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1-Our Purpose

I-1 Our Mission

As the academic core of UNCW, the College of Arts and Sciences engages students in a transformational education through free inquiry and the open exchange of ideas that celebrates all forms of diversity. By fostering critical thinking, creativity, and adaptability through the integration of transdisciplinary research, applied learning and community engagement, the College:

- prepares individuals for meaningful and ethical civic engagement in a globalized society;
- provides a strong foundation in knowledge and skills necessary to flourish in our professional and personal endeavors; and
- creates and disseminates knowledge and expression in the arts, humanities, natural sciences, and social sciences to enrich the world and address the concerns of our community and beyond.

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.

I-2 Our Vision

An integrated grounding in the arts, humanities, natural sciences and social sciences is the foundation for an enriched life. We strive to be a premier arts and sciences college and to inspire students as informed citizens to use their education to be dynamic, inclusive, engaged, and empowered for leadership in local, national and global affairs.

I-3 Our Strategic Goals

PRIORITY 1
ENGAGE AND EMPOWER STUDENTS IN THEIR EDUCATION
- Cultivate best practices and evidence-based teaching
- Encourage effective advising and student accountability
- Expand opportunities for research, scholarship and creative activity

PRIORITY 2
DRAW AND DEVELOP AN EXCELLENT AND DIVERSE FACULTY AND STAFF
- Enhance opportunities for faculty research, scholarship and creative activity
- Expand faculty development opportunities
- Improve compensation and retention
- Raise rewards and recognition
PRIORITY 3
CULTIVATE A CLIMATE OF LOCAL TO GLOBAL ENGAGEMENT, PERSPECTIVE AND ACCESS
• Build campus, community and regional engagement
• Encourage faculty-led study abroad programs
• Foster international student and faculty support

PRIORITY 4
INSPIRE INVESTMENT IN OUR COLLEGE
• Engage in advancement and development
• Strengthen alumni relations

PRIORITY 5
SHARE OUR STORIES
• Communicate student and faculty excellence
• Enhance profile within the system and the community
• Promote the liberal arts and sciences
Section II: Organization of the College

II-1 Organization

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II-1-1-1 Department of Anthropology
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II-1-1-5 Department of Communication Studies
II-1-1-6 Department of Computer Science
II-1-1-7 Department of Creative Writing
II-1-1-8 Department of English
II-1-1-9 Department of Environmental Sciences
II-1-1-10 Department of Film Studies
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II-1-1-15 Department of Music
II-1-1-16 Department of Philosophy and Religion
II-1-1-17 Department of Physics and Physical Oceanography
II-1-1-18 Department of Psychology
II-1-1-19  Department of Public and International Affairs
II-1-1-20  Department of Sociology and Criminology
II-1-1-21  Department of Theatre
II-1-1-22  Department of World Languages and Cultures
II-1-1-23  Graduate Liberal Studies Program
II-1-1-24  Pre-Engineering (Two-Plus-Two) Program
II-1-1-25  Gender Studies and Research Center
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 22 departments, the Graduate Liberal Studies program, Pre-engineering (Two-Plus-Two) program, and the Gender Studies and Research Center.

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.
- Convenes strategic intellectual discussions about future academic directions of departments, centers, programs and the college itself.

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.
- Approves distance education initiatives and facilitates collaborations with appropriate units.
- 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.
• Promotes and maintains high academic standards within the college, including promoting high quality teaching.
• Ensures the academic integrity and curricular coherence of all programs embraced within the college.
• Plays a key oversight role in accreditation, program review and other processes that are important for continuous improvement of the college’s activities.
• Welcomes new ideas and fosters and maintains an intellectual and creative climate within his/her college.
• Fosters a vibrant intellectual culture of international programs and relations for faculty and students.
• Provides leadership in the recruitment and retention of students in the college’s programs.

Resources

Fiscal

• Administers an annual continuing budget in excess of $59,000,000, 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 ITS for the replacement of office, classroom, and laboratory computers and other instructional technology.
• Allocates funds for new 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 CAS Development Officer of University Advancement to obtain financial and other gift support to meet these priorities.
Personnel

- Allocates new and replacement faculty/chair/director positions to departments and units 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.
- In consultation with faculty, exercises leadership in the selection, retention, promotion, and development of faculty and staff.

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.

College Presence

- 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 contract renewal, reappointment, tenure, promotion, and post-tenure review decisions, as outlined in the Faculty Handbook.
- Establishes and maintains a collegial work climate for faculty and staff, cooperatively leading the academic unit towards improved productivity and relevancy.
• Oversees the College's Communication Specialist.
• Coordinates all promotional and informational products/services of the College, working closely with the College’s Communication Specialist.
• Establishes and maintains a functional and effective Dean’s Student Leadership Council and community CAS Advancement Council involving the major constituencies served by the academic unit.
• Advocates effectively for his or her college, both within the university and externally.
• Partners collectively with four associate deans in advancing faculty professional development and student success initiatives related to the College’s mission.
• Serves as the provost’s designee to investigate any formal charges of CAS faculty misconduct.
• Supports chair/director development by facilitating 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 evaluates the performance of all CAS associate deans, central office staff, chairs, and program directors.
• 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.
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.

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.C.5-b

“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.

II-2-2 Associate and Assistant 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 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. Assistant deans assist the dean with management with multi-varied administrative and clerical duties of the office, and other necessary tasks associated with the daily operation of the College of Arts and Sciences. Assistant deans have defined areas of responsibility as determined by the dean. Assistant deans serve at the discretion of the dean. Therefore, the dean may terminate an assistant 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. An assistant dean needs specific academic and administrative qualifications for the job. A dean position requires strong administrative skills and a master's or doctoral degree in a related field.

II-2-2-1 Associate Dean for New Programs, Curriculum, and Assessment

The Associate Dean assists the dean in the areas of assessment, curriculum, and new programs.

Duties

New Programs

- Provides leadership to CAS faculty in the area of new program development
- Provides guidance to faculty and departments proposing new programs
- Represents the dean in conversations on College new programs, as appropriate
- Facilitates the processing of new program requests
- Evaluates new undergraduate and graduate program development
- Collaborates with units to create infrastructure for new programs

Curriculum

- Oversees CAS Curriculum Committee (CASCC) for the review of graduate and undergraduate academic program creation and revision
- Determines composition of the CASCC and proposes graduate and undergraduate committee chairs
- Coordinates annual curriculum priorities with co-chairs and Curriculog superuser
- Advises program coordinators, chairs and directors on implementing new courses, changing existing courses, changing majors and minors, etc.
- Regularly communicates with CAS Leadership Council on curricular issues
- Represents CAS on University Curriculum Committee
- Represents CAS at Faculty Senate, as appropriate
- Fosters and facilitates interdisciplinary program creation and maintenance
• Collaborates, maintains and improves quality and cohesion of existing academic programs
• Oversees CAS Faculty Curriculum Awards
• Provides guidelines for end-of-year curricular processing
• Facilitates academic program coordinator orientations and catalogue updates
• Liaisons with The Office of International Programs focusing on curricular inquiries related to study-abroad programs and UNC system-wide exchange programs.
• Serves on the UNCW Distance Education Council
• Serves as liaison for College of CAS footprint in professional and continuing education, summer programming, and such
• Oversees CAS Visiting Artist and Scholar Program

