences is committed to the life of the mind and the enrichment of the human spirit. In our practice as a college, we

- educate students for lives of personal, civic, and professional fulfillment in a world increasingly defined by change
- advance knowledge and creativity in the arts and sciences
- serve the betterment of the region, state, nation, and world

As the academic core of the University of North Carolina Wilmington, the college provides the vital foundation for the university's pursuit of excellence in teaching; research, scholarship and artistic achievement; and service.

Vision

The College of Arts and Sciences seeks to encourage the full flowering of the arts and sciences on our campus and in our culture and society. We aim to foster creativity within and across all disciplines. We look to promote ethical awareness, self-knowledge, and appreciation of differences in others. We endeavor to provide an educational environment that inspires students and faculty to bring their full creative and analytical talents to bear in their own lives and in the changing world we must share and steward. We intend to develop in our academic community an appreciation of the academic tradition, respect for diverse cultures, and a lasting habit of inquiry, learning, innovation, and adaptation.

We hope for our students to become critical thinkers, rational and informed decision-makers, and lifelong learners, and in so doing to become engaged citizens of the world. We pursue this goal by providing a powerful learning experience—one that incorporates a liberal education in the broad range of humanistic and scientific studies, a mastery of discipline-specific theories, concepts and methods, and an immersion in applied learning. This, we believe, is an education for the twenty-first century.

As faculty members we aspire to the pursuit of new knowledge, new approaches to inquiry, and new modes of expression at the highest level, and we strive to engage students as partners in that pursuit. We are convinced that inspired teaching and deep learning are the result. We seek also



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an engaged scholarship that improves our human relationships and our social institutions, protects the integrity of our environment, and enriches our culture on a global scale. In all of this, our aim is to enrich the human experience and to enhance the quality of life, particularly in our own community and region.

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II-2 Job Descriptions

II-2-1 Dean

The dean is the chief academic officer of the College of Arts and Sciences, with specific responsibilities for leadership and oversight of instructional programs offered by 23 departments and the Graduate Liberal Studies program.



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II-2-1-1 Duties of the Dean

Specifically, the dean's duties encompass the following areas of responsibilities:

Strategic planning

- Collaborates with the provost and the other academic deans in strategic planning for the division of Academic Affairs in support of the university's mission.
- Sets priorities for strategic planning within the College of Arts and Sciences in compliance with Academic Affairs planning and the university's mission.

Academics

- Authorizes CAS departments/programs to develop new undergraduate and graduate degree and certificate programs prior to the submission of program proposals to the appropriate faculty committees for approval and forwarding to the university's administration for consideration.
- Gives final CAS approval for all revisions and expansions of the college's curriculum offerings, degree/certificate requirements, and minors.
- Ensures faculty, department/program, and student compliance with all academic policies set by the university.
- Approves the credentials for all part-time and full-time faculty.
- Ensures that CAS course offerings are scheduled to facilitate timely completion of degree requirements.
- Annually reviews productivity reports (credit-hour production, degrees awarded, number of majors/second majors/graduate students) of all CAS departments and programs.
- Annually reviews CAS performance on institutional surveys and assessments.
- Ensures CAS programmatic and faculty support to other academic units on campus.
- Supports external reviews of CAS programs and participates in each review process; assists departments/programs in implementing recommended improvements resulting from such reviews.



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Resources:

Fiscal

- Administers an annual continuing budget in excess of \$40,000,000, including faculty salaries, monitoring department, program, and CAS office expenditures.
- Allocates permanent and/or one-time supplements from expansion funds or flexed faculty salaries to department/program operating budgets and equipment accounts in response to needs and college/institutional priorities.
- Sets CAS priorities for funds allocated by ITSD for the replacement of office, classroom, and laboratory computers and other instructional technology.
- Allocates funds for new science faculty start-up and for grants matches from overhead receipts allocated to the CAS from AA.
- Allocates salary funds to departments for merit raises and/or one-time supplements to full-time faculty, according to guidelines set by the state legislature and UNC's Office of the President.
- Allocates stipend funds to faculty selected by CAS committees to receive Summer Initiatives for research or for curriculum development.
- Allocates CAS trust funds obtained from donor gifts to support student learning and faculty professional development.
- Prepares and submits to AA the college's annual expansion budget request.
- Approves all state expenditures for work-related international travel by CAS faculty.
- Sets priorities for fund-raising to support CAS faculty, students, and programs and works with the Office of Advancement to obtain financial and other gift support to meet these priorities.

Personnel

- Allocates new and replacement faculty/chair/director positions to departments for recruitment in response to program needs and CAS/AA priorities, and approves all new faculty and chair/director appointments.
- Allocates faculty overload stipends and part-time faculty salary funds to departments and programs in response to enrollment demands and program needs.
- Reviews clerical and technician staff needs in the CAS and requests additional staff as needed.
- Allocates temporary staff wages and/or additional student work assistant funds to departments/programs in the event of extended illnesses or other emergencies that reduce permanent staff support.



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Facilities

- Sets CAS priorities for new classroom building construction and for renovations of existing classroom buildings.
- Represents CAS space needs to the provost and vice chancellor for academic affairs.
- Makes policy decisions regarding the assignment of space to CAS departments and programs.
- Sets priorities for the funding of special facilities projects in CAS.
- Negotiates with other deans to obtain shared space in facilities assigned to other units, as needed, and/or to share new buildings with other units.
- Participates in the architect selection process for new CAS classroom building construction.

Other

- Approves all CAS faculty leaves of absence, exchanges with faculty on other campuses, research reassignments, and one-year reductions in full-time appointments.
- Approves all CAS faculty proposals for external funding to support teaching, research, and service and all recommended annual recipients of the Chancellor's Teaching Excellence Awards.
- Serves in the recommendation and decision process for CAS faculty reappointment, tenure, promotion, and post-tenure review decisions, as outlined in the *Faculty Handbook*.
- Serves as the provost's designee to investigate any formal charges of CAS faculty misconduct.
- Supports chair/director development by conducting an annual fall retreat and monthly meetings and by funding chair/director participation in national or regional workshops, institutes, or conferences.
- Hosts an annual CAS Spring Convocation to recognize faculty achievements in teaching, research/creative pursuits, and service.
- Enforces university policies regarding faculty workload, conflicts of interest, and commitment, and improper relationships.
- Mediates conflicts between faculty and chairs/directors, staff and chairs/directors, and chairs/directors with other chairs/directors, associate deans, and/or other administrators within or outside the CAS.
- Ensures the timely completion of all CAS reports required by UNCW's and UNC's administration.
- Annually assesses the performance of all CAS associate deans, central office staff, chairs, and program directors.
-



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- Represents the CAS at commencement exercises, annual fall convocation, Board of Trustees meetings, and other special events as required or requested by the provost or chancellor.
- Serves on the provost's Deans' Council, the University Planning Council, and on other university committees at the provost's or chancellor's request.
- Serves as the administration's liaison with the College of Arts and Sciences and as the college's liaison with the administration.

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II-2-1-2 Dean Evaluation

The evaluation of the dean is outlined in the Faculty Handbook.

At the end of every spring semester, each member of the faculty is asked to evaluate the dean. A multi-item instrument called *Faculty Perceptions of Administrative Performance* has been used for this purpose since April 1989. The results of these evaluations are made available to the dean and the provost and are intended to provide information for self-improvement as well as for evaluation of the dean's performance by the provost.

During the fourth year of a five year renewable term, academic deans are reviewed by the provost and the chancellor. As a part of the review process, department chairpersons, other administrators, and faculty from the College are invited to meet with a review committee to provide feedback about the performance of the dean. The committee serves as a conduit and organizing mechanism for feedback rather than as a body to recommend any course of action.

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II-2-1-3 Dean Recruitment

The authority of establishing procedures for hiring the dean belongs to the chancellor. According to the Faculty Handbook II.D.2.:

"The Board of Governors appoints, on recommendation of the president and of the chancellor, all vice chancellors and senior academic and administrative officers (see *The Code*, Section 500 B, (2)). Specific procedures and responsibilities for the identification of candidates for these positions are established by the chancellor.

The procedures include development of a position description, announcement of the position, and establishment of a search committee whose responsibility is to review applications, interview final candidates and submit a recommendation to the appropriate administrative officer. Faculty members are asked to serve on the various search committees."



