



COLLEGE *of* HUMANITIES,
SOCIAL SCIENCES, AND THE ARTS

POLICIES AND PROCEDURES MANUAL
UPDATED APRIL 2025

Table of Contents

Section I: Our Purpose	5
A. College Mission Statement.....	5
B. College Vision Statement	5
C. College Strategic Goals	5
Section II: Organization of the College	5
A. Organization	5
B. Job Descriptions	5
1. The Dean.....	5
a. Dean Recruitment.....	5
b. Dean Evaluation.....	6
2. Assistant and Associate Deans	6
a. Associate Dean for Student Success and Policy	7
b. Associate Dean for Faculty Affairs, Graduate Education, and Enrollment Management	7
c. Assistant Dean for Administration and Resource Management	7
d. Assistant and Associate Dean Recruitment	7
e. Assistant and Associate Dean Evaluation	8
3. Department Chairs and Program Directors	8
a. Department Chair and Program Director Recruitment	9
b. Department Chair and Program Director Duties	11
c. Mentoring for New Department Chairs and Directors.....	11
d. Department Chair and Program Director Evaluation.....	12
e. Department Chair and Program Director Compensation, Workload, and Retreat.....	15
f. Director of the Gender Studies and Research Center	16
h. Faculty Fellowship Program	17
i. Advising Office Staff.....	17
C. CHSSA Standing Committees and Councils.....	18
2. Community Committee (formerly Access, Equity, and Diversity Committee)	18
3. Curriculum Committee	18
4. Policy Advisory Committee	19
5. Research Committee.....	19

6. Dean’s Student Leadership Council	20
7. Dean’s Community Engagement Network.....	20
Section III: Policies and Guidance.....	20
A. Faculty Appointments	20
1. Joint-Faculty Appointment Guidance.....	20
a. Introduction	20
b. Guidelines for Joint Appointment Agreements	20
2. Visiting Faculty Guidance	23
a. Introduction	23
b. Responsibilities of Host Academic Units and Centers	23
3. Practice-Track Faculty Policy	24
a. Purpose and Preamble	24
b. Appointment	25
c. Petitions for Exceptions	27
d. Retention, Promotions and Conversion	27
e. Performance Expectations, Annual Review, and Promotion	28
4. Research Faculty Policy	29
5. Senior Lecturer Promotion Guidance	30
6. Part-Time Teaching Assignments Policy	31
B. CHSSA Workload Policy for Full-Time Faculty	31
1. Policy	31
2. Guiding Principles	32
3. Annual Faculty Workload Plan	32
4. Typical Workloads by Faculty Category.....	34
5. Workload and Compensation for Graduate Coordinators	36
6. Workload and Compensation for Undergraduate Coordinators	37
7. Workload and Compensation for Associate Department Chair	38
8. Academic Minor and Certificate Coordinator Responsibilities	38
9. Other Workload Reassignments	39
a. Additional College Assigned and/or Approved Duties.....	39
b. Overload and Supplemental Compensation Policy.....	40
c. Team Teaching.....	41

d. Grant Buyout Policy for Externally Funded Research and Scholarly Activities.....	41
C. Faculty Evaluation.....	42
1. Guidance on the Use of Watermark Faculty Success.....	42
2. Submission of Workload Plans And Annual Reporting.....	42
3. Student Mentoring Expectations	42
4. Office Hours/Presence	43
5. Leave of Absence from the Classroom.....	44
a. Purpose.....	44
b. Guiding Principles	44
c. Absence based on illness or emergency.....	44
d. Absence based on professional development or obligations	45
e. Absence based on religious observation	45
D. Program Integrity	45
1. Assessment Policy	45
2. Final Exam Scheduling Policy	46
3. Course Cancelation Policy.....	46
E. Our College Community.....	47
1. Professional Conduct.....	47
2. Continuity of Operations Plan	48

Section I: Our Purpose

A. College Mission Statement

The College of Humanities, Social Sciences, and the Arts is a vibrant academic environment that values discovery, innovation, and creativity. CHSSA offers limitless opportunities to engage in collaborative and interdisciplinary research and service and make a positive societal impact. Experiential learning empowers CHSSA students to make a difference in the community and enhance the world, preparing them for a wide range of careers.

B. College Vision Statement

[Reserved]

C. College Strategic Goals

[Reserved]

Section II: Organization of the College

A. Organization

The College of Humanities, Social Sciences, and the Arts educates students for lives of personal, civic and professional fulfillment and advances knowledge and creativity through the humanities, social sciences, and the arts. The College of Humanities, Social Sciences, and the Arts houses approximately 240 full-time faculty and 53 staff in 14 departments, the Office of the Arts, the Interdisciplinary undergraduate and graduate programs and the Gender Studies and Research Center.

B. Job Descriptions

1. The Dean

The dean is the chief academic officer of the College of Humanities, Social Sciences, and the Arts, with specific responsibilities for leadership, administrative, and fiscal oversight, and oversight of instructional programs.

a. Dean Recruitment

[Updated 08/01/2018]

The authority of establishing procedures for hiring the dean belongs to the chancellor. According to the [UNCW Faculty Handbook](#):

“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 provost.

b. Dean Evaluation

[Updated 08/01/2018]

The process for evaluation of the dean is outlined in the UNCW Faculty Handbook.

Every spring semester, each member of the college faculty is asked to evaluate the dean through a multi-item instrument called Faculty Perceptions of Administrative Performance. 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.

Deans are evaluated on an annual basis by the provost via the Full Cycle Performance system. The [UNCW Faculty Handbook](#) states, “At the end of four years of service, 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 appropriate college or school 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 than as a body to recommend any course of action. Faculty from the appropriate college or school are appointed to the committee by the provost with the concurrence of the President of the Faculty Senate.”

2. Assistant and Associate Deans

Associate and assistant deans assist the dean in the administration of the College of Humanities, Social Sciences, and the Arts. Associate and assistant deans have defined areas of responsibility associated with the operation of the college as determined by the dean. Associate and assistant deans serve at the discretion of the dean. Therefore, the dean may terminate an associate or assistant dean’s appointment should significant conflicts arise that jeopardize the effective fulfillment of the mission of the College.