**Assessment**

• Provides leadership to CAS faculty in the area of assessment of student learning
• Helps foster a collaborative culture emphasizing continuous improvement in the quality of education in the College
• Oversees guidance to College faculty and administration in creating assessment plans and evaluating student learning using the best practices of academic assessment
• Collaborates with the dean and fellow associate deans to establish general directions and set priorities for the College’s assessment efforts
• Oversees guidance to the dean’s office in creating assessment plan for College programming and services, as appropriate
• Supervises EHRA for curriculum and assessment Helps ensure that department and program assessment plans are designed, implemented, analyzed and reported in a manner that fosters student learning, is useful for curricular and program improvement and meets UNCW reporting needs
• Leads, guides, and supports CAS department chairs, directors, coordinators, and faculty as they plan, assess, and evaluate their programs and students’ productivity
• Serves as the CAS representative to the UNCW Assessment Council
• Helps ensure that faculty has the necessary curriculum and assessment support for accreditation
• Partners with and serves as a liaison to the Office of Institutional Research in order to coordinate University-wide and department-level assessment initiatives
• Assists with regional accreditation activities and is expected to keep abreast of national best practices in assessment
• Contributes to the writing of the assessment-related internal and external reports
• Subject to the dean’s final approval, renders judgments on the validity and efficacy of department-level assessment plans
Additional

- Teaches two courses during the academic year
- Interviews candidates for faculty positions and advises the dean
- Serves as ex officio member of other committees as needed
- Represents CAS in Faculty Senate
- Represents the dean in various committees and meetings and at various campus and public events
- Tasks, as assigned by the dean

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

The Associate Dean assists the Dean in implementing and revising faculty-connected policies; guiding faculty in RTP and lecturer renewal processes; managing part-time and summer budgets; and manages enrollment management within the College of Arts and Sciences.

Duties

Enrollment Management

- Oversees schedule building
- Monitors adherence to CAS scheduling policies, especially as it applies to distribution of schedule across the weekly time slots
- Reviews course enrollment caps
- Monitors low-enrolled classes
- Grants permission to add sections when needed
- Partners with University College on reserving seats for incoming students and student registration.
- Participates on the Coordinated Scheduling Committee (part of enrollment management)
- Serves as the enrollment/staffing liaison to CHHS and OAP programs
Faculty Affairs

- Oversees RTP/PTR/Lecturer processes
- Mediates faculty conflicts with chairs or other faculty
- Oversees faculty contract status sheet—oversight
- Oversees part-time budgets
- Teaches two courses during the academic year
- Responsible for summer school enrollment and budget
- Assists EA to the dean on emeritus and adjunct faculty status and renewals
- Manages lecture renewal and promotion process including faculty policy and workload
- Organizes new chair orientation
- Responsible for DE initiatives for faculty, training for faculty, and QM
- Facilitates the awarding of Faculty Research Initiative awards
- Facilitates CAS review of online courses
- Monitors and maintains CAS program inventory (main campus, extension, or combination of both)

Additional

- Teaches two courses during the academic year
- Plans and organizes annual College Day event and coordinates with Osher Lifelong Learning Institute at UNCW
- Compiles the CAS annual report and other reports requested by the dean
- Interviews candidates for faculty positions and advises the dean
- Serves as ex officio member of other committees as needed
- Represents CAS in Faculty Senate
- Represents the dean in various committees and meetings and at various campus and public events
- Serves as Acting CAS Dean in the Dean’s absence
- Tasks, as assigned by the dean

I-2-2-3 Associate Dean for Graduate Studies, Research, and Innovation

[Updated 05/12/2021]

The Associate Dean assists the dean in the areas of graduate studies, research, and innovations
Duties

Graduate Studies

- Assists the dean with oversight of College of Arts and Sciences existing and proposed graduate programs
- Liaisons between CAS and the Graduate School
- Approves graduate faculty status applications within CAS
- Allots and approves graduate program funding and support
- Conducts bimonthly audits of funds used to support graduate students

Research

- Assists the dean with oversight of CAS grants and research activity
- Liaisons between the CAS and the Office of Sponsored Programs and the Associate Provost for Research and Innovation
- Chairs the CAS Research Committee
- Leads review on CAS Pilot Grant Award
- Chairs the CAS Research Reassignment Award Committee
- Chairs the CAS Faculty Research Award Committee
- Serves on the Research and Innovation Council and the Research and Grants Committee
- Engages in technology planning at the college level, ensuring consistency with university and system-wide goals
- Assists and advises departments and programs regarding technology planning, purchasing, and utilization
- Oversees the Facilities Coordinator, Graduate Recruitment Specialist, and Executive Assistant
- Oversees the purchases and allocations of classroom, department, and faculty technology
- Serves as ex-officio member on the Faculty Senate Information Technology Committee
- Engages in infrastructure planning at the college level, ensuring consistency with university and system-wide goals
- Oversees and assigns CAS facilities, including offices, classrooms, research space, and general and special purpose rooms
- Oversees key distribution within the CAS
- Oversees renovation, repair, and construction activities within CAS facilities
- Liaison between CAS and Physical Plant; Project Management; Construction Services; Facilities Planning and Design; Telecommunication Services; Academic Affairs in infrastructure-related issues; and the Information Technology Division
- Serves as ex-officio member of the Faculty Senate Building and Grounds Committee

Additional

- Teaches two courses during the academic year
- Interviews candidates for faculty positions and advises the dean
- Serves as ex officio member of other committees as needed
- Represents CAS in Faculty Senate
- Represents the dean in various committees and meetings and at various campus and public events
- Serves as Acting CAS Dean in the Dean’s absence
- Tasks, as assigned by the dean
II-2-2-4 Associate Dean for Student Success and Applied Learning

[Updated 04/26/2021]

The Associate Dean assists the Dean in oversight of the college’s academic policies and procedures as they relate to students and curriculum, and leads the college’s student success and applied learning operations, programs, and projects.

**Duties**

**CAS Academic Resource Center**

- Leads, manages, and builds the CAS Academic Resource Center team
- Oversees the Assistant Director of Academic Services, Academic Services Advisor(s), and Program Associate for Student Success and Applied Learning

**Applied Learning Initiatives**

- Develops and implements college-level applied learning initiatives including internships, undergraduate research and other high-impact practices
- Evaluates internship proposals for new sites
- Monitors student and site supervisor qualifications for internships
- Approves proposed internship sites and site supervisors
- Monitors student requests for directed individual studies
- Facilitates College initiatives on undergraduate scholarship
- Leads review of student research and scholarship awards
- Evaluates student requests for transient-study academic equivalent credit
- Runs risk management plan for applied learning experiences in CAS

**Student Success Policy and Processes**

- Provides centralized professional advising and coaching
- Works toward university and extramural process improvement, success initiatives, and grant activity to improve student success
- Oversees activities, resources and capabilities of the success center
- Evaluates college policy and efforts to improve advising
- Determines student actions related to academic dismissal, probation contracts, withdrawals for extenuating circumstances, course overload, time conflict, graded audit, undergraduate enrollment in graduate course and other exceptional requests including grade appeals, changes and incompletes, and substitutions and waivers for University Studies and departmental requirements
- Provides conflict mediation between students and instructors
CAS Liaison to Campus Constituencies

- Represents CAS on the Student Behavior Intervention Team
- Serves on the Academic Standards Committee
- Serves on the Provost Council on High-Impact Practices
- Represents CAS on the Office of Applied Learning and Community Engagement Evaluation Committee of Applied Learning Strategic Initiatives
- Participates on the Commencement/Convocation Committee
- Participates on the University Associate Deans’ Group

Additional

- Teaches two courses during the academic year
- Interviews candidates for faculty positions and advises the dean
- Serves as ex officio member of other committees as needed
- Represents CAS in Faculty Senate
- Represents the dean in various committees and meetings and at various campus and public events
- Tasks, as assigned by the dean

II-2-2-5 Assistant Dean for Administration and Resource Management

The Assistant Dean assists the dean in the areas of financial planning, resource allocations, and personnel requirements and recruitments.