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II-2-2 Associate Deans

Associate deans assist the dean in the administration of the College of Arts and Sciences. Associate deans have defined areas of responsibility as determined by the dean. Associate deans normally serve renewable four-year terms, but serve at the discretion of the dean. Therefore, the dean may terminate an associate dean's appointment should significant conflicts arise that jeopardize the effective fulfillment of the mission of the College of Arts and Sciences.

Qualifications

An associate dean should be a tenured faculty member and hold at least the rank of associate professor although it is preferred that associate dean candidates qualify for the rank of professor. Associate dean candidates should have experience and expertise relevant to assigned areas of responsibility.

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II-2-2-1 Associate Dean for Faculty Policy and Enrollment Management

Description

The Associate Dean assists the Dean in issues related to faculty policy and enrollment management.

Duties

1. Faculty Policy

- Oversight on faculty workload issues and other faculty policies
- Assist department chairs, program directors, and the dean on faculty personnel matters
- Assist the dean in obtaining and allocating faculty positions by maintaining an annual analysis of instructional needs and departmental staffing.
- Assist dean in tracking and acknowledging faculty accomplishments
- Chair the College of Arts and Science Teaching Excellence Award Committee
- Provide oversight of part-time faculty and the part-time faculty budget
- Assist the dean in making recommendations for faculty appointments to university committees
- Interview candidates for faculty positions and advise the dean
- Review RPT process and advise the dean
- Signing authority for faculty travel requests

2. Enrollment Management

- Oversee the scheduling of classes
- Manage the CAS Summer Session and Summer Session Budget



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- College of Arts and Sciences liaison with UNCW Enrollment Management Council
- College of Arts and Sciences liaison with University College
- College of Arts and Sciences liaison with the UNCW Office of Admissions
- Plan and organize annual College Day event and coordinate with The Division of Public Service and Continuing Studies

3. Other

- Compile the CAS Annual Report and other reports requested by the dean
- College of Arts and Sciences liaison with Isaac Bear Early College High School
- College of Arts & Sciences liaison with Office of International Programs focusing on study-abroad programs and faculty exchanges, international travel awards, and UNC system-wide exchange programs.
- Represent the dean in various committees and meetings and at various campus and public events
- Serve as acting dean in the dean's absence

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II-2-2-2 Associate Dean for Graduate Programs, Research, and Infrastructure

Description

The Associate Dean assists the dean in the areas of graduate programs, research and infrastructure.

Duties

1. Graduate Programs

- Assist the dean with oversight of College of Arts and Sciences graduate programs
- Liaison between the College of Arts and Sciences and the Graduate School
- Approve graduate faculty status applications within the College of Arts and Sciences

2. Research

- Assist the dean with oversight of College of Arts and Sciences grants and research activity
- Liaison between the College of Arts and Sciences and the Office of Sponsored Programs
- Chair the College of Arts and Sciences Research Committee
- Chair the College of Arts and Sciences Research Reassignment Award Committee
- Chair the College of Arts and Sciences Research Initiative Award Committee

3. Infrastructure

- Engage in technology planning at college level, ensuring consistency with university and system-wide goals
- Assist and advise departments and programs regarding technology planning, purchasing, and utilization
- Purchase and allocate classroom, department and faculty technology



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- Liaison between the College of Arts and Sciences and the Information Technology Systems Division
- Liaison between the College of Arts and Sciences and Academic Affairs in technology-related issues
- Maintain the College of Arts and Sciences' web presence
- Serve as ex-officio member on the Faculty Senate Information Technology Committee.
- Engage in infrastructure planning at college level, ensuring consistency with university and system-wide goals
- Oversee and assign College of Arts and Sciences facilities, including offices, classrooms, research space, and general and special purpose rooms
- Oversee renovation, repair and construction activities within the College of Arts and Sciences' facilities
- Liaison between the College of Arts and Sciences and Physical Plant
- Liaison between the College of Arts and Sciences and Project Management
- Liaison between the College of Arts and Sciences and Construction Services
- Liaison between the College of Arts and Sciences and Facilities Planning and Design
- Liaison between the College of Arts and Sciences and Telecommunication Services
- Liaison between the College of Arts and Sciences and Academic Affairs in infrastructure-related issues
- Serve as ex-officio member of the Faculty Senate Building and Grounds Committee
- Oversee key distribution within the College of Arts and Sciences



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4. Other

- Assist the College of Arts and Sciences Dean's office as needed
- Serve as Acting Dean of the College of Arts and Sciences in the Dean's absence



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II-2-2-3 Associate Dean for Student Policy and Curriculum Coordination

Description

The Associate Dean assists the dean in oversight of the college's academic policies and procedures as they relate to students and curriculum.

Duties

1. Oversees Academic Welfare of Students

- Counsels students in academic trouble
- Determines probation contracts for students who are academically ineligible
- Assesses student requests for withdrawals
- Assesses student requests for overloads
- Supervises student grade appeals
- Monitors student grade changes and incompletes
- Monitors student requests for directed individual studies
- Evaluates student requests for transient study
- Evaluates substitutions and waivers for basic studies and departmental requirements
- Serves as mediator between students and instructors in conflict

1. Oversees Internship Program for CAS

- Assists departments in coordinating internships with various agencies
- Evaluates internship proposals for new sites
- Monitors student and site supervisor qualifications for internships



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3. Oversees CAS Curriculum Committee
 - Determines composition of committee
 - Determines times and locations of meetings
 - Advises and directs committee during meetings
 - Advises faculty and chairs on implementing new courses, changing existing courses, changing majors and minors, etc.
 - Evaluates new program development
 - Oversees interdisciplinary minors
 - Oversees CAS Catalogue Curriculum Changes
4. Serves as CAS Liaison to Various Campus Constituencies
 - Serves as ex officio member of Academic Standards Committee and participates in shaping academic policy across the university
 - Serves as ex officio member of University Curriculum Committee
 - Serves as ex officio member of Evaluation Committee
 - Serves as CAS representative on Commencement/Convocation Committee
 - Serves as ex officio member of other committees as needed
 - Represents CAS in Faculty Senate
 - Represents CAS at student awards ceremonies
5. Other
 - Oversees interdisciplinary minors
 - Assists faculty and chairs in maximizing the effectiveness of student advising
 - Assists faculty and chairs in maximizing the effectiveness of departmental applied learning programs



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- Assists the dean as needed
- Serves as acting dean in the dean's absence

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II-2-2-4 Associate Dean Evaluation

In the College of Arts & Sciences the dean conducts performance reviews of associate deans annually. The dean shall request from the associate deans a report of activities and accomplishments in each associate dean's arena of responsibility specifically addressing the goals established with the dean at the beginning of the evaluation cycle. The report also addresses activities and accomplishments in academic areas of teaching, research, and service. In addition the results of the Faculty Evaluation of Associate Dean's Administrative Performance conducted online each spring by the Office of Institutional Research are provided to the dean. Based on these sources of input and the dean's own direct observation, the dean shall provide a written evaluation of each associate dean's performance. This evaluation becomes part of the personnel file of each associate dean.

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II-2-2-5 Associate Dean Recruitment

The dean initiates the recruitment process for associate dean positions and has final approval. When a position vacancy for associate dean becomes available, the dean shall send out a position announcement to all faculty in the College of Arts and Sciences specifying the anticipated duties associated with the open position. Since associate deans are appointed by the dean, the dean shall determine an appropriate process of selection.

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II-2-3 Department Chairs and Program Directors

Most academic units within the College of Arts and Sciences are organized as departments. In some cases, an academic unit may be organized as a program. Programs are typically smaller units than departments and may or may not have permanent faculty attached to them. The roles of the department chairs and program directors are similar, except that some interdisciplinary programs may not have faculty with full-time tenure track appointments within them. Therefore, the role and responsibilities of “department chair” as described here also apply to program directors except in cases in which program directors do not directly supervise tenure-track faculty or where otherwise indicated.

The department chair has a dual role. On the one hand, the chair serves as the department’s leader, organizer, and facilitator; acts as the department’s representative to the dean, to other university administrators, and to the public; and administers the programs and supervises the staff of the department. On the other, the chair is a representative of the administration to the faculty, serves the mission of the college and the university, and is an integral part of the organization of the college administration.

Term of Office

Department chairs serve three-year or four-year terms as determined by the individual departmental policy. Renewal of term is also determined by departmental policy. The chair serves a 12-month contract year as negotiated with the dean. The chair serves at the discretion of the dean. Therefore, the dean *may* terminate a chair's appointment should significant conflicts arise that jeopardize the department's effective fulfillment of its mission. The dean would then appoint an acting or interim chair with consultation with the department until a new chair can be appointed through internal or external search.

