

SCHOOL OF CONTINUING AND PROFESSIONAL STUDIES

POLICY DIRECTORY

**POLICY TITLE:** SCPS Academic General Faculty Policy

DATE OF APPROVAL	POLICY ID	POLICY STATUS	APPROVING EXECUTIVE
TBD	Academic	Approved January 3, 2019	Dean of SCPS Office of the Executive Vice President and Provost

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Reason for Policy:

Academic general faculty members provide important academic service to the School of Continuing and Professional Studies (SCPS) and the University community. Provost policy [PROV-004: Employment of Academic General Faculty Members](#) provides terms and conditions for their employment, establishing clear standards for review and promotion and affirming their role in faculty self-governance at the University. This school-specific policy supplements PROV-004, providing specifics on how PROV-004 is implemented in SCPS. It summarizes how academic general faculty are involved in the governance of SCPS and its programs, and provides further procedural details and criteria for appointment, renewal, and promotion, based on the needs and structure of SCPS.

Application of Policy:

This policy applies to academic general faculty, as defined in [PROV-004](#) and [PROV-029](#), employed by SCPS. This includes both part-time and full-time salaried academic general faculty members.

It does not apply to faculty wage employees, visiting faculty appointments, or administrative or professional general faculty members. Faculty wage employees are governed by [PROV-026: Faculty Wage Employment](#). Visiting faculty are governed by [PROV-013: Visiting Faculty and Scholars](#). Administrative or professional general faculty members are governed by [HRM-003: Employment of Administrative or Professional General Faculty Members](#).

### Policy Statement:

This policy is a school-specific companion to [PROV-004: Employment of Academic General Faculty Members](#) and is subject to change as that policy is revised and as the needs of SCPS evolve.

Academic general faculty are highly valued members of SCPS. Academic general faculty not only teach, but also have a variety of responsibilities which may include course development, academic advising, assessment, program development and oversight, student application review, faculty evaluation and hiring, faculty mentoring, and other duties related to the governance and growth of SCPS.

### I. Ranks, Tracks, and Titles

SCPS makes academic general faculty appointments to the professorial ranks (on the teaching or practice track) and the lecturer ranks, as defined in PROV-004 and further explained below.

Formal faculty titles must be used when presenting faculty actions to the Board of Visitors for approval and in all school communications related to a faculty member's employment (including appointment letters, performance evaluations, recommendations for promotion, etc.). Working titles, as approved by the dean, may be used in other forms of communication when the formal faculty title is not required. Working titles are often established to shorten a formal title or better reflect a faculty member's area of specialization or administrative duties.

#### **Professorial Ranks:**

Academic general faculty in the School of Continuing and Professional Studies appointed with a professorial rank are placed on the teaching track or practice track.

#### **Teaching Track:**

Academic general faculty members on the teaching track hold a professorial rank of assistant professor, associate professor, or professor. Their formal faculty title will specify both their rank and their membership in the general faculty (e.g. Assistant Professor, General Faculty). Under provost guidelines, teaching track faculty engage primarily in teaching (at least 60% of their effort), as well as providing service to the school or university (at least 10% of their effort). Scholarship and professional development activities may only be considered part of a teaching track faculty's primary responsibilities if the activity enhances their teaching or relates to the advancement of the program. See sections II and III for more information on service and scholarly/professional development expectations. The structure of senior academic leadership positions may vary from the minimum effort distribution percentages above.

**Practice Track:**

Academic general faculty placed on the practice track are employed in positions that focus on “integrating professional experience with the academic mission of the school” as well as providing service to the school or university. They may hold a terminal degree but are not required to do so. They are, however, required to have substantial relevant professional experience, a high level of expertise, a national reputation, and the ability to extend this knowledge to the academic realm. SCPS faculty appointed to the practice track are expected to have an impact on program and curriculum development. They will have a formal faculty title of associate professor of practice or professor of practice.

**Lecturer Ranks:**

SCPS also appoints academic general faculty to the lecturer ranks, as defined in PROV-004. The lecturer ranks are lecturer, senior lecturer, and distinguished lecturer. In accordance with provost guidelines, SCPS uses the lecturer ranks only when the primary teaching responsibilities associated with the position do not require the qualifying terminal degree, such as competency or technical skill offerings in programs including, but not limited to, project management, procurement and contracts management, and criminal justice.