Duties

Budge and Financial Analysis

- Advises the Dean on strategic planning issues and provides oversight of resource management matters across the College
- Coordinates with the Leadership Team on resource issues related to academic programming and student programming, ensuring that current resources needs are met and that appropriate resources are planned in academic expansion efforts
- Coordinates with the Associate Dean for Research and Innovation on resource and operational issues related to grants, contracts, and fellowships
- Develops short- and long-term financial plans
- Analyzes budget requests from departments and programs and, makes allocation recommendations to the Dean, based on enrollment patterns and resource needs for the College and other academic departments and programs
• Coordinates the preparation and submission of the College’s annual budget request to the Provost
• Oversees the management of the College’s resources, including State appropriated budget, non-State funds (trusts and grants/contracts), physical facilities, purchasing and EHRA and SHRA positions
• Develops and ensures fiscal responsibility of the College’s financial operation’s policies and procedures
• Advises college and department level administrators on matters of budget policy and related issues as requested
• Prepares reports for the Dean and other College Administrators on budget and resource issues
• Provides guidance to faculty and departments proposing new programs and assists in the creation of financial pro formas
• Represents the College on University committees and task forces concerned with budget and resource questions

Student Credit Hour Data

• Develops and supports enrollment planning and projections at the University, College, and department/program levels, working with the Dean to ensure that enrollment and financial projections are aligned
• Provides annual enrollment data by department to the Dean, including data at the programmatic level
• Works with College administrators to utilize UNC Enrollment Change Funding Model to address enrollment change funding requests for all programs within the CAS, and ensures alignment with policy/procedures to account for appropriate risk mitigation strategies
• Provides ad hoc enrollment reports for the Dean and leadership to enhance decision making pertaining to workload
• Provides analysis pertaining to enrollment trends, faculty allocations, and part-time expenses

Recruitment Support and Oversight

• Advises the Dean and Leadership team on matters related to personnel planning, personnel management, and human resources process implementation
• Provides the Dean and leadership with vacancy and retirement analysis for faculty recruitment
• Leads, guides, and supports CAS department chairs, directors, coordinators, and administrative staff as they plan and assess personnel needs and requirements
• Helps ensure that leadership has the necessary information for a successful recruitment
• Oversees the College’s Business Staff and coordinates the efforts of leadership and administrative support staff on all recruitment matters
• Partners with and serves as a liaison to the AARM Personnel Team and Human Resources

Additional

• Oversees the work of the College’s Business Staff and coordinates the efforts of administrative support staff with respect to business processes
• Maintains appropriate liaisons with staff from the Provost’s Office, Business Affairs, Human Resources, and Institutional Research and Planning
• Leads and supervises the College’s business services staff through two-way communication and a team-based approach
• Represents the dean in various committees and meetings
• Tasks, as assigned by the dean
II-2-2-6 Associate and Assistant Dean Evaluation [Updated 11/15/2021]

In the College of Arts and Sciences, the dean conducts performance reviews of associate and assistant deans annually through the Full Cycle Performance Tool. The dean shall request a report of activities and accomplishments in each associate or assistant dean’s arena of responsibility, specifically addressing the goals established with the dean at the beginning of the evaluation cycle. The report may also include recognition of activities and accomplishments in academic areas of teaching, research, and service, as appropriate. 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 for review. Based on these sources of input and the dean’s own direct observation, the dean shall provide feedback in the Full Cycle Performance Tool, following the appropriate evaluation process.

II-2-2-7 Associate and Assistant Dean Recruitment [Updated 11/15/2021]

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 that specifies the anticipated duties associated with the open position, per CAS policy.

The dean initiates the recruitment process for an assistant dean position and has final approval. When a position vacancy for an assistant dean becomes available, it will be posted for a national search within PeopleAdmin. The ultimate selection for the position and search committee will be determined by the dean.

II-2-3 Department Chairs and Program Directors [Updated 08/01/2018]

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. 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 in consultation with the department until a permanent 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., accreditation, 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
- Skills appropriate for a position of leadership

**II-2-3-1 Mentoring for New Department Chairs and Directors**

[Approved 08/08/2018]

The college recognizes the crucial role that department chairs play in the success of programs, faculty and students. With this in mind, CAS supports a mentoring program to help new chairs and directors successfully learn how to develop and oversee their units during the initial period (<2yrs) of their appointments. This policy is meant to supplement the current or previous chair’s or director’s help in the transition to new leadership and is merely a more formalized approach to what has already been happening in the College. Mentoring is understood as a dynamic between the new chair and an experienced chair or director.
Incoming chairs and directors are encouraged to attend meetings of the CAS chairs and directors Council, so as to meet current chairs, directors and representatives from the dean’s office. In most cases, the new chair/director will choose a mentor based on personal history or prior relationship. Nonetheless, it is encouraged that new chairs or directors choose mentors from units comparable in size or complexity. The dean or associate dean for faculty affairs may suggest mentors and approves such formalized mentoring in the College. If the new chair/director or mentor determines that their relationship is not working out, either person can contact the dean or associate dean of faculty affairs to request a person to replace the mentor.

Guidelines

It is suggested that the new chair/director and mentor meet at least twice a semester. It is expected that the mentor provide useful strategies, resources and timely feedback, if requested, in all areas of CAS chair/director duties, including some of the following:

- enrollment and scheduling
- mentoring junior faculty, developing research and scholarly programs, and creative achievements
- annual evaluation of faculty
- conflict management
- budget management
- assisting with fundraising and program presence
- sustaining a healthy departmental community
- effective advocacy for the department, it's faculty and programs
- other areas covered in the duties of chair developing and utilizing leadership within the department

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

[Approved 08/08/2018]

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 informs faculty and staff in a timely manner of 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 supervises the construction and approves departmental schedules, faculty teaching assignments, and faculty workloads with the objective of balancing the needs of individual faculty members with those of the department and the college.

• The chair approves 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 inductions, community events, and guest speakers.

• The chair makes herself/himself 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 serves as hiring official for the Department.

• The chair is responsible for 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 facilitates 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 professionalism within the Department or program.

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.

The chair works with the directors of the other units such as the Honors College, and the Center for Teaching Excellence, and the Center for Faculty Leadership.

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.

The chair approves departmental informational and promotional presence including public relations and departmental publications.
II-2-3-3 Chairs and Program Directors Evaluations

[Approved 08/08/2018]

Evaluation of Department Chairs

Each department completes an evaluation of its chair as part of the annual faculty evaluation 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, or equivalent, will briefly summarize the peer review of the chair in regards to teaching, research, and service, retaining all copies of dossier, teaching portfolios, IDEA summaries, 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 and Planning. 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. The dean’s annual evaluation of chairs and directors as well as the dean’s one-on-one meetings to review evaluations with chairs and directors take place in summer.

CRITERIA FOR ANNUAL CHAIR EVALUATION

Chair Duties

Exceeds Expectations

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. Accepted leadership appointments on college and university committees and task forces. Engaged in appropriate outreach initiatives with the community. Actively supported CAS development initiatives, when requested. Helped facilitate college-wide or departmentally wide initiatives for faculty success. No definite areas for improvement were identified. Faculty’s responses in the Faculty Evaluation of Department Chair's Administrative Performance show overall confidence in their chair.

Meets Expectations

Clear 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. Actively supported CAS development initiatives, when requested. Served as a good role model for faculty in the areas of teaching, research/creative activity, and service. Supported college-wide or departmentally wide initiatives for faculty success. Rated positively in most areas by peer reviewers and faculty. No definite areas for improvement were identified. Faculty’s responses in the Faculty Evaluation of Department Chair's Administrative Performance show confidence in their chair.

**Does Not Meet Expectations**

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/or unresponsiveness to other duties required by dean or department. Little other or no service at the college, university, community, or professional level. Did little to support CAS development initiatives, when requested. Did little to support college-wide or departmentally wide initiatives for faculty success. A few areas for improvement were identified. Faculty’s responses in the Faculty Evaluation of Department Chair's Administrative Performance show little confidence in their chair.

**Leadership as Chair**

**Exceeds Expectations**

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. Actively supported faculty who sought to strengthen the department’s resources in grant or award 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 attentively to calls for assistance. Served as a very good role model for faculty in the areas of teaching, research/creative activity, and service. No definite areas for improvement were identified. Faculty’s responses in the Faculty Evaluation of Department Chair's Administrative Performance show overall confidence in their chair.