Qualifications

The chair should be a tenured faculty member and hold at least the rank of associate professor. The chair should be knowledgeable about:

- Technological and pedagogical developments relative to the discipline
- External environmental factors affecting the discipline and graduates of the program (e.g., licensing requirements, job markets, changing job skill demands)
- Scholarly and technical developments in the discipline so as to be able to lead faculty and assess their work



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- Skills appropriate for a position of leadership

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II-2-3-1 Department Chair and Program Director Duties

The duties of department chair and program director are similar. Therefore the following description of the duties of department chairs also apply to program directors except in relation to supervision of full time faculty in programs without such appointments or where otherwise specified.

A. Internal Duties

- The chair represents the department's interests to the college and university administration and serves as an advocate for the collective wishes and decisions of the department.
- The chair is responsible for program coordination, curriculum development and review for the department's degree programs.
- The chair is responsible for developing and maintaining--with the advice and consent of the faculty--departmental objectives, long-term planning, and on-going evaluation procedures.
- The chair must be aware of and attentive to departmental, college, and university deadlines.
- The chair manages the department's annual budget, trust fund, departmental scholarships, and fund-raising activities with the objective of meeting the instructional and research needs of the faculty and students.
- The chair prepares departmental schedules and teaching assignments with the objective of balancing the needs of individual faculty members with those of the department and the college.
- The chair makes committee assignments within the department and schedules departmental meetings in a timely manner.
- The chair conducts departmental meetings and represents the department at the college chairs' meeting.
- The chair leads departmental ceremonies and represents the department at various departmental events such as honor society meetings, and guest speakers.



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- The chair is accessible to faculty, staff, students, and the public.
- The chair teaches courses in the department curriculum. The teaching load is negotiated with the dean.
- The chair is responsible for hiring, supervising, and evaluating departmental staff and student workers.
- The chair is responsible for coordinating the annual peer review of faculty, post-tenure review of faculty, and classroom observations of untenured faculty members and faculty members requesting promotion.
- The chair is responsible for the hiring process for tenure-track faculty.
- The chair is responsible for orientating and mentoring new faculty.
- The chair encourages faculty professional development and collaborative research.
- The chair is responsible for submitting recommendations to the dean on hiring, reappointment, tenure, promotion, and post-tenure review decisions, and for making merit pay recommendations (in accordance with university guidelines).
- The chair is responsible for the acquisition, supervision, and security of departmental inventory, and manages the physical space assigned to the department.
- The chair is responsible for the supervision of the recruiting of students for graduate programs.
- The chair is a primary mediator in disputes involving faculty and students relating to academic policies or professional behavior.

B. External Relations

- The chair is responsible for providing reports and recommendations requested by the college or university administration.
- The chair works with coordinators of other major and minor programs in the university, especially with regard to scheduling departmental courses that support these interdisciplinary programs.
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- The chair works with the directors of the Honors Program and the Center for Teaching Excellence.
- The chair is responsible for relaying information and directives from the administration to the department. The chair should strive to keep faculty members informed of opportunities for curriculum development and support for research and travel.
- The chair advocates for funding internally and externally including public relations and departmental publications.

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II-2-3-2 Chairs and Program Directors Evaluations

Evaluation of Program Directors

In the College of Arts & Sciences the dean conducts performance reviews of chairpersons and program directors annually. If programs have full-time faculty, then the process of performance review for program directors is similar to department chairs as described below. If programs do not have full-time faculty, then the dean conducts the review of the program director by directly soliciting a report of administrative activities and accomplishments in the program director's arena of responsibilities as well as activities and accomplishments in academic areas of teaching, research, and service. This annual productivity becomes the basis of the dean's evaluation.

Evaluation of Department Chairs

Each department completes an evaluation of its chair as part of the annual faculty review process. The procedures for such reviews are outlined at the department level according to departmental policy. This evaluation becomes part of the personnel file of the chair.

The department review committee will briefly summarize the peer review of the chair in regards to teaching, research, and service, retaining all copies of dossier, teaching portfolios, SPOTS, etc., as departmental records.

The entire department should evaluate the chair using the Faculty Evaluation of Department Chair's Administrative Performance conducted online each spring by the Office of Institutional Research. The results of this anonymous survey are provided to the dean, the provost, and the chair.

The chair provides the dean with a brief self-evaluation, based on the duties outlined in this manual and the specific goals established with the dean at the beginning of the evaluation cycle.

CRITERIA FOR ANNUAL CHAIR EVALUATION

Chair Duties

Excellent

Excellent attention to managerial responsibilities as chair, including timely submission and careful preparation of required reports, schedules, and evaluations; effective management of



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departmental budget; and other duties required by dean or department. Accepted leadership appointments to college and/or university committees and task forces. Rated "excellent" by peer reviewers and faculty.

Very Good

Excellent attention to managerial responsibilities as chair, including timely submission and careful preparation of required reports, schedules, and evaluations; effective management of departmental budget; and other duties required by dean or department. Served on college and university committees and task forces.. Rated "very good" to "excellent" by peer reviewers and faculty.

Good

Excellent attention to managerial responsibilities as chair, including timely submission and careful preparation of required reports, schedules, and evaluations; effective management of departmental budget; and other duties required by dean or department. Served on college or university committees or task forces and performed some professional service on behalf of the community. Served as a good role model for faculty in the areas of teaching, research/creative activity, and service. Rated "good" to "very good" by peer reviewers and faculty.

Satisfactory

Good attention to managerial responsibilities as chair, including usually timely submission and careful preparation of required reports, schedules, and evaluations; generally effective management of departmental budget; and responsiveness to other duties required by dean or department. Served on at least one college or university committee and supported at least one community activity in a professional capacity. Rated "average" (or "satisfactory") to "good" by peer reviewers and faculty.

Needs Improvement

Poor attention to managerial responsibilities as chair, resulting in missed deadlines or careless preparation of required reports, schedules, and evaluations; generally poorly administered departmental budget; and unresponsiveness to other duties required by dean or department. No other service at the college, university, community, or professional level. Rated "below average" (or "poor") to "average" by peer reviewers and faculty.



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Leadership as Chair

Excellent

Provided impetus for new degree program(s) or major improvements in existing degree program(s) and/or for significant revisions in departmental policies to better serve departmental, college, and/or university mission(s). Launched major initiatives to increase resource base through the acquisition of trust funds, significant grants, and /or instructional equipment and/or successfully campaigned for improved departmental space, effectively overseeing and coordinating the renovation/construction process. Successfully recruited outstanding new faculty and/or staff and mentored junior faculty in their professional development. Effectively mediated conflicts among students, faculty, and/or staff. Maintained strong departmental morale by setting a positive example and by encouraging and recognizing individual faculty excellence in addressing various aspects of the department's mission. Worked effectively with other chairs, directors, and college and university administrators, frequently initiating dialogue and suggesting solutions to problems. Served as an excellent role model for faculty in the areas of teaching, research/creative activity, and service. Rated "very good" to "excellent" by peer reviewers and by majority of faculty responding to UNCW's annual review of administrative performance.

Very Good

Effectively responded to program reviews and/or accountability measures mandated by UNCW and/or UNC's General Administration, leading faculty in the development of program/ policy improvements consistent with the missions of the department, college, and university. Supported faculty who sought to strengthen the department's resources in funding and equipment and recognized successful efforts. Provided helpful leadership in recruiting new faculty and offered guidance to junior faculty in their progress to tenure and promotion. Worked effectively to maintain faculty morale in the face of personnel crises and/or conflicts. Effectively sought ways for individual faculty to contribute meaningfully to various aspects of the department's mission. Worked cooperatively with other chairs, directors, and college and university administrators, responding helpfully to calls for assistance. Served as a very good role model for faculty in the areas of teaching, research/creative activity, and service. Rated "good" to "very good" by peer reviewers and/or majority of faculty responding to UNCW's annual review of administrative performance.

Good

Responded helpfully to departmental initiatives to improve programs and policies, encouraging dialogue and offering useful suggestions of better ways to fulfill departmental, college, and university missions. Familiarized faculty with opportunities to increase the department's



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resources in funding and/or equipment and encouraged their exploration. Assisted with new faculty and staff recruiting and provided mentoring program for junior faculty. Responded positively to individuals in the department seeking diverse ways to support the department's mission. Worked cooperatively with other chairs, directors, and college and university administrators, responding helpfully to calls for assistance. Served as a good role model for faculty in areas of teaching, research/creative activity, and service. Rated "satisfactory" to "good" by peer reviewers and/or majority of faculty responding to UNCW's annual review of administrative performance.