Qualifications

An associate dean should be a tenured faculty member and hold at least the rank of associate professor at UNCW 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. The associate dean position requires strong administrative skills and a terminal degree in a related field. An assistant dean needs specific academic and administrative qualifications for the job.

a. Associate Dean for Student Success and Policy

The Associate Dean for Student Success and Policy has delegated authority to provide oversight to college efforts related to student success and especially the CHSSA advising unit, the enforcement and development of academic policies, curricular processes, university studies, and interdisciplinary programming. The Associate Dean also supports assessment processes in the College.

b. Associate Dean for Faculty Affairs, Graduate Education, and Enrollment Management

The Associate Dean for Faculty Affairs, Graduate Education, and Enrollment Management has delegated authority to provide oversight to college efforts related to faculty development and workload, graduate education, and college enrollment management. the enforcement and development of faculty-related policies, particularly those related to evaluation and promotion.

c. Assistant Dean for Administration and Resource Management

The Assistant Dean for Administration and Resource Management serves as the chief financial and human resources officer for the College and assumes a leadership role for strategic, capital, non-capital, and financial planning for the College. The Assistant Dean also collaborates with College administrators in short-term and long-term space and facility planning.

d. Assistant and Associate 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 Humanities, Social Sciences, and the Arts that specifies the anticipated duties associated with the open position, per CHSSA policy. All college faculty at associate or full professor rank are eligible to apply.

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.

e. Assistant and Associate Dean Evaluation

[Updated 11/15/2021]

In the College of Humanities, Social Sciences, and the Arts, the dean conducts performance reviews of associate and assistant deans annually through the Full Cycle Performance system. In addition, the results of the Faculty Evaluation of Associate or Assistant 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 system, following the appropriate evaluation process.

3. Department Chairs and Program Directors

[Updated 08/01/2018]

Most academic units within the College of Humanities, Social Sciences, and the Arts 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 and responsibilities of program directors align with those of department chairs except as noted. 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. In this role, the chair has a critical duty to cooperate with the Dean in communicating, implementing and enforcing mission critical College and University policies and efforts. The chair is, therefore, an essential and integral part of effective College administration. Chairs and program directors may serve as Faculty Senate Senators and committee chairs with dean approval.

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 related 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

Term of Office

Department chairs serve three-year or four-year terms as determined by departmental policy. Renewal of term is also determined by departmental policy. The chair serves a 12-month contract year and 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.

a. Department Chair and Program Director Recruitment

[Approved 08/08/2018]

Each department and center must develop a policy on chair or director 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). The UNCW 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, and willing, 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, excluding 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 their 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 departmental policy permits another term. Applications must include (1) a statement of administrative philosophy, (2) a statement of applicants' 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 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 appoint a chair and notify the provost. 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 their 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 description 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 in Higher Education. 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) 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 from 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.

b. 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.

c. 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. CHSSA supports a mentoring program to help new chairs and directors successfully learn how to develop and oversee their units during the initial period (<2 yrs) 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 CHSSA Leadership Council 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 approve 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.

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

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

d. Department Chair and Program Director Evaluation

[Approved 08/08/2018]

Each department completes an evaluation of its chair or program director as part of the annual faculty evaluation process, according to unit policy. If this policy includes more than the university-wide tool for the evaluation of administrators, this evaluation must be archived in a unit SharePoint where it is available and accessible to the dean.

The entire department should evaluate the chair using the multi-item instrument called Faculty Perceptions of Administrative Performance conducted online each spring by the Office of Institutional Research and Planning. The results of these evaluations are made available to the chair or director and the dean and are intended to provide information for self-improvement as well as for evaluation of the individual's performance by the supervisor. The Evaluation Committee of the Faculty Senate (Senate Bylaws, Article V.C.1.e) monitors the process of evaluation of administrators and seeks ways to continually improve it.

CHSSA academic-unit supervisors are evaluated based on the duties outlined in this manual, and the specific goals established in Full Cycle with the dean at the beginning of the evaluation period. 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 and Program Director Evaluation

Duties as Chair and Program Director

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 staff; and other duties required by dean or department. Consistently communicated information about college activities, opportunities, and deadlines to the faculty. Accepted leadership appointments on college and university committees and task forces. Proactively engaged in appropriate outreach initiatives with the community. Actively supported CHSSA development initiatives, when requested. Helped facilitate college-wide or departmentally wide initiatives for unit success. Proactive in faculty, staff, and students in faculty, student, and staff matters as well as dean communication on such. 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. Proactive in scheduling as solution-seeker and responds in a timely manner to dean's office concerns in this area.

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 staff; and other duties required by dean or department. Communicated information about college activities, opportunities, and deadlines to the faculty. Served on college or university committees or task forces and performed some professional service on behalf of the community. Actively supported CHSSA 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. Proactive in faculty, staff, and students in faculty, student, and staff matters as well as dean communication on such. 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. Often responds as solution-seeker to dean's office required schedule concerns.

Does Not Meet Expectations

Poor attention to managerial responsibilities as chair, resulting in missed or disregarded deadlines or careless preparation of required reports, schedules, and evaluations. Generally, poorly administered departmental budget and/or unresponsiveness to other duties required by the Dean or department. Poor management of unit staff. Often did not communicate information about college activities, opportunities, and deadlines to the faculty. Little other or no service at the College, university, community, or professional level. Did little to support CHSSA 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. Rarely responds as solution-seeker to dean's office required schedule concerns.

Leadership as Chair and Program Director

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 related to improving 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.

e. Department Chair and Program Director Compensation, Workload, 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.