**Meets Expectations**

Responded attentively 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 resources in grant or award funding and/or equipment and encouraged their exploration.
Assisted with new faculty and staff recruiting and provided mentoring program for junior faculty. Worked effectively to maintain faculty morale in the face of personnel crises and/or conflicts. 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 positively in most areas by peer reviewers and faculty. Few definite areas for improvement were identified. Faculty’s responses in the Faculty Evaluation of Department Chair's Administrative Performance show confidence in their chair.

**Does Not Meet Expectations**

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 grant or award funding and other areas through special initiatives. Did not differentiate among faculty in setting expectations for contributions to the department’s mission. Was untimely in responses to 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. Several areas for improvement were identified. Faculty’s responses in the Faculty Evaluation of Department Chair's Administrative Performance show little confidence in their chair.

**II-2-3-4 Department Chair and Program Director Recruitment**

**Department Chair Recruitment**

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). UNCW’s Faculty Handbook delegates to the dean the responsibility for determining the process leading to the recommendation (II.C.5.c). Final approval of all related recommendations rests with the dean. On the recommendation of the provost and vice chancellor and dean of the College, the chancellor appoints all chairpersons.
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
- An external 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 (an external 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 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, issues that may diminish 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 an External 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 an external 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 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 disagree with the faculty’s choice, the dean will meet with the department to discuss the search 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.

II-2-3-5 Program Directors

II-2-3-5-1 Director of the Gender Studies and Research Center

The Director of the Gender Studies and Research Center (GSRC) is responsible for oversight of the center’s programs, coordinating and assessing the Women’s and Gender Studies minor and post-baccalaureate certificate program, advising minors and graduate students, coordinating the WGS internship program, coordinating service opportunities, mentoring women faculty, and broadly fostering gender studies research, education, and engagement at UNCW. The director of the GSRC coordinates with representatives from academic departments, student affairs offices, programs in institutional diversity, as well as local and national organizations to offer intellectual, academic, social, and community service opportunities to the campus and local community. The GSRC provides research support for WGS-affiliated faculty and students and serves as a hub for feminist events on campus.
II-3 CAS Standing Committees and Councils

II-3-1 CAS Leadership Council

II-3-2 Policy Advisory Committee

II-3-3 Curriculum Committee

II-3-4 Research Committee

II-3-5 Access, Equity, and Diversity Committee

II-3-6 CAS Dean’s Student Leadership Council

II-3-1 CAS Leadership Council

The CAS Leadership Council provides the dean with a greater understanding of the needs and views of CAS faculty and informs the dean on program updates. The Council is composed of the department chair or the director from each department or unit in the college. In absence of the chair, an alternate may participate. The Council meets monthly during the academic year with the associate deans, dean and representatives from the dean’s office staff. Council members may suggest items for the agenda, present items for future discussion, and request speakers to be invited.

II-3-2 Policy Advisory Committee

[Updated 08/08/2018]
The Policy Advisory Committee reviews issues related to faculty and college 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. Depending on the scope of the task, the committee may include the Associate Dean for Faculty Policy and Enrollment Management or the Associate Dean for College Policy, and four department chairs or faculty members representing one each from the fine and performing arts, humanities, natural sciences, and social sciences. The Associate Dean for Faculty Policy and Enrollment Management or the Associate Dean for College Policy 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 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 Chairs and Directors Council.

II-3-3 Curriculum Committee

The College Curriculum Committee reviews all changes, additions, and deletions to the curriculum. It ensures that all course, certification and degree proposals which constitute new or revised offerings be reviewed for clarity, coherence, potential for collaboration and avoidance of duplication. The committee consists of 15 faculty members appointed by the Associate Dean for Curriculum, New Programs, and Assessment who is the 16th member of the committee. Members serve for two years and are chosen from across the disciplines with representation from all four areas of the College. The committee meets at least once week from late-August to end-April. Curriculum changes are forwarded to the committee from the department chairs, directors, or program coordinators. The committee reports its recommendations to the Associate Dean for New Programs, Curriculum, and Assessment as well as the Associate Dean for Graduate Studies, Research, and Innovation and interfaces directly with the University Curriculum Committee, the University Studies Advisory Committee, the Graduate Council, the Office of the Registrar and Academic Affairs to ensure that all submissions are in compliance with submission requirements.

II-3-4 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 lists of faculty that meet the criteria for Faculty Research Reassignment, Pilot Grant, and CAS Faculty Research 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 Studies, Research, and Innovation, who is the sixth member of the committee. Members are chosen from across the disciplines and serve for one year.
II-3-5 Access, Equity, and Diversity Committee

[Approved 05/12/2021]

The CAS Access, Equity, and Diversity Committee draws from the second strategic goal of the College to develop excellent and diverse faculty, staff and students. Its scope is to propose and implement activities that explicitly address access and equity issues in our College’s teaching, research and service interactions. The overall goal of the committee is to enhance the College’s ability to be a welcoming, supportive, and pluralistic environment in which all faculty, staff and students thrive.

The committee consists of 13 faculty and staff, two students majoring in a CAS program, and the chair appointed by the Associate Dean responsible for Access, Equity, and Diversity, who serves as co-chair. Members are selected by application from across the four areas of the College (Arts, Humanities, Natural and Social Sciences) and serve for three years. A quorum shall consist of 50% of the total membership. The committee reports its recommendations to the dean and interfaces directly with Human Resources, The Office of Community Engagement, The Office of Diversity and Inclusion and its Centers and Offices, and The Office of International Programs.

II-3-6 Dean’s Student Leadership Council

[Updated 08/08/2018]

The Dean’s Student Leadership Council formed in 2015 to give students in the College of Arts and Sciences a forum to discuss college issues, raise concerns and express their ideas with one another and with the dean. It provides an opportunity for CAS students and the dean to come together to address areas for improvement and identify areas of potential. Department chairs nominate students to be part of the council; each department is represented by up to three student council members. Students serve a one-year term and may continue upon dean’s office request. Department chairs nominate through an annual survey in early fall of the academic year.
Section III: CAS Policies

III-1 Faculty Workload
III-2 Workload and Compensation for Graduate Coordinators
III-3 Joint-Faculty Appointment
III-4 Overload and Part-Time Teaching Assignments
III-5 Enrollment Management
III-6 Leave of Absence from the Classroom
III-7 Advising
III-8 Guidelines on Promotion to Senior Lecturer
III-9 Faculty Research Active Status
III-10 Research Faculty
III-11 Grant Buyout Policy for Externally Funded Research and Scholarly Activities
III-12 Dept.-Level Admin. Assignments Requiring Reassignment from Teaching
III-13 Indirect Costs
III-14 Professional Conduct
III-15 Chair Compensation and Retreat
III-16 Assessment Policy
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 online 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. The chair tracks CHE as determined by departmental policy. 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
- 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 Reassignments**

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 reassignments to support time consuming or otherwise significant involvement in any of the three components of the workload, as outlined in [UNCW Faculty Workload Policy Guidelines](#) and [The UNC Policy Manual](#) and clarified below under each workload component.