Satisfactory

Was receptive to departmental initiatives to improve policies and programs, supporting dialogue concerning better ways to fulfill departmental, college, and university missions. Was receptive to faculty initiatives to increase the department's resources in funding and equipment and encouraged their exploration. Recognized that individual faculty might contribute in different ways to the fulfillment of the department's mission and was receptive to the exploration of various kinds of support for these contributions. Initiated recruitment of new faculty and staff and encouraged the development of mentoring relationships between senior and junior faculty. Served as an adequate role model for faculty in the areas of teaching, research/creative activity, and service. Worked cooperatively with other chairs, directors, and college and university administrators, responding positively to calls for assistance. Rated "fair" to "satisfactory" by peer reviewers and/or majority of faculty responding to UNCW's annual review of administrative performance.

Needs Improvement

Was often unresponsive to departmental, college, or university initiatives to strengthen departmental programs and policies or was autocratic in determining changes in programs and policies. Was unresponsive to needs to improve departmental resources in funding and other areas through special initiatives. Did not differentiate among faculty in setting expectations for contributions to the department's mission. Was unhelpful in the recruitment of new faculty and staff and insensitive to junior faculty needs for mentoring by the chair and by senior faculty. Usually ineffective in mediating conflicts between faculty and staff and between faculty and students. Served as a poor role model for faculty in the areas of teaching, research/creative activity, and/or service. Did not usually work well with other chairs, directors, and college and university administrators, responding negatively to or ignoring calls for assistance. Rated "poor" to "fair" by peer reviewers and/or by majority of faculty responding to UNCW's annual review of administrative performance.



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Last updated by Stephen J. McNamee, 10/10/2007



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II-2-3-3 Department Chair and Program Director Recruitment

Department Chair Recruitment

On the recommendation of the provost and dean, the chancellor appoints all chairpersons. UNCW's *Faculty Handbook* delegates to the dean the responsibility for determining the process leading to the recommendation. Each department must develop a policy on chair procedures and obtain the approval of the dean. The dean initiates the recruitment process and solicits input from the faculty with respect to the preferred option (see below). Final approval of all recommendations rests with the dean.

Procedure for Department Chair Recruitment

In the spring semester prior to a current chair's last year of service, the dean will communicate the options available for departmental leadership to all full-time members of the faculty:

- Renewal of current chair if eligible according to departmental policy
- An internal search
- A national search

The third option is determined primarily by the availability of salary resources and a position to support the outside hire. In communicating the options available to the faculty, the dean will indicate if the third option (a national search) is feasible.

In accordance with a department's policy on personnel and hiring decisions, eligible members of the faculty, sans the department chair, will meet to review the available options and decide on a recommendation to the dean. Upon receiving the department's recommendation, the dean will meet with all full-time members of the faculty to discuss the recommendation and share his/her decision with respect to the recommendation. If the faculty supports a renewal of the sitting chair the dean will determine the current chair's willingness to serve another term and will communicate this information when the dean meets with the faculty.

The search process is then determined by the nature of the option approved by the dean.

Process for an Internal Search

The dean invites all tenured associate and full professors in the department to apply formally for the chair's position. The current chair is eligible to apply if department policy permits another term. Applications must include (1) a statement of administrative philosophy, (2) a statement of applicant's vision for the department's future, and (3) *curriculum vitae*. The inclusion of external references is optional. The dean will appoint a senior faculty member to serve as the coordinator



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of the internal search. The internal search will then proceed according to departmental policy. The dean may also invite faculty members to send their own individual assessments directly to the dean. The outgoing chair will not attend the formal departmental interview(s), but will have a separate, informal interview with the applicant(s) and will submit a separate written assessment of the candidate(s) to the dean. Should the dean approve the department's recommendation, the dean will recommend the applicant to the provost for approval. Should the dean discover, during the interview, problems that threaten a preferred applicant's potential effectiveness as the next chair, the dean will meet with the department to discuss the search and to determine a mutually acceptable resolution. If no resolution results, the dean will indicate his/her recommendation to the provost, but will also communicate that the recommendation does not have the department's full support.

Process for a National Search

The dean initiates the search by appointing a search committee comprised of members of both the senior and junior faculty in the department and one member-at-large at the senior rank from a comparable discipline; the current department chair does not serve on the search committee. The search committee should also include at least one junior member of the faculty and, in so far as possible, reflect the diversity in the department (gender and otherwise). The committee is charged with drafting a position announcement for the dean's approval, screening all applications, and recommending a pool of finalists for the dean's approval for presentation to the full-time departmental faculty. Internal candidates may apply, but all applicants in a national search, whether external or internal, must hold at least the rank of associate professor, although it is preferred that a candidate qualifies for the rank of full professor at UNCW. Also the candidate should have some degree of administrative experience. Applications must include (1) a statement of administrative philosophy, (2) a summary of the applicant's research, (3) evidence of teaching effectiveness, (4) *curriculum vitae*, (5) official copies of all university transcripts, and (6) the names, addresses, and telephone numbers of five references. They may also include a statement of the applicant's vision for the department's future.

External candidates are normally invited to campus for a three-day interview that includes initial and closing meetings with the dean, a formal presentation to the full department, a dinner with the search committee, and a departmental reception and other opportunities to interact informally with faculty and students, as well as other activities deemed appropriate by the department. Internal candidates for the chair's position must submit the same application materials and participate in the same interview activities as external candidates. The outgoing chair of the department will not attend any formal departmental interviews, but will be scheduled for a private interview with each finalist.

At the conclusion of the last interview, the department will have seven days to make its recommendation to the dean following procedures outlined in departmental policy. During the



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same seven-day period, all full-time faculty members are invited to send their individual assessments of the finalists directly to the dean for consideration. The dean will then consult by telephone with the dean(s) of the finalist(s) receiving the strongest support by the departmental faculty. Pending a positive recommendation from the finalist's dean and the UNCW dean's concurrence with the departmental recommendation, the UNCW dean will inform the department that the candidate's appointment is being forwarded for approval by the provost and chancellor. Should the dean discover serious problems with the faculty's choice, the dean will meet with the department to discuss those problems and then solicit the faculty's recommendation for either an alternative choice or a reopened search the following year.

Program Director Recruitment

The process for recruitment for program directors is similar to that of department chairs in academic programs that have full-time tenure track faculty. In academic programs that do not have full-time tenure track faculty, the dean determines if an external or internal search should take place and the process for conducting such a search.

Approved: 3/9/2011

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II-3 CAS Committees

II-3-1 Curriculum Committee

II-3-2 Research Committee

II-3-3 Faculty Policy Advisory Committee

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Last updated by Stephen J. McNamee, 10/10/2007



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II-3-1 Curriculum Committee

The College Curriculum Committee reviews all changes, additions, and deletions to the curriculum. The committee consists of 11 faculty members appointed by the Associate Dean for Academic Policy, who is the 12th member of the committee. Members serve for two years and are chosen from across the disciplines. The committee meets at least once a month from September to April. Curriculum changes are forwarded to the committee from the department chairs or program directors. The committee reports its recommendations to the dean.

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Last updated by Stephen J. McNamee, 10/10/2007



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II-3-2 Research Committee

The Research Committee is responsible for overseeing scholarship awards in the College of Arts and Sciences. Committee members review proposals and recommend to the dean a list of faculty that meets the criteria for Faculty Research Reassignment, Summer Research Initiative, and Summer Curriculum Development awards. The Research Committee consists of five faculty members who previously have been recipients of the Faculty Research Reassignment Award. Members are appointed by the associate dean of Graduate Programs, Research, and Infrastructure, who is the sixth member of the committee. Members are chosen from across the disciplines and serve for one year.

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II-3-3 Faculty Policy Advisory Committee

The Faculty Policy Advisory Committee reviews issues related to faculty policy within the College of Arts and Sciences such as workload, professional conduct, policies related to non-permanent faculty, or other policy issues affecting faculty within the College of Arts and Sciences. The committee includes the Associate Dean for Faculty Policy and Enrollment Management and four department chairs representing one each from the fine and performing arts, humanities, natural sciences, and social sciences. The Associate Dean for Faculty Policy and Enrollment Management also serves as the committee chair. The members of the committee serve two year staggered terms and are selected by the chairs of each division respectively. Depending on issues under consideration, the Faculty Policy Advisory Committee may create ad hoc or subcommittees with membership that the committee deems appropriate. The committee reports its recommendations to the dean and department chairs' council.

