

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 professional track faculty 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 Professional 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 Professional 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 Professional Track Faculty of this kind, (98-10-4).

The College of Arts and Sciences henceforth shall refer to these various “Professional 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 three AP faculty ranks: Academic Professional, Senior Academic Professional, and Principal 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 professional track faculty of fixed-term, renewable appointments for use in cases where neither a professional 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 EHRA 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.)

III. AP Professional Development and Inclusion

In accordance with the Provost's policy *Professional Track Faculty: Criteria for Faculty Ranks; Procedures for Appointments, Reappointments, and Promotions; Professional Development; and Inclusion within the University Community* (approved June 14, 2022), AP faculty shall:

- Be mentored by an assigned senior faculty member, preferably a senior AP/PTF member. The mentor will be assigned by the faculty member's Department; if a mentor is not available within the faculty member's Department, a mentor can be chosen from another Department.
- Be evaluated annually by the Head/Director

- Have leadership development opportunities when possible and, unless explicitly prohibited by other related policies, APs shall be eligible for all department/program/school, unit, and University-wide service roles
- Be included, as appropriate, in curriculum discussions at the unit and department/program/school levels
- Be incorporated into governance at all levels through participation in department/program/school faculty meetings and voting, except where explicitly prohibited by other policies

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 appointments, reappointments, and promotion of AP faculty. The document shall include a guidelines section that explicates the performance expectations and criteria for AP appointments, reappointments and promotion. The document shall be independent of the department or program's tenure-track promotion and tenure guidelines documents or any documents pertaining to the appointment reappointment and promotion 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. This document should be readily accessible on the department's website.

II. Academic Professional Appointment, Reappointment and Promotion

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.

The offer letter for APs must inform the new hire of the opportunity for promotion and the possibility of recognizing years of experience in comparable appointments which would shorten the timeline for promotion consideration. Requests for recognition of prior service must be approved by the department head, Dean, and Provost at the time of hire.

Initial appointments for the AP track are typically for one year. New 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 at a higher rank. 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

Currently, APs are typically appointed for one year. If an AP is appointed to a multi-year contract, then the following may apply:

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. Written notice of reappointment or non-renewal will be given to APs with as much advance notice as possible.

There is 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 one year. 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. General Criteria and Evaluation for AP Reappointment

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 reappointment and 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.

AP candidates for reappointment are not required to create or submit a portfolio or dossier (depending upon the Department and nature of the faculty member’s work) 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.

III. Academic Professional Promotion

III. A. Introduction

UNCG is a learner-centered, accessible, inclusive community fostering intellectual inquiry to prepare students for meaningful lives, engaged citizenship, and life-long learning. UNCG integrates intercultural and international experiences and perspectives into learning, discovery, and service, and recognizes that collaborative scholarship and creative activity enhance quality of life.

Typically, Academic Professional (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.

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.

III. B. Criteria for Promotion

i. Promotion from Academic Professional to Senior Academic Professional

(1) At least **five years*** of service in position to UNCG.

Years of service can be consecutive or non-consecutive (at ≥ 0.75 FTE).

(2) Evidence of **discipline-related proficiency**.

ii. Promotion from Senior Academic Professional to Principal Academic Professional

(1) At least **five years*** of service since last promotion at UNCG.
Years of service can be consecutive or non-consecutive (at ≥ 0.75 FTE).

(2) Evidence of a **significant impact on the candidate's profession**.

(3) **Enhancement of the ability of the department, college, or university to carry out its research, teaching, community engagement, and/or service mission.**

* Please see Optional Materials, below, for examples of evidence of impact/enhancement

* Faculty can request, at the time of hire, for years of experience in comparable appointments to be recognized, which would shorten the timeline for promotion consideration. This request must be approved by the Department Head/Program Director, Dean, and Provost.