It is important that department chairs and program directors 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 or program director 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. [See UNCW Policy 03.225.](#)

f. Director of the Gender Studies and Research Center

[Updated 05/12/2021]

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, WGS-affiliated faculty, and 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 Gender Studies related events on campus.

g. Senior Managing Director of Kenan Auditorium

The Senior Managing Director of Kenan Auditorium provides coordination for cultural arts campus-wide. They provide management and oversight of UNCW performance venues (Kenan Auditorium and Cultural Arts Building) and for the Office of the Arts, including technical supervision of Kenan Auditorium and Beckwith Recital Hall. This position supervises box office services, front-of-house services, technical services and associated staff of each, and the Business Services Coordinator. This position reports to the dean and is evaluated through Full Cycle.

h. Faculty Fellowship Program

The CHSSA Faculty Fellows oversee the College's mission to foster critical thinking, creativity, and adaptability through the integration of trans-disciplinary research, applied learning, and community engagement. Areas of expertise and focus may vary from year to year, depending on initiatives and efforts decided in the dean's office. This position reports to the dean and maintains a nine-month faculty contract with an additional 3-month summer stipend.

i. Advising Office Staff

1) Advising Center Director

The Advising Center Director reports to the Associate Dean for Student Success and Policy and oversees the advising center coordinators and support staff. The Director manages the advising center resources, serves on the University Advising Director Council, and supports the Associate Dean in managing success-related processes. The Director is responsible for establishing and maintaining degree plans, staff training, and assigning advising caseloads, as well as coordinating the Dean's Student Advisory Council and student success related event planning. The Director assists the Dean's Office in developing a culture of undergraduate student mentorship across CHSSA.

2) Academic Advising Coordinators

Advising Center Coordinators report to and support the Advising Center Director. They oversee academic advisors as assigned and work closely with designated academic programs to support transfer, sub-waivers, and other student-success-related academic processes, including supporting post-graduate planning and programming.

3) Academic Advisors

Advisors serve as primary schedulers in partnership with students. They are available to support students as they navigate CHSSA's academic programs and UNCW student support services. Advisors are assigned a caseload of students and are expected to support all aspects of student success, including major declaration, transfer, re-enrollment,

substitutions/waiver and graduation.

C. CHSSA Standing Committees and Councils

[Updated 05/12/2021]

1. CHSSA Leadership Council

[Updated 05/12/2021]

The CHSSA Leadership Council provides the dean with a greater understanding of the needs and views of CHSSA faculty and informs the dean on program updates. The Council is composed of the department chair or the director of each department or unit in the College. In the absence of the chair, an alternate may participate. The Council meets monthly during the academic year with the associate and assistant 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.

2. Community Committee (formerly Access, Equity, and Diversity Committee)

[Approved 05/12/2021]

The CHSSA Community 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 the 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 CHSSA program, and the chair appointed by an Associate Dean who serves as co-chair. Members are selected by application from across the three areas of the College (Humanities, Social Sciences, and the Arts) 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 such functional areas as Human Resources and The Office of International Programs.

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 Student Success and Policy who is the 16th member of the committee. Chairs and vice chairs for this committee are approved by the Associate Dean and receive a stipend.

Members serve for two years and are chosen from across the disciplines with representation from all three areas of the College. The committee meets at least once a week from late August to end-April. Members review and process communication to and from the department chairs, directors, or program coordinators through the university approved curriculum management system. The committee reports its recommendations to the Associate Dean for Student Success and Policy 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.

4. Policy Advisory Committee

[Updated 08/08/2018]

The College Policy Advisory Committee reviews matters related to faculty and college policy within the College of Humanities, Social Sciences, and the Arts such as workload, professional conduct, policies related to non- permanent faculty, or other college policy issues. Depending on the scope of the task, the committee may include the Associate Dean for Faculty Policy and Enrollment Management, the Associate Dean for College Policy, or the dean 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. The committee meets at least once a week from late August to end-April. 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 CHSSA Leadership Council.

5. Research Committee

[Updated 04/02/2024]

The College Research Committee is responsible for overseeing scholarship awards and grants in the College of Humanities, Social Sciences, and the Arts. Committee members review proposals and recommend to the Dean lists of faculty that meet the criteria for Faculty Research Reassignment, any CHSSA research awards brought before it. The Research Committee consists of five faculty members who previously have been recipients of the Faculty Research Reassignment Award or other significant research awards. Members are appointed by the Dean. The Dean's designee is the sixth ex-officio member and chair of the committee. Members are chosen from across the disciplines and serve for two years with either two or three rotating off annually. The research committee also advises the Dean and the College on research matters of interest to faculty, including collaborations with the Research and Innovation Office, CSURF, and CHSSA's own research communities.

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 Humanities, Social Sciences, and the Arts a forum to discuss college issues, raise concerns and express their ideas with one another and with the dean. It provides an opportunity for CHSSA students and the Dean to come together to address areas for improvement and identify areas of potential. Leadership Council members 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.

7. Dean's Community Engagement Network

[Reserved]

Section III: Policies and Guidance

A. Faculty Appointments

1. Joint-Faculty Appointment Guidance

[Adopted 08/08/2018; approved 9/11/2024]

a. 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 have clear guidelines articulated in their policy manuals:

b. Guidelines for Joint Appointment Agreements

Hires in the College are primarily made in one 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 units need, they 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 unit. 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 unit regardless of the percentage of workload distributed between home and secondary unit. Before submitting the recommendation to the dean, the chair of the search committee will consult with the supervisor of the home unit to determine if the candidate is acceptable to the unit. If the candidate is acceptable to the home unit, then the candidate will be presented to the chair/dir. of the secondary unit. All joint appointments to be considered after initial hire are brought to the consideration of the potential home and secondary units, with final approval by the Dean.
- 2) *Cover Letter.* At the time of appointment, this must specify the home unit 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 for the faculty member, the letter should also include information on their academic supervisors and the dean over the administrative home.
- 3) *Designation of Home Unit.* The home unit is selected by mutual agreement between the faculty member, the academic supervisors 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.

All contract renewals, reappointment, tenure, promotion to professor, promotion to senior lecturer, and merit recommendations shall be made by the home unit after consideration of written input from the secondary unit/program. This will help ensure that reviews (i.e., annual evaluation, contract renewals, personnel actions, and

promotions) 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.