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Section III: CAS Policies

III-1 Faculty Workload

III-2 Overload and Part-Time Teaching Assignments

III-3 Enrollment Management

III-4 Faculty Research Active Status

III-5 Grant Buyout Policy for Externally Funded Research and Scholarly Activities

III-6 Department-Level Administrative Assignments Requiring Reassignment from Teaching

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III-10 Research Award



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III-1 Faculty Workload

A. Definitions

Faculty workload in the College of Arts and Sciences consists of teaching and instruction-related activities, scholarship and professional development, research or artistic achievement, and service. A full workload for a faculty member in the college consists of a teaching assignment of 24 credit hours per year, including equivalencies; advising of majors and minors; participating in scholarly and professional development activities; and routine service on departmental and university committees.

The standard workload in the College of Arts and Sciences for faculty who are significantly engaged in service or research and/or artistic or creative activities is minimum of 18 credit hours per year, including credit-hour equivalencies.

Credit-hour Equivalent (CHE) is the calculation of the equivalent teaching load for courses not taught in the standard lecture format or for courses in which content and/or pedagogy requires a different load measurement than their published credit hours. Such courses include off-campus and Internet courses; experimental courses like internships, practica, clinics, student teaching, laboratories, and studios; individual learning courses such as directed readings, graduate or undergraduate honors theses, and independent studies; and courses that require greater outside preparation, such as graduate courses and large or double sections of undergraduate classes. As resources permit, departments may receive the Dean's approval to count credit-hour equivalencies in their faculty members' teaching loads. While there will be variations among disciplines in the specific ways they are applied, the following equivalencies are generally observed throughout the College of Arts and Sciences:

- Supervision of internships and practica: 3 contact hours per week in the field or in follow up seminar = 1 CHE
- Supervision of student teaching: each 5 students supervised = 3 CHEs
- Supervision of master's thesis = 1 CHE
- Supervision of honor's thesis or directed individual studies course: 1 student credit hour = 0.2 CHE



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- Labs and other classes that meet for more hours weekly than reflected in their student credit hours and that require extensive instructor preparation for class and extensive evaluation of student performance: 1 CHE per additional hour beyond the published credit hours for the course
- Classes that require more preparation than regular classes of course level, content, and/or required pedagogy: 1 CHE
- Sections of courses that exceed the enrollment caps set by departments: 1 CHE per one third over-enrollment

B. Course Reductions

Course reduction refers to an exemption from a portion of a faculty member's semester teaching load, with the reduction typically representing one 3-credit-hour course. With the approval of the dean, a faculty member may receive one or more such reductions to support time consuming or otherwise significant involvement in any of the three components of the workload, as outlined in the *Board of Governors Plan for Rewarding Teaching*, and clarified below in under each workload component

1. Teaching

As noted in the *Board of Governors Plan for Teaching*, "activities involving direct contact with students account for only a fraction of the time spent on fulfilling instructional responsibilities. Selecting, reviewing, and preparing course materials and course syllabi; constructing exams; grading and evaluating students' work; meeting with students outside the classroom; setting up laboratories and studios; responding to electronic mail from students; writing letters of recommendation for students; arranging field experiences; developing course-ware; developing new courses or restructuring the curriculum; writing textbooks and reading to stay current in one's field are all instructional activities that consume significant amounts of faculty time outside the classroom." Such attention to teaching is expected of all college faculty, and therefore most of this work will not merit a course reduction in a faculty member's workload. However, with the dean's approval, a reduction may be given for the following general reasons, as outlined by UNC's Board of Governors and clarified here for their applicability to college faculty:

a. Curriculum development



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A course reduction may not be given to a faculty member to develop a new course that only he or she will teach; such course development is an expected part of the 12-hour teaching load. A course reduction may be given to a faculty member to redesign content or pedagogy in the existing core curriculum or to redesign or to develop a new program track.

b. *Training in instructional technology*

Faculty who plan to participate in an instructional technology workshop may not receive a course reduction for that purpose; learning new technologies and/or pedagogies is an expected part of each faculty member's annual workload. One who is assigned to train other faculty in this use of technology and then to serve as a resource for other faculty in developing their own applications, however, may, with the dean's approval, receive a one-course reduction for this purpose.

c. *Co-curricular activities*

Normally, faculty members who serve as advisers to departmental or university student clubs or other student organizations may not receive a course reduction for this work. An exception to this policy may be approved by the dean when the activity requires a significant commitment of time and contributes to the department's instructional program in clearly identifiable ways.

2. Scholarship and Faculty Development

All college faculty are expected to maintain their familiarity with ongoing developments in their disciplines and therefore to continue their education throughout their professional lives through extensive reading, attendance at professional meetings, and participation in formal coursework, seminars, workshops, and other programs. Such efforts are essential to developing and maintaining teaching excellence, to conducting meaningful research or to promoting artistic achievement, and to providing meaningful service to the community and to the profession. For this reason no course reduction may be provided for this scholarly and professional development.

3. Research and Artistic Achievement

The creation and presentation of original works of art, whatever their form, and the communication of original or applied investigation within one's discipline are important elements in the workload of many college faculty and are directly tied to faculty advancement in tenure and promotion through guidelines published in UNCW's *Faculty Handbook*. Each department in the College of Arts and Sciences



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defines its own discipline-specific expectations for performance in this area, and faculty are required to provide tangible evidence of their research or artistic productivity annually to their chairs in order to demonstrate activity in these endeavors. Such evidence may include copies of grant proposals submitted, notification of grants funded, acknowledgement letters of manuscripts submitted for publication or creative/artistic works submitted for peer review and recognition, acceptance letters for submitted publications and works, and other evidence deemed appropriate by individual disciplines. In accordance with the guidelines established by the UNC Board of Governors, any college faculty member so identified as research or artistically active may receive a reduction in load each semester. In addition, the college also recognizes the following exceptions to a full course load:

- a. A member of the college faculty who obtains the appropriate funding from external agencies for research may “buy out” a course assignment. See CAS Policy Manual III-3 for details.
- b. In accordance with UNCW’s published procedures, any tenured faculty member may receive either a full semester’s reassignment for research purposes with full pay or a half-time reassignment for research each semester with half pay through a successful application for a faculty research reassignment award.

4. Service

Because UNCW is classified as a regional Comprehensive I university, all college faculty are expected to engage in some degree of departmental, college, university, community, and/or professional service during each academic year. Memberships on departmental, college, and/or university committees, task forces, advisory councils, and the faculty senate illustrate some of the ways that faculty may discharge their regular campus service responsibilities, even as comparable memberships on community or professional committees may fulfill those service responsibilities.

In addition, normal community service may include participation in a speaker’s bureau or unpaid and informal consulting to community groups, even as acting as referees for publications and professional conferences may be considered as acceptable, expected service to the profession. No course reductions may be provided for these kinds of activities. The college may, however, allow one or more reductions in the full teaching load for a semester when service responsibilities require a significant investment of the faculty member’s time. In keeping with the Board of Governors’ guidelines, this service falls under the following categories:



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- a. *Institutional Service*
Such service would include such responsibilities as preparing the university's accreditation report, serving as the president of the faculty senate or faculty assembly, or engaging in other service assigned by the dean, provost, or chancellor that requires a commitment of time well beyond that expected for faculty service. A course reduction of up to 3 hours per semester may be awarded for such service, depending on its duration and the level of commitment required.

- b. *Community Service*
Such service would require the administration of a major, ongoing outreach program on behalf of the department, college, or university, requiring significant time off-campus. A reduction of up to 3 hours per semester may be awarded for such service.

- c. *Professional Service*
Such service would include election to office in a major professional organization, the editorship of a major professional journal, or the organization and oversight of a major professional conference. A reduction of up to 3 hours may be awarded for this service each semester, depending on the duration and complexity of the commitment.

- d. *Administrative responsibilities*
See CAS Policy Manual Section III-4 for details.