## II. Service Contributions

SCPS expects all academic general faculty to participate in a variety of engagement and service activities to their program and the school. Engagement and service duties include attendance, participation, and/or leadership in school events; student advising; service on committees and work groups; faculty mentoring; and program development and oversight activities as requested or as defined in the position description. The quantity and quality of service contributions is a component of reappointment and promotion evaluations. Senior leadership monitors the involvement of faculty in these activities to fairly distribute the service load and provide course load relief as appropriate, with guidance from the internal document: Guidelines for Faculty Load and Course Releases.

Participation in committees and work groups is within the scope of faculty’s service responsibilities. A current list of SCPS committees and workgroups on which SCPS faculty may potentially serve as part of their service effort will be maintained by senior leadership. SCPS faculty may fulfill their service contribution requirements in some cases by serving on cross-university or university-level committees or workgroups, or otherwise providing service to the University outside of SCPS.

External professional or public service that capitalizes on the faculty member’s disciplinary expertise is valued as part of the public mission of SCPS and UVA, and will be considered and valued for reappointment and promotion. However, such service cannot compensate for a deficiency of service to the school or University.

### III. Scholarly/Professional Development Expectations

SCPS does not appoint faculty on the research track or require substantial or consistent published research from its academic general faculty for reappointment, promotion, or merit pay increases. However, there is a minimum expectation of all faculty to remain current in one's academic specialty, which involves scholarly or professional development activities. This may be demonstrated in a variety of ways such as regularly attending conferences, seminars, and training sessions; giving presentations or guest lectures; performances or other creative works as appropriate for the discipline; receiving awards or grants; publications; or consulting related to areas of academic expertise. Scholarly work on pedagogical methods, especially related to adult and online education, also contribute to this currency requirement.

### IV. Annual Evaluations

Attracting, retaining, and developing high-caliber faculty is vital to fulfilling the mission of SCPS. Evaluating the performance of faculty and providing constructive feedback is an essential step in this process. Evaluations provide an opportunity for faculty to develop in their careers and facilitate the advancement of the SCPS academic mission. This emphasis on evaluating faculty allows SCPS to provide a high-quality experience to the diverse community of learners it serves.

Faculty performance review at SCPS consists of the following annual events based on the calendar year: goal setting, annual activity reports submitted by the faculty member, peer review, and a performance evaluation and written feedback provided by the faculty member's manager. In addition to evaluating a faculty member's performance for the year, annual performance evaluations and annual reports are fundamental instruments used in the decision-making regarding merit-pay, reappointment, and promotion. For additional, detailed information on procedures for annual review, refer to the SCPS Faculty Review Guide.

### V. Appointment, Reappointment, and Promotion in Rank

This section provides policies on appointments, reappointments and promotions; and states the general standards used at SCPS for evaluations based on appointment type, track, and rank. For additional, detailed information regarding reappointment and promotion procedures, refer to the SCPS Faculty Review Guide.

#### **Initial Appointment**

Per provost policy, academic general faculty members at SCPS are initially appointed with either a three-year term; a one-year term, followed by a two-year term when renewed; or up to three successive one-year terms. After the first three years of service, the faculty member will, if renewed, typically be offered a three-year appointment. Subsequent appointments will also typically be for a three-year term. Exceptions for a renewal with a shorter duration may occur due to substantial budget, enrollment, or program uncertainty, with advance approval of the provost.

## **Reappointment**

No faculty member is entitled to an automatic renewal of an appointment; it depends on the performance of the faculty member and the evolving needs of the program or school. Under [PROV-004](#), faculty may be covered by the “standards for non-renewal” provided upon promotion to associate professor or senior lecturer. However, these conditions still do not create an entitlement to renewal (see PROV-004 Section II.E (professorial) and III.F (lecturers)).

Managers, after reviewing faculty performance, make a recommendation on reappointment to the dean, who makes the final decision. Detailed procedures for reappointment reviews are provided in the SCPS Faculty Review Guide.

For faculty members with one-year appointments, the annual performance review may serve as the contract reappointment review. However, in the third year of employment the manager will review and evaluate the faculty member’s performance over the entire employment period in conjunction with the annual performance review if a three-year appointment is being considered.