1. **Teaching**

In compliance with the UNC Policy on Monitoring Faculty Teaching Workloads (UNC Policy 400.3.4), we recognize that 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 the UNCW Faculty Workload Policy Guidelines clarified here for their applicability to college faculty:

   a. **Curriculum development**
   A course reassignment 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 the UNCW Faculty Handbook. Each department in the College of Arts and Sciences 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 and accomplishments 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 UNCW Faculty Workload Policy Guidelines, the college recognizes “The teaching assignment of 12 credit hours (or the equivalent) of a faculty member may be reduced based on his/her other professional assignments in research and/or artistic or creative activities and service (including administration) as well as other instructional activities. Such reductions should be commensurate with the effort associated with those other professional assignments. Through such reassignments, the standard teaching assignment of nine credit hours per semester may be achieved for faculty
members significantly engaged in research, creative activities and/or service activities.” 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

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 dean 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 UNCW Faculty Handbook, this service falls under the following categories:

a. University 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.

b. College Service
Such service would include such responsibilities as preparing a college accreditation report, oversight of a major college-initiated conference, or engaging in other service assigned by the dean that requires a commitment of time well beyond that expected for faculty service. Any request for a course release must be approved by the dean.

c. Department and/or Program
Such service would include such responsibilities as preparing a department accreditation report, oversight of an undergraduate program, or engaging in
other service assigned by the chair that requires a commitment of time well beyond that expected for faculty service. Any request for a course release must be approved by the dean.

d. **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. In an effort to value faculty service to the profession and foster equity across the college, dean’s office may offer a one-time course release for faculty serving in a pro-bono editorial role in nationally recognized scholarly journals. This one-time course release may be taken at any time during the accepted service. Faculty who have served in such prestigious roles and have benefited from course-release allocations will not be allocated additional releases. Departments are encouraged to recognize such service in annual reports, award nominations, and letters for promotion.

e. **Community Service**
   Such service would require the administration of a related significant, ongoing outreach program on behalf of the department, college, or university, requiring significant time off-campus. Any request for a course release must be approved by the dean.

f. **Administrative responsibilities**
   See CAS Policy Manual Section III-12 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 UNCW Faculty Workload Policy Guidelines, reflects UNCW’s status as a “larger program master’s college and university” institution (Carnegie classification). 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 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 they 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. Under exceptional circumstances in consultation with the dean’s office, the chair may adjust a faculty member’s regular workload due to a low-enrolled class. Such adjustments must be requested in writing by the chair to the dean who has approval over faculty workload. 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 the 18- or 24-hour teaching load, including equivalencies, expected of each faculty member.

8. Accumulated CHEs can be “banked” for equivalent course reassignments in future semesters. The timing of such reassignments 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.

III-2 Workload and Compensation for Graduate Coordinators

[Updated 1105/2021]

This policy sets out to recognize the administrative responsibilities associated with the role of graduate coordinator. The graduate coordinator serves as liaison between the department’s graduate program(s), the College of Arts and Sciences Dean’s office, and the Graduate School, including admissions, student issues, registration, program changes, degree audits, and graduation. Compensation is determined by the dean.

1. As per the current CAS policy on administrative reassignments, departments with graduate programs typically will have one designated graduate coordinator who will receive a one-course (3 CHE) administrative reassignment per semester (a Tier II Designation). The graduate coordinator will also receive a $1,000 stipend as compensation for the Fall Semester and a $1,000 stipend as compensation for the Spring Semester (this assumes a 9-month faculty member is appointed as graduate coordinator). Coordinators will need to consult with their department administrative associates and the CAS Dean’s Office Business Operations team on when the payments will be disbursed. In addition, graduate coordinators receive Off Contract/Summer compensation based on the number of enrolled graduate students based on a 3-year rolling average and adjusted bi-annually. Coordinators will receive a $2,500 summer stipend if the program averages 25 or less students, Coordinators will receive a ½-month summer stipend if the program averages between 25-50 students (for example, with a 9-mth base salary of $90,000, or $9,000/mth, the stipend would be $4,500). Coordinators will receive a 1-month summer stipend if the program averages between 50-75 students, and they will receive a 2-month summer stipend if the program averages greater than 75 students. Enrollment for stipends is calculated at the census date. Department chairs also serving as graduate coordinators are not eligible for a summer stipend, and they are not eligible for the one-course (3 CHE) administrative reassignment in either the Fall and Spring semesters.

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 II administrative reassignment. Such Tier III “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.

III-3 Joint Academic Appointments

[Introduced 08/08/2018]

Introduction

Joint appointments promote multi/interdisciplinary research and education for interested departments and faculty members. Armed with the requisite knowledge and ability to bridge disciplinary boundaries, a joint-appointment facilitates collaborations between units, thus contributing to the programs, cultures, and outcomes of all. These guidelines draw from the College's commitment to our strategic goal to expand and enhance opportunities for the production of research, creative activity, and new knowledge.

The processes related to joint academic appointments should be as clear and direct as those for faculty holding appointments in a single unit. Faculty members who hold joint appointments are more likely to succeed and thrive at UNCW if the participating units recognize the perceived challenges of joint appointments:

- Participating departments/units may have different policies and expectations on research, teaching and service. These differences may affect decisions on start-up funds, administrative and technical support, merit raises, teaching and advising loads, and so on. A lack of common understanding between the home and secondary departments/units may lead to contradictory or unclear performance expectations;

- Teaching assignments may be more complex when shared among units;

- Unless there is very careful coordination among the departments, faculty may engage in additional service beyond what is expected by either department;

- Faculty may have difficulty connecting as an integral part of either of the units in which they have an appointment.

- Faculty wish to recognize their joint-appointment contributions in the peer evaluation process of their unit of base (home department).
Guidelines for Joint Appointment Agreements

Hires in the College are primarily made in one department of unit. If a candidate sees reason to hold a joint appointment or the position requires a joint appointment for workload issues and or/unique expertise that both departments or units need, she/he may petition the dean for a joint appointment. The following guidelines are designed to help faculty members and units with joint appointments succeed at UNCW. They draw on the UNCHH policy on joint appointments.

When a joint appointment is created, a cover letter will be initiated by the home department. Signatures should include the heads of the units involved as well as the faculty member. This document will detail how key procedures related to the faculty member’s academic career will be carried out (see Appendix A for a sample). Details should include procedures for academic review, teaching load, assignment of campus service, and the unique expectations that led to a joint appointment. The goal should be that the faculty member’s obligations across the two units are not greater than those of others who are full-time in their unit. Units should work together to ensure jointly appointed faculty members have comparable access to resources as faculty with single appointments. These resources include administrative support, equipment, unit funding, mentors, space, start up and access to graduate students.

1. Hiring. To facilitate faculty hiring and retention, all joint-appointment hires have a home department regardless of the percentage of workload distributed between home and secondary unit. Before submitting the recommendation to the dean, the chair of the joint appointment search committee will consult with the chair of the department or director of the home unit to determine if the candidate is acceptable to the department. If the candidate is acceptable to the home department, then the candidate will be presented to the chair of the secondary unit. All joint appointments to be considered after initial hire are brought to the consideration of the potential home and secondary departments, with final approval by the dean.

2. Designation of Home Department. The home department is selected by mutual agreement among the faculty member, the two unit heads and the dean as the administrative home in the cover letter. The home unit should be that in which the faculty member has the most frequent professional impact related to teaching, advising, research, and service.

3. Evaluation Processes. Cover letters appointing tenure track joint appointments should make clear and state in the cover letter that the faculty member and home-department chair understand the implications of the joint appointment for the faculty member’s progression towards tenure, if they are not already tenured. All contract renewals, reappointment, tenure, promotion, and merit recommendations shall be made by the home unit after consideration of written input from the secondary department/program. This will help ensure that reviews (i.e., annual evaluation, contract renewals, RTP and PTR actions) assess the full scope of the faculty member’s academic responsibilities to their units and that other administrative tasks are completed in a timely fashion. Performance evaluations should acknowledge the faculty member’s multiple academic commitments and interdisciplinary work. The secondary department has the opportunity to supply feedback on the joint-appointment faculty’s
member's contributions to be considered in the writing of the home department chair's letter of annual evaluation. Information exchange across units provides higher-quality feedback to the individual under review, and helps educate other senior faculty participating in the review about the norms and values of the other disciplines to which the faculty member contributes. If possible, the review should involve people from multiple, relevant disciplines beyond those of the home department or unit.

The cover letter at the time of appointment must specify the home department and the method(s) that will be used to solicit input from the secondary unit. The home department is responsible in each review for actively seeking input from the secondary unit and considering it for inclusion, so that a single letter goes forward to campus administration. The letter will be made available to the secondary department’s chair or director.