C. Additional Considerations

Any development of a departmental workload policy must consider the department's mission, the availability of faculty resources within the department, and the ways that those resources are deployed to fulfill that mission. To that end, the following additional considerations should be observed:

1. The course load per faculty averaged across the college must be a minimum of 18 credit hours per year, including credit-hour equivalencies. This standard, established by General Administration and endorsed by the Board of Governors, reflects UNCW's status as a Comprehensive I institution. *It is not to be interpreted as a definition of the maximum teaching load of all faculty within the college.* Instead, teaching loads are expected to vary according to the missions of the



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individual departments and to the commitment of each faculty member to the expectations associated with performance in teaching, research or artistic achievement, and/or service.

2. The CHEs established for all departments across the college should be included in the reporting of all faculty teaching loads in order to present an accurate picture of each faculty member's full workload. However, a department's ability actually to count such equivalencies in assigning teaching loads is dependent on the availability of full-time faculty to staff the courses that must be offered each semester. Should a department be unable to count them in faculty loads during the semester in which are taught, attempts will be made to reward faculty efforts through merit raises and by later reductions based on accumulated CHEs, when possible.
3. Departments should closely monitor the percentage of student credit hours being taught by part-time faculty versus those being generated by full-time faculty. To protect UNCW's accreditation, no more than 25% of the university's total annual credit hours should be attributed to part-time faculty. To ensure that the College's total does not exceed that percentage cap, the dean may limit a department's allocation of part-time funds.
4. In so far as possible, teaching loads should be equitable across each department. While some variation in FTE is expected among faculty because of differences in course content, required pedagogy, and level, no department should have only a few faculty responsible for 30% or more of its total student credit hours.
5. The assignment of two course reductions to any one faculty member in any one semester must be carefully monitored, especially when such faculty generate considerably fewer student credit hours than other members of the department.
6. As a general rule, visiting faculty should teach 12 student credit hours or their equivalent each semester. Visiting faculty may not be given reductions for research, though they may receive course reductions for other purposes with the dean's approval.
7. As a general rule, full credit may not be awarded in a faculty member's workload for undergraduate courses that enroll fewer than ten students or graduate courses that enroll fewer than five students, Should adjustments to the class schedule and to a faculty member's workload not be possible in the semester in which enrollments fall below these limits, adjustments must be made the following semester to achieve



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the 18- or 24-hour teaching load, including equivalencies, expected of each faculty member.

8. Accumulated CHEs can be "banked" for equivalent course reductions in future semesters. The timing of such reductions depends on curriculum needs and is subject to the approval of the department chair and dean. With approval from the dean's office, faculty can be reassigned a maximum of 3 to 4 hours of accumulated CHEs in any one semester once every five years.

D. Oversight and Approval

Department chairs and directors are responsible for monitoring and enforcing all CAS faculty workload policies with oversight from the CAS Dean's Office. Department chairs and directors are also responsible for completing and submitting Faculty Workload reports to the CAS Dean's Office each Fall and Spring semester. In addition, department chairs and directors are charged with documenting faculty workloads in their respective units. Exceptions to any CAS workload policy must be approved by the Dean.

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Last updated by Kathleen Berkeley, 1/10/2014



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III-2 Overload and Part-Time Teaching Assignments Policy

Effective Spring 2014

1. As per the current CAS policy on administrative reassignments, departments with graduate programs (no matter the number of degrees, students, or tracks) will have one designated graduate coordinator who will receive a one-course (3 CHE) administrative reassignment per semester (A Tier Two Designation). The graduate coordinator will also receive a \$2,000 stipend as compensation for summer (this assumes a 9-month faculty member is appointed as graduate coordinator). 12-month administrators who oversee a graduate program will not receive the \$2,000 stipend. This stipend will be paid for services rendered at the conclusion of the fiscal year – June 30. In the case where this a change in graduate coordinator at the end of the fall semester, both fall and spring coordinators will split the stipend and each will receive a \$1,000 stipend at the end of the fiscal year.
2. Faculty members (9-month) who oversee a graduate certificate program do not receive a one-course (3CHE) administrative reassignment for either the fall or the spring semester. However, they will receive a \$1,000 stipend as compensation for summer. This stipend will be paid for services rendered at the conclusion of the fiscal year – June 30. In the case where there is a faculty assignment change in overseeing the certificate program (from fall to spring), both fall and spring certificate coordinators will split the stipend and each one will receive a \$500 stipend at the end of the fiscal year.
3. A department chair may make a case to the dean's office to consider a "special assignment" for a one-course (3 CHE) administrative reassignment from teaching for one-semester only for a 9-month faculty member who serves as a graduate program coordinator and is not recognized under the Tier Two administrative reassignment. Such Tier Three "special assignments" are time-limited and as such these reassignments must be requested and justified every January as the department chair prepares teaching schedules for the upcoming academic year.
4. Any additional supplemental support for a graduate program by a full-time faculty member in the form of reassigned teaching is also subject to the dean's approval and is renegotiated every January as the department chair prepares teaching schedules for the upcoming academic year.



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Any reassigned teaching duties for administrative purposes will be designated as a Tier Three Special Assignment.

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III-3 Overload and Part-Time Teaching Assignments Policy

Approved 5/12/2010

Effective Fall 2011

To preserve the quality of instruction in the College of Arts and Sciences and to maintain its reputation for teaching excellence, the College establishes the following parameters for part-time and overload instruction and compensation.

Lecturers and Non-Research-Active Faculty:

Lecturers and non-research-active faculty are assigned to teach four courses (12 CHE) each semester and may on occasion, at the discretion of the department chair, teach an overload course (3-4 CHE) in the College. The faculty member granted the additional paid teaching assignment accepts with the full understanding that this five-course load is the maximum load the faculty member may teach in any given semester inclusive of all divisions within the university. In authorizing this assignment, the department chair also expects the faculty member to inform him/her about any additional formal teaching commitments the faculty member has made or will make with educational institutions external to UNC Wilmington.

Research-Active Faculty:

Research-active faculty normally teach three courses (9 CHE) each semester and those members of the faculty **with tenure** may on occasion, at the discretion of the department chair, teach an overload course (3-4 CHE) in the College. The department chair makes this occasional accommodation to the workload of the tenured research-active faculty member with the expectation that this additional assignment will not adversely affect the quality of the faculty member's other duties and responsibilities (i.e.: research and scholarship; advising; service to the department, college, and university; mentoring and leadership roles). The faculty member granted the additional paid teaching assignment accepts with the full understanding that this one-course overload is the maximum load the faculty member may teach in any given semester inclusive of all divisions within the university. In making this assignment, the department chair also expects the faculty member to inform him/her about any additional formal teaching or research commitments the faculty member has made or will make with educational institutions external to UNC Wilmington.

Tenure-track faculty are also designated research-active, but their probationary status should preclude the department chair from offering an overload assignment. On the rare occasion when the department chair wishes to make such an assignment, he/she will consult with the dean's office prior to making the offer to the faculty member.



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Part-Time Faculty:

Part-time faculty normally teach no more than three courses (9-10 CHE) in any given semester inclusive of all divisions within the university. A fourth course may be assigned only under exceptional circumstances, with the dean's approval. Although a department chair cannot restrict a part-time faculty member's teaching assignments external to the university, the chair may need to limit the College teaching assignment for part-time faculty members who also teach for other institutions.



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III-4 Enrollment Management

Change of Day/Time/ Instructional Delivery Mode Requests for Courses Populated with Students

The following procedure is intended to clarify a long-standing CAS policy with respect to new time/day/instructional delivery mode change requests made by the faculty after preregistration (once students enroll in a course) or prior to (or during) the final examination period. Please follow the steps outlined below in order to streamline these requests and provide consistency among CAS departments.

For the requesting Department's Administrative Assistant:

1. Requests for time/day/instructional delivery mode changes must first be sent to the dean's office for approval by the Associate Dean for Enrollment Management.
2. Once approved, set maximum course enrollment to zero so that no additional students may enroll until a decision is made.
3. Send the email below with high importance to all students enrolled.
CC the following: the Executive Assistant to and the Associate Dean for Enrollment Management, the Instructor, and the Department Chair.
4. The dean's office will monitor student responses and update the department when all students have responded. If all responses are affirmative, the change may be made and the maximum enrollment re-set (should one or more students decline the change, it cannot be made).

Template

We are requesting a [time and/or day or instructional delivery mode] change for [course number, name, CRN], a course for which you registered. This would change the course [time and/or day or instructional delivery mode] from [current] to [proposed in bold].

Our policy is that we will not change the [time or day or instructional delivery mode] of a course unless all enrolled students have given written approval of the change. Therefore, please email _____ (e.g.: CAS Executive Assistant) at _____ (e.g.: CASEXASSIST@uncw.edu) as soon as possible to approve or decline this change.