For faculty with two or three-year appointments, in the year prior to the terminal year of the contract, the manager has the responsibility to review and evaluate the faculty member’s performance since the previous reappointment review (or since hire for an initial review). This substantive review process shall occur in conjunction with the annual performance review in the year in which it is conducted.

Academic general faculty are entitled to the notice of non-renewal provisions of PROV-004 Section IV.B. Consistent with this policy, faculty on two or three-year appointments will be given 12-month advance notice of non-renewal unless the reasons for termination require immediate removal under the [Policy on Disciplinary Suspension or Termination of Academic Faculty](#). One-year appointments do not require advance notice of non-renewal.

## **Promotion in Rank**

Promotion reviews include evaluation and a positive or negative recommendation by the manager, the Faculty Review Committee, and the dean. These recommendations and supporting materials are then reviewed at the provost-level for a final decision by the provost, subject to approval by the Board of Visitors. Information on the Faculty Review Committee and detailed procedures for promotion reviews are provided in the SCPS Faculty Review Guide.

Promotion is neither guaranteed nor based solely on time in rank. It is based on the performance and achievements of the faculty member and the evolving needs of the program or school. If a general faculty member has not met the standards for promotion, the dean and manager, as part of the annual review process, will outline deficiencies and help the faculty member develop a plan to be successful. Unsuccessful candidates for promotion must skip at least one review cycle before reapplying.

Assistant professors and lecturers are eligible to choose to be considered for promotion in rank in any review cycle after serving six continuous years. This review is not mandatory, and faculty that forego the

promotion review will continue to be evaluated for reappointment under the same format described above. In rare circumstances, general faculty whose performance is exceptional, or who enter the institution with significant academic experience elsewhere, may be considered for promotion to associate professor or senior lecturer prior to six years of service, with the approval of their manager.

There is no set time of service in rank required before consideration for a promotion to professor or distinguished lecturer, although at least six years is often necessary to establish evidence of further sustained excellence and distinguished leadership that goes well beyond the record attained when promoted (or appointed) to associate professor or senior lecturer, as described in the standards section below. Managers and the dean should conduct periodic reviews to determine whether the performance and accomplishments of faculty at the associate professor or senior lecturer rank merit developing a formal promotion case.

### **Standards for Appointment, Reappointment, and Promotion**

All SCPS faculty members are expected to approach their academic activities with a commitment to excellence. Although a general faculty member may excel in a particular area, and effort distributions and priorities vary, strength in one area does not compensate for a deficiency in another area. For example, strong contributions to school committees and administrative assignments does not offset poor teaching performance. Similarly, a general faculty member who has good teaching performance, but insufficient service contributions, should not be promoted.

The appointment and promotion standards described below vary based on appointment type and track. They require a higher level of contribution and accomplishment in all evaluated dimensions as rank progresses. In general, the progression moves from potential for excellence (appointment) to clear progress toward excellence (reappointment) to sustained excellence (promotion to associate professor or senior lecturer) to further sustained excellence and distinguished leadership (promotion to professor or distinguished lecturer). SCPS adheres to the general criteria for promotion established in PROV-004. The promotion standards below further define those criteria in the context of SCPS.

In addition to the standards described below, there is an expectation of all faculty of professional, respectful, and collegial conduct, as stated and defined in the University Mission Statement, the University Code of Ethics, and the University Faculty Handbook.

### **Teaching Track**

*Initial Appointment (at Assistant Professor rank):*

Teaching: *Clear potential to develop into an excellent teacher.* Evidence of potential includes public talks and presentations, recommendations from other distinguished teachers, prior evaluations as a graduate teaching assistant, teaching ratings at another institution, and completion of workshops and training designed to enhance teaching. Experience with adult and/or online education is valued.

Service: *A willingness and enthusiasm to serve the academic community and contribute to the school's growth and public mission.* A record of participating in community outreach and/or in the daily administration of a program is valued.

Scholarly Activity/Professional Development: *Has a particular area of scholarly focus or area of intellectual, professional, or creative engagement, as evidenced through a terminal degree in the discipline, unless an exception is granted by the provost.* CV reflects this topical activity at the time of hire. Scholarly work on pedagogical methods, especially related to adult and/or online education, is valued.

