

The University of North Carolina at Greensboro
College of Arts and Sciences

Academic Professional Faculty Positions

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Section 1. Rationale and Definitions

I. Rationale for the Academic Professional Track

This policy establishes a non-tenure faculty track for fixed-term, renewable appointments to support the clinical or applied aspects of academic programs in the College of Arts and Sciences, as defined in UNCG Senate Resolution 98-10-4, 1998:

Adoption of the following resolution on non-tenure-track faculty positions at UNCG as amended: BE IT RESOLVED, That the Faculty Senate of The University of North Carolina at Greensboro approve the establishment at UNCG of Non-tenure-Track Faculty positions of a specific kind, referred to variously as Academic Professional, Clinical, Technical, and so forth. However, the Faculty Senate reserves the right to review periodically the status of Non-tenure-Track Faculty of this kind, (98-10-4).

The College of Arts and Sciences henceforth shall refer to these various “non-tenure-track faculty positions of a specific kind” as “Academic Professional,” which will include professional practice, clinical, technical and other unanticipated positions for which neither the lecturer nor tenure-track position is appropriate. There shall be two AP faculty ranks: Academic Professional and Senior Academic Professional. (Henceforth in this document, Academic Professional will be referred to as “AP positions,” “AP track,” “AP faculty” or simply “AP.” Henceforth the College of Arts and Sciences will be referred to as “the College” or simply “College”).

In its Spring 2011 Resolution, the College Assembly agreed upon the following rationale for creating the Academic Professional Faculty Track:

The College of Arts & Sciences will establish a non-tenure faculty track of fixed-term, renewable appointments for use in cases where neither a non-tenure-track appointment as Lecturer nor a tenured or tenure-track faculty appointment is appropriate. The purpose of such appointments is to provide stability for academic programs through greater continuity, to recognize a variety of faculty roles within the College’s academic programs, and to provide the opportunity for professional advancement of faculty by promotion through ranks.

An AP classification is appropriate in cases where the range of faculty responsibilities differs significantly from those defined for the classification of Lecturer (which are primarily or exclusively teaching) and where a tenure-track or tenured appointment is not desirable.

The AP classification enables the university to attract and retain key educational personnel by promoting professional development, presenting opportunities for advancement, offering greater job security, incentivizing long-term service, and rewarding achievement. AP Track positions include but are not limited to the following examples: directors/coordinators of programs and centers, clinical/technical experts and instructors, and field/applied professional staff and instructors.

AP positions are disciplinary; therefore, they shall be EPA Faculty. AP positions could involve some teaching or service but their duties may obviate doing research. If AP faculty were to engage in work in all four areas--teaching, research, service and directed professional activity--the spirit and intent of the work would most likely be very different significantly from the tenure-track because AP faculty duties and responsibilities are more practice-oriented, professional, clinical, administrative and/or technical in nature than the tenure-track positions. Because AP faculty functions involve a variety of duties and are specialized and unique enough in the scope of work and knowledge needed to fill the position, replacing an AP position could require a nationwide search. AP positions are intended to extend the education of students by enhancing understanding and application of fundamental concepts, theory and basic knowledge through practical applications and professional practice. Thus, AP faculty typically have practice-based skills and experience that departments need and value that may not require a terminal degree.

II. Examples of AP Duties, Responsibilities and Positions

Typically, AP positions are those whose primary duties and responsibilities are not in assigned course instruction, traditional research, etc., but rather in other areas that are essential to running the curriculum or teaching program, fulfilling the professional/research mission of a program or department, or involving community-engaged work that creates partnerships and links between the University and the public. The significance of such duties contributes to the profession, for example, through designing and implementing professional materials, programs, or other products or providing significant leadership to relevant professional societies.

The list below provides examples to acquaint candidates and reviewers with the kinds of duties, activities and responsibilities that could be included in the expectations of AP faculty. It is not intended to be exhaustive, nor does it imply that any given individual is expected to do all of these things. Furthermore, departments may decide to create more restrictive lists of the responsibilities they will assign to particular AP positions.

- Establishing or managing of a clinical or internship programs
- Creating instructional innovations products
- Writing textbooks and other educational materials
- Writing grant and contract proposals to funding agencies for instructional/curriculum developments or assessment of the effectiveness of teaching strategies
- Creating enhanced access to or organization of materials and resources
- Engaging in community-based activities and collaborations with community partners that design and implement professional materials, programs, or other products or that provide significant leadership to relevant professional societies
- Generating outlines, brochures, and other materials used in delivery of workshops to professional groups
- Producing education materials, products, technical devices, etc., invented or adapted for use in the service of professionals and professional groups
- Engaging in entrepreneurship and related activities
- Obtaining patents
- Writing proposals for external funding to support research, scholarship, creative activity, or community engagement projects approved by the department
- Writing articles in popular media
- Acquiring certifications of technical or professional expertise
- Attending conferences or workshops designed to enhance technological, professional, and/or pedagogical knowledge
- Conducting directed or contracted research or providing significant technical support for research activities
- Conducting program, policy, and personnel evaluation research for other institutions and agencies
- Consulting and providing technical assistance to public and private organizations
- Interpreting technical information for a variety of audiences
- Serving as an expert witness
- Serving as an expert for the press and other media