Thank you.



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Example

We are requesting a time change for PHY 300-001 Analog Circuits (CRN 20279), a course for which you registered. This would change the course time from TR 9:00am-10:50am to **TR 9:30am-10:50am**.

Our policy is that we will not change the time of a course unless all enrolled students have given written approval. Therefore, please email (name of CAS Executive Assistant at -----@uncw.edu) as soon as possible to approve or decline this change.

Thank you.



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III-5 Faculty Research Active Status

The full workload of all UNCW faculty tenure and tenure-track faculty is equivalent to 4/4 courses (see III-1 for a complete definition). The CAS Workload policy outlines the expectation of all faculty members to be active in teaching, scholarship, and service.

The UNCW Faculty Handbook states that the department chair in consultation with the faculty member and the dean determines the number of courses taught by the faculty member (see the *UNCW Faculty Handbook*.) A number of activities expected of faculty may warrant the assignment of workload equivalent to course work. The most common of these involve the engagement of faculty in research and original scholarship.

Tenured faculty who do not attain or maintain the research active status must maintain the workload expectation of a 4/4 course load, unless other assigned tasks are deemed equivalent.

The annual peer review process should evaluate faculty on all areas of their performance. Nevertheless, the evaluation should take into consideration the distribution of their workload assignment and weigh the results accordingly. For example, faculty members who are not research active, while expected to show continued scholarship and development, should receive greater consideration for performance in the classroom.

The College of Arts and Sciences sets the following as the minimum standard for research active status:

Criteria for Research-Active Status in the College of Arts and Sciences
(Adopted 03/04/09; Revised 01/13/10)

1. Newly hired assistant and associate professors on the tenure track will be given research-active status with the understanding that these faculty members are making steady progress in building a record of research and scholarship consistent with their departments' expectations for permanent tenure at the rank of associate professor.
2. Full-time lecturers have no expectations of research and scholarship; therefore, they are not eligible for research-active status.
3. For tenured associate and full professors, the minimum criteria for research-active status are as follows:



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- a. Every five years, a faculty member is expected to publish two articles in a discipline-appropriate peer-reviewed journal; or one peer-reviewed article and the development of one peer-reviewed funded grant whose results are widely disseminated; or a monograph.
 - b. Every five years, for a faculty member whose discipline requires creative/artistic achievement, the expectation is a minimum of two performances, exhibitions, recordings, or other forms of artistic accomplishment subject to regional, national, or international peer evaluation as recognized by the academic discipline.
 - c. The dean is the final arbiter regarding any research contribution for which there is a question of compliance with these criteria.
4. By the start date of each new calendar year, a faculty member with research-active status is expected to have met the minimum criteria within the preceding five years. Exceptions to this provision of the policy follow:
- a. Department chairs, directors, associate deans, and deans returning to regular faculty roles will do so with research-active status, and will be expected to meet the minimum criteria within five years.
 - b. A faculty member returning from medical leave (e.g.: FMLA, Disability) to fulltime employment resumes his/her research-active status at the point it was when the medical leave was granted (e.g.: if the faculty member left fulltime employment with three years remaining on research-active status, then he/she resumes with three years).
 - c. The dean of the College, in consultation with the department chair, may extend the five-year provision of this policy if extenuating circumstances warrant such an action.
5. Departments can adopt criteria for research-active status that exceed the college's minimum criteria.

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III-6 Grant Buyout Policy for Externally Funded Research and Scholarly Activities

A member of the College faculty who obtains appropriate funding from external agencies for research or other scholarly activities may “buy out” one or more course assignments. To do so, the faculty member must contribute a portion of the funds received from the external agency or other relevant source to pay for someone else to teach the courses being bought out.

The standard faculty teaching load at UNCW is 12 credit-hours or equivalent each semester. Therefore, for each credit-hour or equivalent that is bought out, the faculty member must contribute 1/12 of his or her salary, including benefits, during the period of the buyout. For example, a faculty member on a nine-month contract making \$54,000 who wants to buy out one three-hour course for one semester would have to contribute $\$6,000/\text{month} \times 4.5 \text{ month} \times 3/12 = \$6,750 + \text{benefits}$.

As teaching is the primary component of a faculty member’s duties, course buy outs are limited in their scope. Approval of both the dean and the chair of the faculty member’s department is required for any reduction in teaching assignment.

Excess funds generated through faculty buy out will be evenly divided between the College and the generating department. The primary use of departmental buyout funds must be to compensate for lost teaching time and labor. Therefore, the departmental portion will initially be used for part-time instruction or overload payments. Remaining funds may then be utilized by the generating department for research-related initiatives. The College’s portion of these funds will be used to support College-wide part-time instruction and overload payments, as well as research related initiatives. Since buy outs produce lapsed salary, these funds must be used within the fiscal year in which they were generated.

Each department must have a policy statement detailing the use of buyout funds. This policy should address departmental needs related to research support. The department chair will distribute buyout funds at his/her discretion in a manner consistent with this policy.



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III-7 Department-Level Administrative Assignments Requiring Reassignment from Teaching in the College of Arts and Sciences

Adopted 7/29/2009

In all academic departments, faculty members are called upon to assume leadership roles and to perform administrative tasks necessary to the effective functioning of the department. Many of these roles and tasks fall within the normal expectation of faculty service. However, administrative assignments that are larger in scope may be accompanied by a partial reassignment from teaching. This policy offers guidance to ensure reasonable consistency as the College accounts for the effort involved in these assignments.

Tier I Assignment

The Department Chair or Program Director is a Tier I administrative assignment, with 18 CHEs reassigned from teaching for the academic year. All departments or free-standing programs will have a department chair or program director. The purpose of any additional administrative assignment is to provide assistance to the department chair or program director.

Tier II Assignments

Tier II administrative assignments may be approved for larger and more complex departments. A *larger* department is defined for this purpose as one that employs 12 or more full-time teaching faculty; a *more complex* department is defined for this purpose as one that offers graduate programs and/or comprises multiple disciplines. Other aspects of complexity may include the number of majors, the number of Basic Studies courses and labs, and internships, field work, or practicums required for the major. Subject to the dean's approval, such departments will normally have one or both of the following:

- Assistant Chair/Director or Undergraduate Coordinator. Duties typically include coordinating the undergraduate curricula, overseeing advising for transfer students and majors, and learning outcomes assessment. Reassignment from teaching can be up to 6 CHEs for the academic year, depending on the size and complexity of the department and the assistant chair or undergraduate coordinator's assigned duties.
- Graduate Coordinator. Reassignment from teaching can be up to 6 CHEs for the academic year, depending on the size and scope of the graduate program and the graduate coordinator's assigned duties.



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Tier III Assignments

Tier III administrative assignments may be approved by the dean for departments with exceptional needs or functions.

Reassignments approved by a previous administration (in either the dean's office or the provost's office) will be reviewed in light of these guidelines.



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Last updated by Kathleen Berkeley, 2/8/2010



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III-8 Indirect Costs Policy

As defined by the university, indirect costs (frequently called Facilities and Administrative costs) are "...those costs incurred by an institution which cannot be precisely allocated to specific projects or departments such as computer services, electricity, support of the library, buildings, campus security, etc. If not recovered, these costs will result in a drain of university resources available for other university functions." As such, the university currently assesses grants and contracts a campus indirect rate of 58% of salaries and wages, an off campus rate of 34% of salaries and wages, and a state agency rate of 10% of total direct costs.

Academic divisions are returned a portion of the indirect costs generated within that unit. Currently, 15% of the total indirect costs generated within the College are returned to it. These funds, in turn, are redistributed in order to support research College-wide. Therefore, 25% of the indirect dollars remain with the College to be used for research initiatives and the remaining 75% is returned to the academic department that generated the funds.

Each department must have a policy statement detailing the use of returned indirect funds. These policies must address how these funds will be used in support of departmental needs related to research support. The departmental chair will distribute these indirect funds at his/her discretion in a manner consistent with this policy. However, no department should return more than 50% of the indirect cost it receives directly to Principal Investigators.