*Reappointments before promotion:*

Teaching: *Clear evidence of excellence in teaching or clear progress towards achieving excellence in teaching.* Sources of evidence of excellence include teaching evaluations, peer observations, peer reviews of syllabi and other teaching plans and materials, and teaching awards.

Service: *Clear engagement with the program, school, or University, including performance of service activities as assigned.* Includes regular attendance and participation in events, service on committees/workgroups, student advising, and other activities related to the operation and governance of the school and/or University. Participates in program development and oversight as requested or in accordance with position description. Professional and public service that capitalizes on the faculty member's disciplinary expertise is also valued.

Scholarly Activity/Professional Development: *Evidence of ongoing intellectual engagement with their area of specialization.* Examples of evidence include regularly attending conferences, seminars, and training sessions; giving presentations or guest lectures; performances or other creative works as appropriate for the discipline; receiving awards or grants; publications; or consulting related to areas of academic expertise. Scholarly work on pedagogical methods, especially related to adult and online education, also contribute to this currency requirement.

*Promotion to Associate Professor:*

Teaching: *Clear evidence of sustained excellence in teaching and potential for leadership in teaching.* Sources of evidence of excellence include teaching evaluations, peer observations, peer reviews of syllabi and other teaching plans and materials, and teaching awards.

Service: *Significant contributions to the administration and advancement of the program, school, or University.* Includes leadership in events, service on committees/workgroups, effective student advising, and other activities related to the operation and governance of the school and/or University. Participates in program development and oversight as requested or in accordance with position description, and demonstrates leadership in the program. Professional and public service that capitalizes on the faculty member's disciplinary expertise is also valued.

Scholarly Activity/Professional Development: *Evidence of sustained intellectual engagement with their area of specialization.* Examples of evidence regularly attending conferences, seminars, and training sessions giving presentations or guest lectures; performances or other creative works as appropriate for the discipline; receiving awards or grants; publications; or consulting related to areas of academic

expertise. Scholarly work on pedagogical methods, especially related to adult and online education, also contribute to this currency requirement.

*Promotion to Professor:*

Teaching: *Clear evidence of sustained excellence in teaching and of leadership in teaching, with an external reputation as a superior educator.* Sources of evidence of excellence include teaching evaluations, peer classroom observations, peer reviews of syllabi and other teaching plans and materials, and teaching awards. Evidence of leadership in teaching includes new course and curriculum development, mentoring peers in teaching, and developing innovations in pedagogy. Provost criteria for the professor rank includes a reputation for superior teaching or other educational activities that extends beyond UVA. This may be demonstrated by external awards, invitations, the publication of textbooks or other educational materials, or other means of recognition.

Service: *Distinguished leadership with significant contributions to the administration and advancement of the program, school, or University.* Includes leadership in events, substantial service on committees/workgroups, effective student advising and junior faculty mentoring, and participation in other activities related to the operation and governance of the school and/or University. Candidates must also demonstrate sustained and distinguished leadership in program development or oversight, usually requiring service as at least a program director. Professional and public service that capitalizes on the faculty member's disciplinary expertise is also valued.

Scholarly Activity/Professional Development: *Evidence of leadership and sustained intellectual engagement within their area of specialization.* Examples of evidence of engagement include regularly attending conferences, seminars, and training sessions; giving presentations or guest lectures; performances or other creative works as appropriate for the discipline; receiving awards or grants; publications; or consulting related to areas of academic expertise. Scholarly work on pedagogical methods, especially related to adult and online education, also contribute to this currency requirement. Candidates for professor rank must also demonstrate leadership in these or other activities related to academic expertise, such as professional associations.

**Practice Track**

*Initial Appointment (at Associate Professor of Practice rank):*

Teaching: *Clear potential to develop into an excellent teacher.* Practice track faculty may be hired with less teaching experience than teaching track faculty. If available, evidence of potential includes prior evaluations or teaching ratings at another institution, recommendations from other teachers, and completion of workshops and training designed to enhance teaching. Others may rely on professional educational experiences, such as public talks and presentations or training activities. Experience with adult and/or online education is valued.