- 4) *Teaching and FTE Allocation.* For courses taught by faculty holding either continuing or fixed-term joint appointments, the credit hours generated by student enrolments shall generally accrue to the unit listing the courses. The proportion of teaching load in the home and secondary units/programs may vary as needed.
- 5) *Faculty Review.* The cover letter at the time of appointment must specify the home unit 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 letter must also make clear that the faculty member and home-unit chair/dir. understand the implications of the joint appointment for the faculty member's progression towards promotion.

Faculty workload plans and performance evaluations should acknowledge the faculty member's multiple academic commitments and interdisciplinary work. The secondary unit has the opportunity to supply feedback on the joint-appointment faculty member's contributions to be considered in the writing of the home unit's chair/dir. 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 unit.

The home unit is responsible in each review for notifying the secondary unit of reviews and personnel actions, actively seeking input from the secondary unit, and considering it for inclusion, so that a single letter goes forward to campus administration. 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. The letter will be made available to the secondary academic unit supervisor. 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 unit.

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

2. Visiting Faculty Guidance

[Approved 11/13/2024]

a. Introduction

- 1) *Appointments and Hiring.* The visiting faculty shall consist of those faculty whose primary role is teaching or research. Visiting faculty appointments are also appropriate for units that experience a temporary lack of academic coverage in areas crucial to the disciplinary program and student success that are not covered by the expertise of current faculty. Requests to implement visiting faculty must originate from the corresponding academic unit or the dean. Visiting faculty are eligible to hold graduate faculty status based on the criteria of the host academic unit.
- 2) *Designation of Home Unit.* Visiting faculty must have an affiliation with a department/school or academic unit but shall not hold tenure or tenure-earning appointments. These appointments are time-limited, non-renewable, non-tenure track appointments. Position posting must include contractual begin and end dates (1 yr, 2 yrs, 3 yrs) and the position is not renewable. Contract recruitment and rank will be determined on a case-by-case basis. All visiting faculty must meet UNCW minimum credentialing requirements.
- 3) *Teaching and Research.* Visiting teaching faculty normally have a 4-4 course load during the academic year. They may have limited responsibilities in research and/or service activities, as decided by the related unit prior to hire, then outlined in the letter of intent and required faculty workload plan. It is highly encouraged that the posted job description includes details on duties and/or “other duties as assigned.” Deviations from the 4-4 course load must be approved by the unit supervisor and the dean.

Visiting research faculty normally support or conduct research for projects and programs that receive extramural funding or are sponsored by the university. They may have limited responsibilities in teaching, as decided by the related unit prior to hire, then outlined in the letter of intent and required faculty workload plan. Visiting research faculty may not exceed a 1-1 teaching load.

b. Responsibilities of Host Academic Units and Centers

- 1) *Appointment.* If successful in the request, the host academic unit must justify to the dean that the appointment is of benefit to the university and does not improperly limit the participation of university faculty or students in research projects, and that the

visiting faculty can participate as necessary without undue interference with responsibilities from the visiting faculty's possible home institution. The host unit must establish policies and procedures to guide the recruitment process, responsibilities, terms (expected participation, voting rights, etc.), and evaluation related to the visiting faculty position, and have these approved by the unit's faculty and dean prior to posting the position(s).

- 2) *Annual Review.* Evaluation of visiting faculty is conducted by the immediate supervisor and chair or director following unit policies and procedures. The hiring academic unit must ensure that the visiting faculty is disclosed to research sponsors, including federal funding agencies, as appropriate. The unit issuing the hire should identify any required related required training (e.g., lab or studio safety) for the project. In addition, the hosting academic unit is responsible for assuring that the visiting faculty: receives all related and required university and research compliance training; complies with all university policies and external requirements related to employment at UNCW.
- 3) *Special Allocations.* Although the university may not provide supplemental financial support for a visiting faculty member, the hosting academic unit may choose to make a special payment or allocate resources (e.g. space, equipment) to a visiting faculty or research scholar for the duration of their time at UNCW, if appropriate.

3. Practice-Track Faculty Policy

a. Purpose and Preamble

CHSSA 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. Along with the UNCW Faculty Handbook [IV.B.2](#), this policy provides guidance to the College of Humanities, Social Sciences, and the Arts (CHSSA) 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 appointments. Non-tenure-track faculty appointments are granted for a limited term and are regarded as special faculty appointments (sec. 610 of the UNC Code) [link]. The appointments may be renewed indefinitely, but this renewal does not result in tenure regardless of an individual's employment longevity with the university. faculty are subject to annual performance reviews.

b. 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 Sections 603, 605, and 610 of the [UNC Code](#). Each department within the CHSSA 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 CHSSA. 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 their 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.

c. 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.

d. Retention, Promotions and Conversion

Senior Faculty: The senior faculty, as defined by each department in CHSSA, 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. 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 promotion. At that time, the candidate is to be provided with 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.

CHSSA Dean: The 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. CHSSA is committed to the development of training to ensure that all departments, programs, and 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 CHSSA 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 must develop and have approved by the dean department or programs-specific guidelines that are aligned with the CHSSA guidelines before the posting of the position description. The guidelines must be approved by the faculty within the department or program and by the dean of the CHSSA.

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.

<u>Eligible for Possible Promotion to:</u>	<u>Must Serve:</u>
Assistant Professor of Practice	3 years as Instructor of Practice
Associate Professor of Practice	4 years as an Assistant Professor of Practice
Professor of Practice	5 years as an Associate Professor of Practice

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

e. Performance Expectations, Annual Review, and Promotion

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](#).

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

- 1) Peer evaluation of teaching and teaching efforts (career-readiness initiatives, high-impact practices, innovation in 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

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 their 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.

4. Research Faculty Policy

[Approved 11/11/2021]

Appointment. 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 credentialing. 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.

Designation of Home 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 before the posting of the position description. 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.

Annual Review. Per the [UNCW Faculty Handbook](#), they will be reviewed once per year by the supervisor and chair or director 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 the [UNCW Faculty Handbook](#), "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. The host department or academic unit or center will be responsible for arranging the bridge funding."