III. C. Application for Promotion

Required Materials

An Application for Promotion to either level must include the following:

(1) A **narrative** written by the faculty member that describes the accomplishments in each area of the candidate's workload assignment. Candidates who also engage in additional non-required activities (such as teaching, research, service, or community engagement, if not specifically articulated in the faculty member's workload assignment) may also elect to address these contributions in the narrative. The narrative (and supporting evidence, described below) will cover the period since initial appointment or the last promotion, whichever is more recent.

(2) An up-to-date **curriculum vitae**.

(3) **Workload** agreement(s)

(4) **Annual reports and reviews** from the last five years or since last promotion (whichever is more recent)

(5) Representative **student/peer evaluations or other documentation of teaching effectiveness**, if applicable

Optional Materials

Candidates may also submit other relevant information or evidence including *but not limited to*:

- Research/ scholarship/ creative activity within the instructional discipline
- Scholarly products such as articles, books or book chapters, manuals, or other published works
- Continuing professional development, such as attending campus, national, or international meetings
- Development/management of exhibits in educational or cultural institutions
- Awards, nominations, or other recognitions
- Submission/award of grant and/or contract proposals to funding agencies
- Conference/workshop attendance
- The management of clinical or internship programs
- Patent submission/award
- Statistical or methodological assistance to colleagues conducting research
- Development of new courses or revision of existing courses
- Incorporation of innovative course materials or instructional techniques
- Successful Honors projects, independent/ directed studies, undergraduate research/ scholarship/ creative work, community-engaged activities
- Development of clinical procedures and practices
- Instructional, curricular, or related committee membership
- The creation of innovative instructional products
- Development and/or direction of formal community outreach or extension activities
- Administration of specialized programs
- Letters of support from disciplinary colleagues in support of the candidate's scholarly activities
- Demonstration of leadership
- Evidence of other contributions to the University's research and/or instructional mission
- Response to Departmental and/or Head/ Program Director's review

III. D. General Process

- i. (Spring) CAS issues Call for Professional Track Faculty Promotion Applications
- ii. (Early Fall) Candidate submits Application to Departmental/Program review committee [the Departmental/Program committee shall consist of TTF and PTF (at least one) who hold rank equal to or higher than the rank under consideration; the Head/Director cannot serve on this committee]. If there are no eligible PTF members within the department/program, an appropriate PTF member from a cognate discipline shall be selected by the Head/Director and invited to serve.
- iii. (Mid-Fall) The review committee forwards their review and recommendation about promotion to the Head/Director, who conducts an independent review and makes a recommendation about promotion
- iv. Candidate is given the opportunity to examine the reviews and recommendations made by the Departmental/Program committee and the Head/Program Director, and can add a response to the review if they wish, to be forwarded to the CAS committee
- v. (Late Fall) The Application (which may include *optional* Response to review) is forwarded to CAS PTF Promotion Committee
- vi. (Late Fall to Early Spring) CAS PTF Promotion Committee reviews the Application and either: (a) Recommends for Promotion; (b) Does Not Recommend Promotion, and provides a brief explanation and/or feedback for the candidate; or (c) Declines Action due to ineligibility or an incomplete Application.

The CAS committee shall consist of five faculty members with one of these faculty members serving as Chair of the committee. At least three members will be PTF (including at least one PTF at the advanced rank) and at least one will be TTF. Three members will be elected for terms of two years, and two members will be ad hoc members appointed by the Dean.
- vii. (Early Spring) The Dean conducts an independent review and makes a recommendation to the Provost.
- viii. Notice of promotion will normally be given by April 1st of the academic year before the promotion is effective. Promotions shall be effective at the start of the academic year that follows the successful promotion review.

III. E. Academic Departments

- i. Academic Departments within CAS shall adhere to this policy, but may also add requirements and/or customize language for their unique area of study

- ii. Academic Departments will form their own review committee, made up of at least one PTF member. Heads/Program Directors are not eligible to serve on this committee. If there are no eligible PTF members within the department/program, an appropriate PTF member from a cognate discipline shall be selected by the Head/Director and invited to serve.
- iii. This, and any Departmental-level documents, are to be reviewed every five years by CAS and will be revised as necessary.

Approved by College Assembly, April 9, 2012

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