The home unit takes responsibility for notifying the secondary unit of reviews and personnel actions. However, this designation does not release the secondary unit from its responsibility for providing clear communication with the faculty member and for being responsive to issues as they arise.

4 Teaching and FTE Allocation. For courses taught by faculty holding either continuing or fixed-term joint appointments, the credit hours generated by student enrollments shall accrue to the departments or schools listing the courses unless otherwise agreed. The proportion of teaching load in the home and secondary departments/programs may vary as needed.

5. Community. Each unit should take steps to help the faculty member become part of the university community. This includes full participation in departmental faculty meetings and unit events. The faculty member should be included on regular communications, such as email lists, departmental and unit web pages, and the campus directory, which should identify both units for the faculty member.

6. Faculty Review. Performance evaluations should acknowledge the faculty member’s multiple academic commitments and interdisciplinary work. The cover letter at the time of appointment must specify the home department and the method(s) that will be used to solicit input from the secondary unit. The letter should include information on the average distribution of teaching responsibilities, supervision of graduate students, and advising, where appropriate. The home department is responsible in each review for actively seeking input from the secondary unit and considering it for inclusion, so that a single letter goes forward to campus administration. The letter will be made available to the secondary department’s chair or director, upon request. Information exchange across units provides higher-quality feedback to the individual being reviewed, and helps educate other senior faculty participating in the review about the norms and values of the other disciplines to which the faculty member contributes. If possible, the review should involve people from multiple, relevant disciplines beyond those of the home department or unit.
7. **Voting, Service, and Performance Rewards.** A faculty member with a joint appointment shall be a voting member on matters of governance and/or promotion, tenure and merit in their home department in keeping with the home department’s policies. S/he may serve on governance matters in their secondary department or unit, if requested and appropriate. In allotting duty assignments, the chair of the home department will take any outside service obligations into account when making assignments, especially service requirements for the second appointment unit. The goal should be that the faculty member’s obligations across the two units are not greater than those of others who are full-time in their unit.

Except in unusual circumstances, merit increases will be considered at the normal time intervals. Every effort will be made to ensure that the departments agree on whether a merit increase is justified and on the size of the increase. However, the ultimate decision of merit increases lies with the home department.

8. **Community.** Each unit should take steps to help the faculty member become part of the university community; and the faculty member should make the effort to become acquainted with both units’ academic cultures and expectations. To promote this inclusion, the faculty member should participate in departmental faculty meetings and unit events. The faculty member should also be included on regular communications, such as email lists, departmental and unit web pages, and the campus directory, which should identify both units for the faculty member.

9. **Mentoring.** Ideally, the home department should coordinate mentoring programs so the faculty member has a mentor who is familiar with interdisciplinary work and can provide sound advice on how to achieve academic success at UNCW. Having a mentor who has conducted interdisciplinary research can also be very useful.

10. **Amendment or Termination of Joint Appointment.** The home unit may be changed subsequently if there is good cause and mutual agreement; the dean or deans of the units or College(s) should be asked to advise in the event of disagreements on this issue. If either the faculty member or one of the joint-appointment departments wishes to terminate the joint appointment, they can petition the dean for such action. Ideally, the heads of the two units will be in contact at least annually to discuss the coordination of the joint appointment.
III-4 Overload and Part-Time Teaching Assignments Policy

[Updated 05/12/2010]

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.

**Adjunct appointments** are made for persons invited to participate without pay in instructional or research programs on a renewable-term basis.

**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.
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. Complementing the evaluation requirements in the Faculty Handbook, the procedures for annual evaluation of part-time faculty in the College are outlined at the departmental level according to departmental policy. It is expected that part-time faculty are reviewed regularly. Annual evaluations provide faculty with peer feedback about their performance and are often the foundational document for letters of reference and hiring decisions. Copies of annual evaluations for part-time faculty are kept on file in the respective department chairperson’s or supervisor’s office, and a copy of each must be provided to the faculty by July 1. The required faculty signature on any written part-time faculty acknowledges that the faculty member has read the evaluation, not that s/he approves of its content summary. The faculty member shall have the opportunity to reply in writing to the evaluation. The rehiring of part-time faculty is contingent upon positive evaluation, program need, and the availability of departmental funds.

III-5 Enrollment Management [Updated 11/16/2021]

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 (Associate Dean for Enrollment Management and the University Program Associate for 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:  
Associate Dean for Enrollment Management  
University Program Associate for the Associate Dean for Enrollment Management  
Instructor  
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, email approval of the change. Therefore, please email UNIVERSITY PROGRAM ASSOCIATE within 24 hours to approve or deny this request. Thank you.*

**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 9:30am-10:45am to **TR 12:30pm-1:45pm**.

Our policy is that we will not change the time of a course unless all enrolled students have given written approval. Therefore, please email UNIVERSITY PROGRAM ASSOCIATE as soon as possible to approve or decline this change.

Thank you.

**III-6 Leave of Absence from the Classroom**

[Updated 08/08/2018]

**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 online) 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 or asynchronous online lesson for each class affected, or 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 the official Learning Management System of UNCW, 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 V.5.1-a.

**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:
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.
The College recognizes academic advising to be a critical component of the UNCW educational experience and student success. CAS faculty, administrators, and professional staff value academic advising as a shared responsibility with students. Students have the primary responsibility for planning their programs and for meeting the graduation requirements. Advising serves to develop and enrich students’ educational plans in ways consistent with their personal values, goals, and career plans, preparing them for a lifetime of learning in a global society. Per the UNCW Faculty Handbook, advising is a part of teaching responsibilities for full-time faculty.

Students are assigned to academic advisors based on their declared major(s). Specific departmental practices and policies supplement CAS guidelines for expectations in advising. We understand that departments and programs may embrace one-on-one advising, group advising, or a combination of both; the College’s focus is on effective advising.

Advising students may include:
- consulting on course selection and scheduling;
- seeking solutions to conflicts and academic challenges, if appropriate;
- exploring academic and professional goals while making students aware of programs and sources for future opportunities;
- encouraging undergraduate and graduate student participation in enrichment activities (e.g. conferences, workshops, demonstrations, applied research); and
- appropriately using UNCW-adopted advising technology platforms.

Faculty are encouraged to attend sessions (e.g. workshops, training courses) sponsored by the university, college, unit, or professional organizations to enhance a faculty member’s capacity to advise.

As advising is a part of teaching, advising performance should form part of the faculty-member’s evaluations. This may be documented by: (1) the evaluation of peers or other professionals in the department or college; (2) undergraduate or graduate student advisees’ evaluations; (3) evaluations of faculty being mentored by the student; (4) number of undergraduate and graduate students guided to completion; (5) receiving awards and recognitions for advising and mentoring, especially those involving peer evaluation; and (6) other evaluations as defined by the department’s policy manual.
III-8 Guidelines on Promotion to Senior Lecturer

Faculty Handbook IV.B-2

[Approved 08/08/2018]

These guidelines draw from the desire to recognize the importance of teaching in the College and to support superior teaching through the promotion of experienced instructors to senior lecturers. A lecturer given a three-year contract may be considered at the completion of that contract for promotion to senior lecturer. This promotion is based on the department’s desire to recognize superior performance and service to the department and is awarded by the department chairperson and the dean, after consulting with the assembled senior faculty members in the department. Senior lecturers receive three-year contracts. While the typical timetable outlined above requires six years of service at UNCW prior to promotion to Senior Lecturer, a lecturer with previous professional experience and outstanding performance and service at UNCW may be considered for promotion to Senior Lecturer two years from their date of hire.

Once the chair has reviewed the lecturer’s supporting materials including peer evaluation, student evaluation, and documentation of relevant teaching-related activities, s/he consults a departmental senior faculty, steering committee, or equivalent, to discuss the candidate’s qualifications and possible recommendation to senior lecturer status. The Dean has final review and approval on promotion to senior lecturer.