5. Senior Lecturer Promotion Guidance

[Approved 08/08/2018]

College guidance draws 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. Per the [UNCW Faculty Handbook](#), 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 the 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.

6. Part-Time Teaching Assignments Policy

[Updated 05/12/2010]

Part-Time Faculty

Teaching. Part-time faculty should typically teach no more than 30% (typically, three 3 CH courses) in any given semester. An additional percentage or course may be assigned only under exceptional circumstances, with the CHSSA 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. Part-time employees working more than 30 hours per week (equivalent determined by HR) are eligible for the benefits as outlined in [UNCW HR policy](#).

Review. Complementing the evaluation requirements in the [UNCW Faculty Handbook](#), the procedures for annual evaluation of part-time faculty in the College follow departmental policy.

Part-time faculty are not required to submit annual faculty workload plans. 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. The rehiring of part-time faculty is contingent upon positive evaluation, program need, and the availability of departmental funds.

B. CHSSA Workload Policy for Full-Time Faculty

[Adopted 08/14/2024]

1. Policy

- a. Faculty workload policies in the College of Humanities, Social Sciences, and the Arts aligns with [UNC System policy 400.3.4](#) and [UNCW 03.250 Policy on Faculty Workload](#).

- b. Faculty workload policies will be based on a “differentiated faculty workload model” that meets the needs of our students, faculty, programs, academic units, and other stakeholders.
- c. Academic Units shall collaboratively and clearly define expectations, associated outputs and/or metrics in each category of workload: teaching, research/scholarship/creative activity, and service. All departmental policy related to faculty workload and criteria for determining differentiated workload must be approved by the Dean and accessible to all unit faculty.

2. Guiding Principles

- a. Although UNCW is currently designated a doctoral university with high-research activity (previously known as R2), our primary responsibility is to our students. [UNCW System Policy 400.3.4, III.A](#) states: “As teaching and instruction are the primary mission of the constituent institutions, teaching shall serve as the first component of determining faculty workload expectations.”
- b. Faculty workload policies shall be documented, accessible, and reviewed at least every three years or as university or state system policies necessitate.
- c. Faculty workload policies shall be transparent and applied equitably while recognizing the unique needs and disparate nature of academic units, programs, and faculty in the CHSSA.

3. Annual Faculty Workload Plan

- a. All full-time CHSSA faculty members shall work collaboratively with their chair or director to develop an annual [Faculty Workload Plan](#) through Watermark Faculty Success, in alignment with the university’s workload expectations and the needs of academic unit, college/school, and institution.
- b. Faculty workload plans shall be approved by the chair/director and the CHSSA Dean according to the calendar established by Academic Affairs.
- c. Part-time employees may have a faculty workload plan if directed by the chair/director. Faculty who are in leave-earning positions (i.e. department chair, program director) may be requested by supervisor to complete an annual faculty workload plan.
- d. The workload plan shall include clear expectations for teaching, research/creative activity, and service and enumerated percentages totaling 100% according to the faculty member’s designation in Section IV, Table 1.

- e. UNCW and UNC System policy recognizes one, three-credit (3cr) hour lecture course as 10% load of annual workload for teaching. Deviations from this typical percentage (i.e. lab, production, private music lessons, etc.) are permissible but must be based on curricular requirements, applied consistently and transparently in departmental policy, and approved by the CHSSA Dean.
- f. As per the [UNCW Faculty Handbook IV.D.2.b.1](#), advising and mentoring are included as other instructional duties under teaching. Mentoring/advising are typically included as part of the 10% per 3 credit workload, but the academic unit may assign additional specific mentoring or teaching-related duties (organizing a career or graduate school panel or workshop series; leading honors societies) as teaching with an additional assigned workload percentage. Additional duties assigned at 10% or higher must be approved by the Dean.
- g. After two consecutive non-summer terms/semesters, faculty may only continue to teach a fully online schedule (OLSY, OLSYN) during the upcoming term/semester with the approval of the unit supervisor and dean.
- h. If a percentage of workload is to be assigned to “Other Instructional Assignments Effort,” academic unit shall clearly outline expectations for faculty in departmental policy and in individual faculty workload plans.
- i. Tenure-track faculty must allocate “greater than 0%” in research annually.
- j. The faculty workload plan shall identify and describe the specific outputs and efforts a faculty member is expected to complete in the next academic year or evaluate progress on those items that may be part of long-term or multi-year initiatives.
- k. The specific goals of the faculty workload plan should align with the expectations of the next summative/comprehensive review that a faculty member undergoes (e.g., reappointment, promotion, tenure, post-tenure review). The faculty workload plan shall be submitted as part of the faculty’s dossier for annual review to the chair or director.
- l. Revisions to a faculty workload plan may occur throughout the academic year if circumstances require. Any changes must be clearly documented and approved by the chair/director and Dean.
- m. Faculty members who do not adequately satisfy their faculty workload plan expectations are subject to a faculty success plan, to include:
 - i. specific steps for improvement
 - ii. a clear timeline
 - iii. statement of consequences if the improvement is not realized within the stated timeframe.

- iv. adjustment of their designation per Section IV, Table 1.

4. Typical Workloads by Faculty Category

To be consistent with its mission and federal and state research classifications, UNCW seeks to move to a teaching load for tenure-track and tenured faculty that will promote additional research/creative activity output. When resources are made available, the research effort for tenured or tenure-track faculty with research-intensive productivity as defined by department/unit policy and approved by the CHSSA Dean will be between 30-40%.

Workload ranges for full-time lecturers/senior lecturers, professors of practice, and tenured or tenure-track faculty are outlined in Table 1.