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Last updated by Stephen J. McNamee, 10/10/2007



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III-9 Professional Conduct

The College of Arts & Sciences is a community of scholars engaging in a common task which is articulated in the mission statement. In addition to the various duties and responsibilities of the faculty outlined in the Faculty Handbook, the college has the expectation that the faculty member's behavior towards colleagues, staff, and students be consistent with professional standards. Therefore, the College of Arts and Sciences faculty are expected to abide by national standards for professional conduct as identified in the American Association of University Professors Statement on Professional Ethics as follows:

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.
3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their



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- paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Suspected violations of these standards for professional conduct may be referred to the Faculty Professional Relations Grievance Committee for possible mediation or to other reporting authorities for possible disciplinary action as specified in the [UNCW Faculty Handbook](#)

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Last updated by Stephen McNamee, 10/10/2007



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III-10 Chair Compensation and Retreat

The chair of a department is the administrative and academic officer of the department. As such, the role of the chair is one of responsibility and authority involving matters of curriculum, academic and non academic personnel actions and evaluation, budget and expenditures, and planning and evaluation of outcomes. The chair is responsible for the use of all departmental resources, human, physical, and budgetary and the use of those resources in an effort to achieve goals and objectives identified through established faculty based departmental, college, and university processes. Leadership and commitment in meeting the instructional, research, service, and developmental goals of the department is essential.

Appointments to chair occur through procedures specified in college/school policies. All chair appointments are for 12 months. The chair reports to the dean and is annually evaluated relative to departmental and college/school objectives.

The *salary* for a chair is established by a formula that is based upon the nine-month academic salary. For a 12-month appointment the chair's nine-month academic salary is increased by 33% to compensate for the additional 3-month appointment. In addition to the 12 month adjustment an *administrative stipend* is added to recognize the complexity and nature of the additional responsibilities that the person appointed is being asked to assume. The position of chair is essential to the effective operation of the university and it is often appropriate to provide an administrative stipend as incentive for academic faculty to consider an administrative role. The amount of that stipend is determined by the dean based on the size and complexity of the department.

Teaching Responsibility

It is important that department chairs maintain their currency in the classroom and their contact with students; however, the demands and importance of administrative management require a significant reduction in teaching responsibility. Eighteen course hour equivalents are reassigned from teaching for the academic year.



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When an individual leaves the position of chair to return to regular faculty status, the administrative stipend is removed and the salary is adjusted to reflect the nine-month nature of the subsequent appointment. The former chair will be eligible to assist in preparing for a return to full-time teaching and research.

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Last updated by Kathleen Berkeley, 8/24/2009



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III-11 Research Award

The Award

- The CAS Faculty Research Award serves (1) to recognize exceptional faculty contributions in research and creative activity at UNCW during the previous 18 months, and (2) to promote public awareness of research excellence in the College of Arts and Sciences.
- The award is given once each academic year.
- The award is announced at CAS Convocation each spring, with the recipient receiving a \$1000 prize.
- The award's recipient will present his or her research in a public talk during the fall semester after receiving the award.

Eligibility

- All full-time, tenure-eligible CAS faculty members are eligible to receive the award.
- No faculty member can receive the award more than once.
- Recipients are expected to serve on selection committees for future recipients.

Criteria

Nominations should be based on a research or creative work done at UNCW of notable innovation and originality, as demonstrated by recognition of the work by the scholarly/professional community within the discipline. One or more of the following may also be considered:

- Promise of the work for continued achievement in the future
- Collaborative nature of the work, involving other faculty and students
- Capacity of the work for scholarly engagement in the community and region
- Potential of the work for presentation to a public audience
- The work's advancement of our understanding of an important question or issue

Nomination and Selection

- By November 1 each year, the dean's office will solicit nominations from all CAS faculty members.
- Any CAS faculty member may nominate any other CAS faculty member via a letter to the dean, briefly stating the basis for the nomination according to the award criteria. Self-nominations are not accepted. The deadline for nominations is November 30 (or the next business day if November 30 falls on a weekend).
- By December 15 (or the next business day if December 15 falls on a weekend), the dean's office will notify nominees and inform them of the requirements for submission of application materials in order to be considered for the award.



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- To be considered, the nominee must submit an application that provides supporting evidence for the nomination according to the award criteria. The deadline for applications is February 15 (or the next business day if February 15 falls on a weekend).
- Nominations are evaluated and a recipient is chosen by a selection committee comprising previous Faculty Research Award recipients.

Application

Nominees who choose to be considered must submit an application that includes the following elements in the specified order:

- A description of the nominee's research or creative accomplishments during the previous 18 months
- A narrative relating those accomplishments to the criteria for the award
- Evidence of external peer recognition of the work
- Selected examples of the research/creative products

The application must be no more than four pages in length, exclusive of selected examples. A full CV should not be included with the application, as this award highlights recent research accomplishments rather than the applicant's body of work over the course of a career.

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Updated by Kathleen Berkeley, 04/10/2011



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III-12 Leave of Absence from the Classroom

(Adopted 1/11/12; Revised 3/7/12; Effective Fall 2012)

Purpose

This policy outlines the steps a faculty member will take for: A) illness, B) professional development, or C) religious observation. For the purpose of this policy, department chairs, directors, and associate deans are considered faculty members.

Guiding Principles:

Based on state guidelines, students are entitled to a designated number of instructional hours and these are built into the semester plan. A faculty member is expected to meet every class (face-to-face or on-line) as scheduled, including the scheduled final exam period.

The first and the last week of class are especially important for the integrity of the class.

A faculty member may not be absent for more than 15% of the instructional time (approximately seven hours for the standard 3 credit hour /15 week course) for any course in any given semester, except under special circumstances as noted below. Any faculty member who contemplates being absent from regular campus duties is expected to make arrangements in advance with his/her department chair or immediate supervisor. Where possible, the faculty member should prepare an assignment for each class affected and should arrange for a colleague to provide instruction (e.g.: missed instruction may also be covered by a graduate assistant, by an assignment posted on Blackboard, or communicated to the students by email). Such coverage does not exempt a faculty member from the total number of missed instructional hours that he/she may incur in a single semester.

See Also: Faculty Handbook:

http://www.uncw.edu/fac_handbook/responsibilities/teaching/absences_fac.htm

Absence based on illness or emergency:

In case of unanticipated illness or emergency, all reasonable effort should be made to contact the department chair and the administrative assistant(s) prior to the class.

In case of anticipated or longer termed illness, the faculty member must contact the department chair (chairs, directors, and associate deans will contact the dean's office) and together they will determine how the instructional time will be covered.

If it is determined that the illness-related absence will last longer than two weeks, the faculty member will have to apply for Family Medical Leave/Faculty Salary Continuation in consultation with Human Resources.

For more information, see the UNCW policy on Faculty Disability and Family Medical Leave Salary Continuation Policy at:



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http://www.uncw.edu/policies/documents/08.227_Faculty_Disability_and_Family_Medical_Leave_Salary_Continuation_PolicyAug07.pdf

Absence based on professional development or obligations:

A faculty member must request approval for such absences from class and provide timely notification to the department chair or immediate supervisor. One to two weeks prior to the anticipated professionally-related absence, the faculty member must review with the department chair (or immediate supervisor) the nature of the activity and the length of absence and share information about the arrangements made to cover the instructional time and teaching-related responsibilities.

Approval of an absence for longer than two consecutive weeks (or a total of seven hours for the standard 3 credit/15 week course) may be granted with the consent of the dean's office, if extraordinary professional circumstances exist.

Absence based on religious observation:

A faculty member absent from class for purposes of religious observation must notify the chair (or immediate supervisor) prior to the first day of class and indicate the arrangements for covering the classroom instruction.

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Updated by Kathleen Berkeley, 3/8/2012



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III-13 Assessment Policy

(Adopted 1/11/12; Effective Spring 2012)

In accordance with the UNCW Academic Affairs [Guidelines for Annual Reporting of Student Learning Outcomes Assessment and Academic Program Outcomes Assessment Activities](#) (Guidelines), the College of Arts and Sciences and each of its defined units and programs identifies program outcomes and student learning outcomes (for academic degree granting, certificate granting, and interdisciplinary minor programs, and others programs as appropriate), develops tools and implementation procedures for measuring achievement of these outcomes, collects and analyzes the results annually, and makes improvements based on the analysis of the results. Each outcome is assessed at least once every three years.

Program Assessment Reports are due to the Director of Assessment in the Office of the Dean on October 1 of each year detailing activities for each of the process steps listed above for the previous academic year. A description of the content of and format for the reports, including requirements for alignment of outcomes with UNCW Strategic Goals and UNCW Learning Goals, can be found in the Guidelines and at the [Assessment Planning and Reporting](#) website.

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