- Developing solutions to community problems that draw on disciplinary or professional knowledge
- Developing clinical procedures and practices
- Collaborating with schools, industry, and civic agencies to develop policies
- Developing and managing exhibits in educational or cultural institutions
- Providing leadership in or making significant contributions to economic or community development activities
- Organizing and managing conferences
- Supervising staff
- Writing technical manuals or training manuals
- Developing international affiliations
- Developing and/or directing formal community outreach or extension activities that promote continuous learning in the University or external communities
- Directing clinics affiliated with academic programs
- Administering activities or assignments that enhance the visibility of the University
- Planning and administering specialized summer programs, including youth programs and programs for faculty
- Providing statistical or methodological assistance to colleagues conducting research
- Directing special programs
- Heading or participating in special task forces, commissions, and self-studies
- Illustrating of ways in which the activity enhanced the University
- Finalizing license and technical assistance agreements
- Documenting business assistance or licenses
- Logging of activities (recruiting, programs presented, etc.)

Section 2. Procedures

I. Departmental AP Document

College departments and programs that intend to have AP positions shall develop an AP document that includes regulations that explain the procedures for hiring/appointing, reappointing and advancing AP faculty. The document shall include a guidelines section that explicates the performance expectations and criteria for AP hires/appointments and advancement. The document shall be independent of the department or program's tenure-track promotion and tenure guidelines documents or any documents pertaining to the hire/appointment and reappointment of lecturers.

While it is not expected that any program or department AP document can have an encompassing definition or anticipate the types or scope of all future AP positions, the document should address the possible types of positions in the department. Departments' AP documents shall state that AP procedures and reviews of performance are based upon the scope of work, the responsibilities and duties set forth in the AP faculty member's job contract/memorandum of understanding.

II. Academic Professional Appointment, Reappointment and Advancement

II. A. Circumstances of Hire/Appointment

The decision to create an AP Track position rests with a department or program; however, the Dean must approve all applications and departmental regulations and guidelines. Typically, the College assumes candidates for appointment to AP Track positions will have at least a Master's degree. AP Track positions that involve teaching undergraduates or graduates must meet all appropriate university and disciplinary accreditation requirements.

Initial appointments for the AP track are for a maximum of 3 years. AP Track faculty will typically begin their appointments as "Academic Professional." However, upon the recommendation of the Department or Program Head, and with the approval of the Dean and the Provost, an AP faculty member may be hired as "Senior Academic Professional." The candidate's job contract/memorandum of understanding shall state the candidate's rank and specify that it will be effective at the time of hire.

II. B. Circumstances of Reappointment

In the semester preceding the academic year in which a review for an AP reappointment or advancement is scheduled, the Department Head shall establish a timetable for the departmental review process that ensures that all phases will be completed prior to the date when all materials must be sent to the Dean. The Department Head will provide the candidate, in writing, with this timetable along with a clear statement of what information the candidate must submit and the dates when each item is due.

Reappointments are for a minimum of 3 years with no limit to the number of times an AP faculty member can be reappointed. The Department Head may recommend to the Dean that the contract be extended for a period of more than 3 years. A department's AP document may specify that the Head seek input from his or her department's faculty before making his or her recommendation, but this is not a College requirement. If a department chooses to consider faculty input on the reappointment decision, then its AP guidelines must specify how that input is to be provided.

II. C. Circumstances of Advancement

AP advancement cases shall have a formal review by an ad hoc department committee whose composition shall include the department's tenured faculty and senior AP faculty. When a department has no AP faculty senior in rank to the candidate, the Dean may appoint AP faculty from a related department or unit. The Department Head shall write an evaluation of the candidate and so shall the department AP committee. The Dean shall review departmental AP advancement cases.

At any time, the Department Head and department faculty can recommend an AP candidate for advancement. After five years in a position--August 1 after the candidate's 5th year, the AP faculty member may request and initiate an advancement review of her/himself. The candidate must inform the Department Head of her or his desire to

request an advancement review by the middle of the spring semester prior to the year in which the formal review will be conducted. Such a review shall require the consent of the Department Head. After review by the Department, a candidate may withdraw her or his dossier from advancement before it is forwarded to the Dean.

In some cases, faculty may be hired with a specific written agreement to be considered for advancement at a specified time (typically no more than three years) before the end of their initial appointment, with work done prior to their appointment at UNCG included in the dossier for consideration. On the recommendation of the Department Head, and with the approval of the Dean and the Provost, the candidate's job contract/memorandum of understanding shall specify the date of review for advancement and the previous work that will be considered in the review.