Table 1

<u>Designation</u>	<u>Courses</u>	<u>Teaching</u>	<u>Research/ Creative Activity</u>	<u>Service**</u>	<u>Eligible Faculty</u>
Research Intensive (based on research productivity)	5	50%	30-40%	10-20%	Tenure Track, designated tenured faculty at any rank
Research Active (based on research productivity)	6-7	60-70%	>= 10%	10-30%	Tenure Track, designated tenured faculty at any rank
Research Engaged (based on research productivity)	8	80%	> 0%	< 20%	Designated tenured faculty at any rank
Lecturer/Senior Lecturer; Professor of Practice*^ Lecturers and professors of practice primarily fulfill teaching responsibilities with limited service and research requirements; faculty with this designation typically teach 4 courses in at least one semester	8-10	80-100%	0%	0-20%	Non-tenure track

*Course loads for lecturers or professors of practice can increase to a maximum of ten (10) courses per year (i.e., 100% effort) if no service/research work is assigned in a manner consistent with college policy.

**Standard service workload should not exceed 20% but may be higher where faculty are receiving service-related course reassignments or are appointed to particular service roles at department, college, or university level.

^Lecturers or Senior Lecturers are not required to do research as part of workload.

5. Workload and Compensation for Graduate Coordinators

- a. The graduate coordinator serves as liaison between the department's graduate program(s), the department chair, College of Humanities, Social Sciences, and the Arts Dean's office, and the Graduate School. Duties typically include but are not limited to: admissions, assessment collaboration and program review, curriculum, registration/advising, course scheduling, GA/GTA/RA allocations and oversight, student success matters, and graduation clearance.
- b. The graduate coordinator can fulfill functions according to departmental need and policy. Duties must be outlined in departmental policy, documented in the annual Faculty Workload Plan, and shall not duplicate duties of the chair/director, undergraduate coordinator, or any associate chair. All full-time, graduate faculty are eligible to serve. Core expected responsibilities for these compensated roles: assessment, curricular oversight and revisions, liaising, mentoring, schedules, student concerns, committee representation, summer contact, program review as related to their graduate-program.
- c. Compensation and course reassignments are based on the number of students enrolled in the graduate program according to the schedule below. Enrollment figures are derived from final census reporting and will be based on a 3-year rolling average and adjusted annually. Departments with more than one graduate program may have a coordinator for each program if approved by the CHSSA Dean.

<u># of Enrolled Students</u>	<u>Teaching Reassignment</u>	<u>AY Compensation</u>	<u>Summer Compensation</u>
< 25	20% (one course per semester)	\$500.00 per semester	\$2,500.00
25-50	20% (one course per semester)	\$1000.00 per semester	\$5,000.00
> 50	20% (one course per semester)	\$1000.00 per semester	\$7,500.00

- d. Chairs or directors also serving as graduate coordinators are not eligible for a summer stipend or a course reduction unless approved by the CHSSA Dean.
- e. Departments with dedicated graduate program administrative support may see a reduction in compensation from this printed schedule.
- f. Online Accelerated Programs may have differing compensation models as approved by the CHSSA Dean.

- g. 9-month faculty members who coordinate a graduate certificate program with more than 15 students (but do not also serve as graduate degree program coordinator) will receive a \$1,000.00 summer stipend to be paid at the end of the fiscal year.
- h. In the case where there is a change in faculty overseeing a graduate program or certificate program, compensation will be prorated appropriately.

6. Workload and Compensation for Undergraduate Coordinators

- a. The undergraduate coordinator serves as liaison between the chair/director and undergraduate faculty to the College of Humanities, Social Sciences, and the Arts Dean's office, Registrar, CHSSA Advising and Career Center, University College, etc. Duties typically include but are not limited to: assessment collaboration and program review, minor-program advising/mentoring, student success matters, recruitment and retention, career mentorship programs, course scheduling, curriculum, and graduation clearance.
- b. The undergraduate coordinator can fulfill functions according to departmental need and policy. Duties must be outlined in departmental policy, documented in the annual Faculty Workload Plan, and shall not duplicate duties of the chair/director, graduate coordinator, or any associate chair. All full-time faculty are eligible to serve.
- c. Compensation and course reassignments are based on the number of undergraduate majors (including secondary majors) in the department according to the schedule below. Enrollment figures are derived from final census reporting and will be based on a 3-year rolling average and adjusted annually.

<u># of Students</u>	<u>Teaching Reassignment</u>	<u>Academic Year Compensation</u>
< 50	None	\$2000.00
50-100	10% (one course, F or S)	\$2000.00
100-150	20% (one course per semester)	\$2500.00
150-250	20% (one course per semester)	\$4000.00
> 250	20% (one course per semester)	\$7500.00

- d. In the case where there is a change in undergraduate coordinator, compensation will be prorated appropriately.

7. Workload and Compensation for Associate Department Chair

- a. Departments with larger numbers of faculty are eligible to appoint an associate chair as approved by the Dean. This is a nine-month appointment with limited summer duties. They are appointed by, and serve at the discretion, of the chair/director unless otherwise indicated in departmental policy.
- b. The associate chair fulfills functions according to departmental need and policy. Duties must be outlined in departmental policy and shall not duplicate duties of the chair/director, graduate coordinator, or undergraduate coordinator. All full-time faculty are eligible to serve.

<u>Teaching Reassignment</u>	<u>Summer Compensation</u>
20% (one course per semester)	\$2500.00

8. Academic Minor and Certificate Coordinator Responsibilities

Minors provide important opportunities for students to enrich their academic experience and add coherence to their intellectual development, as well as to add important skills and perspectives to their major areas of study. For academic programs, minors are a useful way to introduce non-majors to essential skills and concepts, and to add interdisciplinary perspective to upper-level courses and diversify upper-level offerings.

- a. Faculty who serve as minor coordinators offer academic advising to minors and provide important oversight. Minor coordinators encourage enrollment, oversee program curriculum, approve substitutions and waivers within the minor, and support the minor where possible with programming.
- b. The College is committed to supporting minor coordinators administratively and through its advising resources, and encourages departments to recognize minor coordination in their teaching and service dimensions in annual review processes and in relation to other committee needs and assignments. In cases where enrollment in a minor and certificate exceeds 100 students, the College will provide a stipend of \$500 per semester to the coordinator, provided that duties performed are not duplicated in another compensated role. Enrollment figures are derived from final census reporting and will be based on a 3-year rolling average and adjusted annually.