III-9 Faculty Research Active Status

[Updated 08/08/2018]

The full workload of all UNCW 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 tenure and tenure-track 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, creative/artisti c achievements, and peer-reviewed performances.

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**

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:

   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 as recognized by the academic discipline; or a monograph.

   b. Every five years, for a faculty member whose discipline requires creative/artistic achievement, the expectation is a minimum of two peer-reviewed 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 full-time 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.

III-10 Research Faculty

The research faculty shall consist of those faculty whose major function is to conduct research in the College's academic units. Here, units are defined by degree-granting departments, research centers, and other research support units that may have associated faculty. Research faculty enhance the College's research mission, serve as investigators on grants, and remain critical to our applied learning opportunities. It is best practice that any request by the hiring unit for status of research assistant professor, research associate professor, and research professor be accompanied by a request for adjunct faculty status in case of breaks of employment. Adjunct faculty status must be approved by the chair/director, dean, vice chancellor for academic affairs, and the board of trustees. Research faculty may have gaps in employment, though it is implied that the faculty member will be funded by grants and remain primarily in employment status. They are generally expected to hold a terminal degree and are expected to meet or exceed research expectations of the tenured and tenure-track faculty at rank in their unit.

Each unit desiring to hire associated research faculty must elucidate related policy and procedures in their policy manuals and submit such documentation for review and approval by the dean of the College. These policies should address appointment procedures, annual review criteria, resource availability and types of available department support, role in departmental matters, process for appointment among Research faculty ranks, and other aspects related to their position. The appointment letter for research faculty should also include such specifics as research expectations if any exist, equipment needs, access to space, assistance with applied learning as appropriate, and annual review process. To facilitate communication across campus, the chair/director will notify SPARC of the research faculty hire. Per faculty senate policy, they will be reviewed once per year to discern if they will continue to retain research faculty status. This should include review by the senior faculty of the home unit and follow annual review guidelines as designated by the College. Per Faculty Handbook policy, “Research faculty members with a minimum of five uninterrupted years of service at UNCW are entitled to one month's notice with pay for each year of full-time continuous service as a research faculty member.”
I. Policy on Practice-Track Faculty

A. Purpose and Preamble

CAS remains committed to research-active tenure-track faculty as the cornerstone of our mission but recognizes there are situations and opportunities that should allow for department allocations across a wider range of positions. This policy provides guidance to the College of Arts and Sciences (CAS) faculty, staff, and administrators regarding the hiring and reappointment of Practice-Track Faculty. The practice-track faculty shall consist of those faculty whose primary role is teaching and/or supervising students in a clinical/professional/practice setting or providing a service or engagement activity that serves as a framework for teaching and/or practical application in the discipline or professional field. Practice-track faculty appointments are also appropriate for individuals engaged in service assignments related to administrative and leadership roles or to professional practice. The roles and responsibilities of practice-track faculty reflect a strong commitment to teaching, professional practice, community, and regional engagement and high-impact activities, and, when appropriate, applied scholarship related to professional practice.

Practice-track faculty members may have responsibilities such as teaching classes, coordinating programs, or conducting clinical or field supervision for students. Practice-track faculty should be broadly interpreted to allow for flexibility of diverse responsibilities to reflect the strengths of an individual and the needs of the disciplines/professions. Practice-track faculty must have an affiliation with a department or academic unit but shall not hold tenured or tenure-earning appointments. Practice-track faculty are voting faculty and are represented in the Faculty Senate. Practice-track faculty are also eligible to hold graduate faculty status based on the criteria of the host department or academic unit.

Practice-track faculty appointments are renewable, non-tenure track (NTT) appointments. Non-tenure-track faculty appointments are granted for a limited term and are regarded as “special faculty members” for the purposes of the University Code. The appointments may be renewed indefinitely, but this renewal does not result in tenure regardless of an individual’s employment longevity with the university. NTT faculty are subject to annual performance reviews.

A.1 Guiding University Policies and Procedures

CAS Workload Allocation for Full-Time Faculty Policy

A.2 General Roles and Responsibilities

Employee: The assigned workload of full-time faculty is managed at the department level and is guided by college and department policies on workload allocation and includes the creation of an annual work plan. The work plan establishes each faculty member's specific responsibilities in the three major responsibility areas. Congruent with the CAS workload policy, the following is recommended as the standard workload for a full-time practice-track professor.
1. Teaching (commitment time: 40-90%)
   
i. Example areas of teaching:
   1. Instruction
   2. Advising
   3. Internship Coordination

2. Scholarship/Research/Continuing Education or Certification (commitment time: 20-90%)

3. Service (commitment time: 20-90%)
   
i. Example areas of service:
   1. Professional Service
   2. Community Service
   3. Department Service & Leadership
   4. University Service & Leadership

The department chair or program director/coordinator has the flexibility to adjust individual faculty workloads from the standard within the listed ranges, in consultation with the faculty member and with approval from the CAS dean. The work plan serves a variety of important functions. In particular, it constitutes the essential frame of reference for annual performance evaluation and merit review of faculty members, and consideration of practice-track faculty for up to 5-year renewable contracts or promotion to higher ranks.

A.3 Appointment

Appointment to a practice-track faculty position is based upon the promise of demonstrated excellence in professional practice, student instruction, scholarly/artistic activities, professional reputation, leadership, and service. Recruitment, hiring, and termination prior to the end of appointment processes for practice-track faculty will conform to UNC Policy Sections 603, 605, and 610. Each department within the CAS will develop specific criteria for appointment, retention, promotion, and conversion to practice-track faculty. All department and program-specific policies require approval by faculty, the director or chair, and the dean of the CAS. Exceptions to the college guidelines for degree and specific experiences may be granted by the dean upon recommendation by the department chair or program director.

All practice-track faculty will participate in an annual performance review. Faculty will be evaluated on their ability to fulfill stated performance expectations for each rank and the nature of the appointment.

Each rank below is an expression of credentialing, experience in the field and experience/accomplishments within the academy. It is possible for practice faculty to do
their job well and be at a given rank for their entire career. Promotion to higher ranks is optional and is not simply representative of time in rank.

The following outlines the minimum criteria for consideration of initial appointment to the listed rank:

**Instructor of Practice** – A professional/practice master’s degree appropriate for the specific position from a regionally accredited institution and appropriate licensure/certifications. Relevant certifications, significant professional experience/artistic achievement may substitute for degree requirements where appropriate; demonstrated ability to perform teaching duties associated with the position; and demonstrated ability to assist the hiring unit in meeting its needs for professional practice services such as internships and community engagement.

**Assistant Professor of Practice** – Relevant terminal degree (i.e. doctoral degree) in the field of practice from an accredited institution, or exceptional professional experience/artistic achievement, and/or appropriate licensures and certifications; demonstrated ability to perform teaching duties associated with the position at a high level; demonstrated ability to connect theory and history of the discipline to the practice of the discipline, and/or scholarship that assists in program development and evaluation, publications, and presentations associated with the position; and demonstrated willingness to assist the unit in meeting its needs for professional services.

**Associate Professor of Practice** – The appropriate earned professional/practice terminal degree (i.e. doctoral degree) in the field of practice from an accredited institution, or exceptional professional experience/artistic achievement, and/or appropriate licensures and certifications; demonstrated ability in professional practice (must have 5 or more years of full-time training and/or experience); demonstrated ability to perform teaching duties associated with the position at a high level; demonstrated ability to connect theory and history of the discipline to the practice of the discipline, and/or scholarship that assists in program development and evaluation, publications, and presentations associated with the position; and demonstrated willingness to assist the unit in meeting its needs for professional services.