III. Academic Professional Advancement Portfolios/Dossiers

AP candidates for reappointment are not required to create or submit a portfolio or dossier for review. However, if a department chooses to make dossiers mandatory for reappointment reviews, the department must in its AP document explain what shall be included in the dossier. The content shall reflect the scope of work, expectations, etc. per the candidate's job contract/memorandum of understanding as well as annual reviews, letters of support and any other material that would be helpful in assessing the quality of a candidate's achievements.

AP candidates for advancement shall be required to create and submit a portfolio/dossier. The department must in its AP document explain what shall be included in the dossier. The content of the dossier shall reflect the scope of work, expectations, etc. per the candidate's job contract/memorandum of understanding. If an AP faculty member teaches courses and is being reviewed for advancement, her or his dossier must include a copy of the appropriate department teaching evaluation form(s) and summaries of numerical ratings of student evaluations. All, or a representative sample, of the narrative comments by students, and reports of peer observations must also be included in the dossier.

IV. Candidate-Written Narratives

Candidates for AP advancement must write one narrative that describes and analyzes their activities and achievements and their significance in relation to the scope of the work and other duties set forth in the candidate's job contract/memorandum of understanding and the department's AP document. In some cases, the candidate may have a significant and substantial community-engaged or applied practice component to his or her position; if so, the candidate should explicate this in his or her narrative. The candidate-written narrative must be included in the candidate's advancement portfolio/dossier.

If departments have any department-specific policies regarding the content or length of the candidate-written narratives, these policies must be described clearly in the department's AP document.

V. Comments by the Candidate

After the portfolio/dossier has been completed but before it is submitted to the dean, the candidate must be allowed to review it and sign the statement to this effect following his/her review. The candidate may, but is not obliged, to write a response to the portfolio/dossier or to opinions expressed in it.

Section 3. Evaluation of Performance

I. General Criteria and Evaluation for AP Reappointment and Advancement

In their AP documents, departments must provide clear and specific descriptions and explanations of the prevailing procedures, expectations/criteria, standards of achievement, and practices in the AP candidate's discipline as part of any recommendation for advancement, so that candidates will know the expectations for Academic Professional advancement in their department and so that the Dean will be informed of those expectations.

The work of the AP candidate for reappointment should demonstrate a solid and consistent level of work relative to his or her duties and responsibilities per the job contract/memorandum of understanding.

The work of the AP candidate for advancement should demonstrate a high level of discipline-related proficiency, be creative or original, be amenable to documentation, be peer or constituent-reviewed, have a significant impact on the candidate's profession and/or enhance significantly the ability of the department, college or university to carry out its research, teaching and/or service mission.

II. Expectations and Criteria for Review

The performance criteria and expectations for reappointment or advancement review of an AP faculty member are determined primarily by his or her position as it is defined and explicated in his or her job contract/memorandum of understanding. As stated above in the rationale for the creation of the AP track, these positions' scope of work supports the clinical or applied aspects of academic programs and departments in the College. Therefore the traditional tenure-track criteria of teaching, research, service and directed professional activity, which seldom apply to AP positions, should not be referenced when determining job performance criteria for reviews and advancement in the AP track.

For reappointment, it is appropriate to measure how much and how well the candidate has performed his or her duties and responsibilities. For advancement, there are two paths: 1) If the candidate performs her or his duties and responsibilities effectively, relative to her or his job contract/memorandum of understanding, or 2) If the scope of work has changed significantly, either by an increase in the position's duties--in kind as well as in number--and/or by an increase of responsibilities.

Typically, AP faculty duties and responsibilities are not in assigned course instruction but rather in other teaching activities such as directing a department's clinical or fieldwork program,

coordinating a core curriculum program, etc. AP Faculty's primary roles may be mostly administrative and not fit neatly into the teaching category, but their roles may be essential to running the curriculum or teaching program.

Many AP faculty are practitioners whose work, while grounded in disciplinary knowledge, is also applied in professional contexts. Thus, the contributions of AP faculty are more likely to include activities that have as their principal aim the advancement of the professions in which the candidate has been working—this includes continued learning in the discipline or profession that enables AP faculty to stay current in their field—and, in the cases of community-engaged activities, of the community partners with whom they work. The significance of such work is best evaluated by gauging its contribution to the profession—for example, through designing and implementing professional materials, programs or other products or through providing significant leadership to relevant professional societies—and its impact on community partners and audiences.

Evaluation criteria may include contributions to the function and effectiveness of the faculty member's profession and discipline, activities that sustain the University and enable it to carry out its academic goals, and pursuits that reach out to constituencies such as government agencies, industry, and the arts, where academic knowledge intersects with practical affairs and problem-solving. Departments will define the specific expectations for these activities given the unique expectations of their field.

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