9. Other Workload Reassignments

a. Additional College Assigned and/or Approved Duties

1. The CHSSA Dean may approve one or more course reassignments in the full teaching load for a semester when service responsibilities require a significant investment of the faculty member's time. Departments are strongly discouraged from proposing teaching course overloads for faculty with reoccurring course reassignments for departmental service and leadership roles.
2. If a faculty member receives a full internal research reassignment or other type of reassignment (e.g. department chair or administrator retreat), they are not eligible for an additional teaching reduction during the same academic year, unless approved by the CHSSA Dean. If a faculty member has a research-intensive workload (50%, 3-2, or 2-3 teaching load), the research reassignment must be taken the semester of 2 (two) courses.
3. Other workload assignments may include but are not necessarily limited to the following categories (university, college, department, professional/disciplinary, community) and the following examples. A workload assignment supported through CHSSA requires a memo of understanding (MOU) outlining College support signed by the faculty member, chair/director and dean.
 - a. preparing a major accreditation or external program review report
 - b. serving as the President of the Faculty Senate
 - c. serving in a leadership position related to substantial efforts in the college or department
 - d. directing a unit or center (i.e. Honors College, CTE, etc.)

- e. election to office in a major professional organization with considerable pro-bono workload, as approved by the chair/director and dean
- f. administration of a disciplinary-adjacent community program or organization requiring significant time off-campus
- g. engaging in other service assigned by the dean, provost, or chancellor that requires a time commitment well beyond that expected for faculty service

b. Overload and Supplemental Compensation Policy

1. Course overloads are courses taught “above and beyond” a faculty member’s 100% effort as described in the faculty workload plan. All overloads for full-time faculty must be approved by the chair/director and CHSSA Dean.
2. In no case shall planned research and service activities suffer because of course overload assignments. Overloads will not be approved for faculty not meeting expectations in overall annual evaluation or post-tenure review. Faculty members who do not adequately satisfy their workload plan expectations are subject to a faculty success plan as outlined in [III.B.3.1.](#)
3. Course overloads should typically be limited to no more than one per semester.
4. Chairs and directors should not assign pre-tenured faculty courses during the first three years of employment except under exceptional circumstances.
5. Lecturers, Research-Engaged, and Professor of Practice faculty who have approved service activities are eligible for a maximum of one course overload per semester, as academic unit needs and budgetary resources allow. Lecturers at 100% teaching effort are not eligible for a sixth course and overload.
6. University policy allows for a 20% cap on supplemental pay during the academic year. Exceptions are granted by the Dean and/or Provost and justification must be provided. This may also result in a memo of understanding reviewed annually.

c. Team Teaching

1. Team teaching is defined as two or more instructors collaborating to deliver the instruction for a course throughout the duration of the course where all instructors are consistently, actively engaged in the instruction and student assessment.
2. Typically, if two or more faculty members are assigned to team teach a course, all faculty receive the full workload for that course. Class capacity shall be carefully considered and reviewed by the CHSSA Dean and total enrollment of the class should consider the expectation of a full teaching effort from both faculty members.
3. Team teaching is approved on a case-by-case basis by the AUS and CHSSA Dean. Only in exceptional cases will more than two faculty members be assigned to a single class without it being cross-listed.

d. Grant Buyout Policy for Externally Funded Research and Scholarly Activities

1. Faculty can buyout teaching effort through externally sponsored activities. In such cases, faculty should follow appropriate university, CHSSA, and academic unit policies for effort buyouts and work with their department chair, CHSSA Dean, and SPARC to ensure these policies are followed.
2. Buyout allocations from external sponsors will be directed to pay for replacement faculty, where necessary. Using the current workload policy, the faculty member must budget 10% of their salary, plus benefits, during the period of each three-credit hour course buyout. (e.g. a faculty member on a nine-month contract making \$70,000 who wants to buy out one three-credit hour course for one semester would have to include \$7,000 + benefits in the grant budget).
3. Balancing the faculty member's teaching and research obligations requires a documented commitment undertaken by the faculty member and the chair/director to ensure that the instructional capacity of the academic unit is not compromised.
4. Approval of both the CHSSA Dean and the chair/director is required at the time of grant or contract application for any reduction in teaching assignment.
5. Excess funds generated through faculty buy out will be evenly divided between the College and the generating unit. 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 buyouts produce lapsed salary, these funds must be used within the fiscal year in which they were generated.

C. Faculty Evaluation

1. Guidance on the Use of Watermark Faculty Success

Watermark Faculty Success (WFS) is a web-based platform that makes it easy for faculty to keep track of and report their activities and accomplishments in teaching, scholarship, and service. All CHSSA faculty are expected to enter their anticipated and actual annual activities using Watermark Faculty Success. At a minimum, faculty members should enter their activities from May 15 through May 14 of the current academic year and maintain that data on an ongoing basis. This will allow an Individual Faculty Annual Review Report to be generated for the current academic year and subsequent years. WFS is also used for formal reviews (Reappointment, Tenure, Promotion, Post-tenure Review, and Promotions) and entries contribute to unit-level, college-level, and institution-level reporting. WFS reports are distinct from the faculty annual review which is based on departmental policies for individual evaluation and development.

2. Submission of Workload Plans And Annual Reporting

CHSSA follows university deadlines for beginning-of-year and end-of-year workload plan submissions and annual reporting. The Dean has set internal deadlines for this process. Faculty annual reports are due to chairs or directors by May 15. The chair or director is expected to share their evaluation, receive a signature, together with any response, from faculty, and archive in a SharePoint folder to the dean by Aug. 31. Units may have earlier deadlines in policy.

3. Student Mentoring Expectations

[Updated 01/29/2025]

The College recognizes academic advising to be a critical component of the UNCW educational experience and student success. 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 remains a part of teaching responsibilities for full-time faculty. CHSSA understands these handbook advising responsibilities to be shared with professional advising staff, and to be oriented around mentoring activities as described below.