**Professor of Practice** – The appropriate earned professional/practice terminal degree (i.e. doctoral degree) in the field of practice from a regionally-accredited institution, or exceptional professional experience/artistic achievement and/or appropriate licensures and certifications; demonstrated ability in professional practice (must have 12 or more years of full-time training and/or experience); demonstrated ability to perform teaching duties associated with the position at a high level; demonstrated ability to connect theory and history of the discipline to the practice of the discipline. The primary case for promotion to Professor of Practice is that the candidate can demonstrate last contributions since their transition to the hiring unit. These may come in the form of scholarship that assists in program development and evaluation, publications, presentations and/or artistic achievements that have brought significant benefits to UNCW and the hiring unit.

**Petitions for Exceptions**
A practice track faculty appointee shall generally hold relevant advanced degrees or formal certifications and credentialing in the field or earned equivalent stature by virtue of experience in their profession. The appointee should also have attained regional, national, or international prominence and recognition of outstanding achievement. Documentation of prominence and achievement in the field when petitioning for an exception is expected.

A.4  
Retention, Promotions and Conversion

Senior Faculty: The senior faculty, as defined by each department in CAS, review applications for employment of up to a 5-year renewable contract and/or promotion. Senior Faculty provide an advisory vote to the department chair or director.

Chairs and Program Director: For all practice-track faculty promotion reviews, the chair or director is required to provide the dean with a written evaluation of each candidate, along with the advisory vote of the senior faculty and the candidate’s dossier and supporting materials. The chair or program director will schedule a face-to-face meeting with the candidate, at least 2 days prior to the submission of their evaluation to the CAS dean, to discuss their recommendation. At that time, the candidate is to be provided a copy of the chair or program director’s evaluation and recommendation. The chair or program director’s evaluation is part of the candidate’s personnel file and, therefore, it is not available for review by members of the faculty.

CAS Dean: The CAS dean has final review and approval of requests for up to a 5-year renewable contract and promotion to senior practice-track status.

Promotion for practice-track faculty is based upon documented excellence in areas outlined above for each rank. The balance for these areas may depend and be based upon the needs of the department or unit and will be clearly specified by the chair or director. Practice-track faculty are eligible for promotion upon evaluation that the individual has met the expectations for promotion in rank by appropriate department, program, and the college. CAS is committed to the development of training to ensure that all department, program, others involved in the review process are aware of the practice faculty promotion criteria. The promotion process must be approved by the dean and will be consistent with the policies and processes of the university for tenure-track faculty and based upon the college’s criteria for promotion of practice-track faculty.

A unit must demonstrate that a practice-track position better advances the strategic goals of the college and university than a lecturer, or tenure-track faculty position. All department chairs or program directors will work with the dean of the CAS to ensure that there is an appropriate balance of faculty to meet the mission of the college and departments or programs. Moreover, departments and programs utilizing practice-track faculty position will develop department or programs-specific guidelines that are aligned
with the CAS guidelines. The guidelines must be approved by the faculty within the department or program and by the dean of the CAS.

There are no mandatory personnel actions for practice-track faculty. If they do not seek promotion, the annual review will serve as a professional review.

<table>
<thead>
<tr>
<th>Eligible for Possible Promotion To:</th>
<th>Must Serve:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor of Practice</td>
<td>3 years as Instructor of Practice</td>
</tr>
<tr>
<td>Associate Professor of Practice</td>
<td>4 years as an Assistant Professor of Practice</td>
</tr>
<tr>
<td>Professor of Practice</td>
<td>5 years as an Associate Professor of Practice</td>
</tr>
</tbody>
</table>

It is important to note that time in rank alone is not sufficient for promotion.

**Performance Expectations Annual Review Expectations**

The following outlines what artifacts may be evaluated annually as well as submitted for promotion for practice-track faculty. IDEA scores from previous 3-years (comparative group rating)

1. Peer evaluation of teaching
2. Course development
3. Student committees
4. Professional development
5. Scholarship
6. Community engagement
7. Recognition of teaching excellence
8. Additional evidence of teaching excellence
9. Internal service
10. Professional service
11. Additional evidence of service

The promotion process of practice-track faculty will largely follow the processes in place for promotion of tenure track faculty as outlined in the UNCW Faculty Handbook.

Any recommendations for promotion for practice-track faculty are initiated by the department chairperson or program coordinator/director after consultation with the assembled senior faculty of the department/program involved. Procedures vary across departments and programs, but in each case, the chairperson/director, prior to writing an evaluation, must assemble, consult with, and take an advisory vote of the senior faculty. If departmental policy allows senior members to review and suggest changes to the promotion dossier, all changes must take place prior to the meeting called by the
chairperson/director to assemble senior faculty at one time, in a single meeting, for the purpose of considering the promotion recommendation.

It is the responsibility of the department chairperson/director to schedule the meeting at a time when most faculty can attend. The faculty may assemble either in person or through virtual presence. Proxy votes shall not be counted. Voting members must be present (in person or virtually) for the official meeting in which discussion AND an official vote occurs. A quorum (simple majority) of voting members must be present for the meeting and vote to take place.

Neither the faculty member nor any person related to or having a romantic relationship with the faculty member may deliberate or recommend a promotion of a practice-track faculty. Other people may also recuse themselves if they believe their relationship with the faculty member prevents them from fair and objective consideration of the application.

A faculty member and/or administrator should only vote once for each candidate. For example, a department chairperson or program coordinator/director would not vote as a senior faculty member and write the chairperson’s evaluation letter.

Along with writing a detailed evaluation of the candidate, the chairperson/director must report the numerical results of the vote and state their recommendation for or against the promotion action. At least five business days prior to forwarding the candidate's dossier to the dean, the chairperson must notify the senior faculty, by either written or electronic means, whether the recommendation is for or against the action. The director or chairperson’s recommendation, which becomes part of the promotion application is a personnel document. As such, the director or chairperson provides his/her recommendation to the candidate and forwards it or the application to the next levels of review.

If a majority of the department's senior faculty disagree with the recommendation of the chairperson, they have the option to submit a separate elaborated recommendation. Only one such recommendation from senior faculty may be submitted, and it must be signed by a majority of the department's senior faculty. The director or chairperson's recommendation and a separate senior-faculty recommendation, if any, are forwarded to the dean as part of the faculty member's promotion dossier.
III-11 Grant Buyout Policy for Externally Funded Research and Scholarly Activities

[Updated 10/10/2007]

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/month x 4.5 month x 3/12 = $6,750 + 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.

III-12 Department-Level Administrative Assignments Requiring Reassignment from Teaching

[Updated 02/08/2018]

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 University 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. In the case where the undergraduate coordinator receives an annual stipend, no course reassignment will be attributed.
- 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.

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.
III-13 Indirect Costs Policy

As defined by the university, indirect costs (frequently called Facilities and Administrative costs, F&A) are 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. These costs are real expenses incurred by the university in support of sponsored projects, but which by federal regulation cannot be charged directly to a specific grant, cooperative agreement, contract, or other sponsored agreement. F&A costs stem from the institutional need to maintain a shared infrastructure that supports the research and scholarly activities of all investigators. The university currently federally negotiated rates at time of proposal submission.

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 to support start-up needs and 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 unit that generated the funds.

Each unit 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 or unit needs related to research support. The chair or director will distribute these indirect funds at his/her discretion in a manner consistent with this policy.

III-14 Professional Conduct

The College of Arts & Sciences is a community of scholars dedicated to achieving shared goals which are 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 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 Faculty Handbook.
III-15 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, authority, and leadership 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. A commitment to leadership 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 vitality 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.

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 previous chair's return salary is calculated by converting the twelve-month administrative salary (minus the administrative stipend) to nine-months (75%). Any salary increase awarded on the basis of performance during the last year of administrative service is retained upon return to the faculty position. With five or more years of administrative service, the previous chair will be eligible for a one-semester administrative release to assist in preparing for a return to full-time teaching and research.
III-16 Assessment Policy

In accordance with the UNCW Academic Affairs Guidelines for Annual Reporting of Student Learning Outcomes Assessment and Academic Program Outcomes Assessment Activities, 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 Coordinator for Curriculum and 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.