CHSSA faculty, administrators, and professional staff value academic advising as a shared responsibility with students. Faculty are expected to be willing to discuss discipline-related curricular options and pathways, career readiness, opportunities for high impact practice participation, graduate school, and to be consulted on course selection and other pragmatic advising questions but students have the primary responsibility for planning their programs and for meeting the graduation requirements, in partnership with CHSSA-assigned professional

advisors. Students are assigned to academic advisors based on their declared major(s). Professional advisors discuss course planning, suggest curricular pathways and are solely responsible for distributing registration codes (“PINS”).

Academic units are expected to develop policies and practice around mentoring activity and faculty expectations (but see III f., p. (33)) Specific departmental practices and policies around the mentoring of students supplement CHSSA professional advising. We understand that departments and programs may embrace one-on-one assigned mentorship, group mentoring sessions, or a combination of both; the College’s focus is on effective advising and faculty mentoring as described above.

Mentoring 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 creative activities);
- engaging in responsible encouragement towards post-grad goals and employment; assisting students in connecting with Career Center resources, etc.
- 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 mentor and support professional advising.

As advising and mentoring 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 evaluations; (3) evaluations of faculty being mentored by the student; (4) number of undergraduate and graduate students guided/directed in significant academic experiences (theses; honors projects; independent studies, etc.) (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.

We suggest that the departments and programs work with the College to ensure that fair and equitable advising and mentoring practices occur and that students receive the support they need to matriculate successfully while that faculty and staff are prepared and recognized (in relation to work load) to sustainably carry this mission out.

4. Office Hours/Presence

Faculty are expected to be available to students in their classes and their academic program per their syllabi, to be available by appointment, and to establish and hold office hours and make

their availability known to the chair and department office. Availability should stretch across multiple hours on multiple days and follow departmental guidelines.

5. Leave of Absence from the Classroom

[Updated 08/08/2018]

a. 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.

b. Guiding Principles

1. 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.
2. The first and the last week of class are especially important for the integrity of the class.
3. 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.
4. Any faculty member who contemplates being absent from regular campus duties is expected to make arrangements in advance with their 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: [UNCW Faculty Handbook](#).

c. Absence based on illness or emergency

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

In cases 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 Faculty Disability and Family and Medical Leave Salary Continuation Policy](#).

d. 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. Two to three 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. Students and administrative associates must be informed, as appropriate.

e. 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.

D. Program Integrity

1. Assessment Policy

[Updated 02/2025]

In accordance with the [UNCW Academic Affairs Guidelines](#), the College of Humanities, Social Sciences, and the Arts and each of its defined units and programs for academic degree granting, certificate granting, and others programs as appropriate, identifies program outcomes and student learning outcomes in relation to essential metrics established by the system, institution, college and program, develops tools and implementation procedures for measuring achievement of these outcomes, collects and analyzes the results, and makes improvements based on the analysis of the results. Departments provide an annual assessment but are also responsible for other periodic assessments as required by the institution and the UNC System. Assessment is a responsibility of the program faculty as a whole that may be undertaken by an assigned individual faculty member, a committee, or the Program chair/director, per department policy and/or practice. Assessment responsibilities may be an expected aspect of a college-compensated role. Assessment processes and reporting should be developed or modified in collaboration with

university and college assessment staff and, in the case of student learning outcomes, should be reviewed at department level through established curricular processes. Findings and reporting:

1. must be completed on UNCW's established schedule
2. must be reviewed by the College and by appropriate institutional support staff and offices
3. must be reviewed by the program faculty
4. must, in the spirit of continual improvement, include recommendations for program improvements and document such improvements

2. Final Exam Scheduling Policy

[Updated 2/13/2025]

The College, in keeping with the [UNCW Faculty Handbook](#), requires classes to meet during their assigned final examination period unless an exception is given by the Department Chair. Final examination times for classes can only be changed with the approval of the Associate Dean of Student Success and Policy. Quizzes or tests should not ordinarily be administered in the final week of a class.

3. Course Cancellation Policy

This policy provides guidance for college academic units on two areas: standards for minimum enrollments and procedures for when and under what circumstances scheduled classes may or may not run when minimum enrollments are not met. The need for this policy arises from our continuing commitment to student success and progress towards degree, and success in faculty workload, balanced against UNC and UNCW requirements for accountability and efficiency in college resource management.

During the academic year, arrangements may be made through memos of understanding (MOUs) when a full-time faculty member's workload is impacted by the course cancellation. Strategies approved by the dean's office may include:

- Reassignment to a required course that is in high demand
- Opening another section of existing courses in high demand
- An onload course added in a subsequent semester in the academic year
- Assignment to administrative, research, or other duties that are normally compensated with course reassignment in the unit

For part-time instructors who are hired per course, arrangements for cancelled courses may include the same as those for faculty. This will be especially true for those whose performance has been superior. In other cases, when the services of some instructors are not needed for any such alternatives, every effort will be made so that instructors impacted receive notice of course cancellations. Decisions on possible arrangements listed above are made by the chair/unit supervisor and may involve program coordinators, with approval by the Dean's Office. All

efforts will be made to maintain the arranged teaching schedules of graduate teaching assistants in CHSSA programs.

E. Our College Community

1. Professional Conduct

[Updated 10/10/2007]

The College of Humanities, Social Sciences, and the Arts 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 UNCW 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 faculty are expected to abide by the [UNCW Seahawk Respect Compact](#) and national standards for professional conduct as identified in the [American Association of University Professors Statement on Professional Ethics](#), quoted 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 same rights and obligations as any other citizen. 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."

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

2. Continuity of Operations Plan

Each academic unit in the College is expected to have an updated Continuity of Operations plan (COOP) that aligns with planning suggested by [UNCW's Emergency Management](#). A COOP is a plan that outlines the actions and resources needed to continue essential unit functions during a variety of crisis situations when the primary facilities are either threatened or inaccessible. CHSSA chairs and directors serve as the COOP manager and are responsible to review their unit COOP on an annual basis (typically commencing April 1) and submit any revision to Emergency Management.