Service: *A willingness and enthusiasm to serve the academic community and the potential to develop into a long-term leader of the school in the area of service and program development.* A record of participating in community outreach and/or in the daily administration of a program is valued.

Scholarly Activity/Professional Development: *Evidence of substantial industry expertise and knowledge currency, a national reputation, and the potential to extend this knowledge into the academic realm.*

*Reappointments before promotion:*

Teaching: *Clear evidence of excellence in teaching or clear progress toward achieving excellence in teaching.* Sources of evidence of excellence include teaching evaluations, peer observations, peer reviews of syllabi and other teaching plans and materials, and teaching awards. It is understood that some practice track faculty may require additional mentoring and feedback in pedagogical methods.

Service: *Clear engagement with the program, school, or University including performance of service duties as assigned. Beginning to have impact on curriculum and program.* Service includes regular attendance and participation in events, service on committees/workgroups, student advising, and other activities related to the governance and operation of the school and/or University. Participates in program development and oversight as requested or in accordance with position description. Practice track faculty are expected to have an impact on curriculum and course development, and the development and growth of the program. Professional and public service that capitalizes on the faculty member's disciplinary expertise is also valued.

Scholarly Activity/Professional Development: *Evidence of ongoing intellectual engagement with their area of specialization.* Examples of evidence include regularly attending conferences, seminars, and training sessions; giving presentations or guest lectures; performances or other creative works as appropriate for the discipline; receiving awards or grants; publications; or consulting related to areas of academic expertise. Scholarly work on pedagogical methods, especially related to integrating professional experience into academic instruction and/or adult and online education, also contribute to this currency requirement.

*Promotion to Professor of Practice:*

Teaching: *Clear evidence of sustained excellence in teaching.* Sources of evidence of excellence include teaching evaluations, peer observations, peer reviews of syllabi and other teaching plans and materials, and teaching awards.

Service: *Distinguished leadership and further sustained excellence in integrating professional experience with the academic mission of the school, including continued contributions to the curriculum and advancement of the program and other administrative contributions to the school or University.* Includes leadership in events, substantial service on committees/workgroups, effective student advising and junior faculty mentoring, and participation in other activities related to the governance and operation of the school and/or University. Candidates must also demonstrate sustained and distinguished leadership in program development or oversight, with successful advancement of the curriculum and program related to their area of expertise. Professional and public service that capitalizes on the faculty member's disciplinary expertise is also valued.

Scholarly Activity/Professional Development: *Evidence of ongoing intellectual engagement with and further recognition in their area of specialization.* As their field evolves, the individual is expected to maintain intellectual currency through ongoing exchanges and collaboration with their industry peers,

and to have external recognition for achievements in their field. Scholarly work on pedagogical methods, especially related to integrating professional experience into academic instruction and/or adult and online education, also contribute to this currency requirement.

### **Lecturer Ranks**

*Initial Appointment (at Lecturer rank):*

**Teaching:** *Clear potential to develop into an excellent teacher.* Evidence of potential includes public talks and presentations, recommendations from other distinguished teachers, prior evaluations as a graduate TA, teaching ratings at another institution, and completion of workshops and training designed to enhance teaching. Experience with adult and/or online education is valued.

**Service:** *A willingness and enthusiasm to serve the academic community.*

**Scholarly Activity/Professional Development:** *Evidence of expertise in a topical area, with the appropriate degree or credentials as required by provost policy and accreditation standards.* CV reflects this expertise at the time of hire. Scholarly work on pedagogical methods, especially related to adult and/or online education, is valued.

*Reappointments before promotion:*

**Teaching:** *Clear evidence of excellence in teaching or clear progress towards achieving excellence in teaching.* Evidence may come from teaching evaluations, peer classroom observations, peer reviews of syllabi and other teaching plans and materials, and teaching awards.

**Service:** *Clear engagement with the program, school, or University including a willingness to accept service assignments when requested.* Faculty at the lecturer rank do not have the same quantity of service expected as the professorial ranks for reappointment, but are expected to remain engaged with the school through regular attendance and participation in events, and may occasionally be asked to advise students or serve on committees/workgroups as appropriate. Professional and public service that capitalizes on the faculty member's disciplinary expertise is also valued.

**Scholarly Activity/Professional Development:** *Evidence of maintaining currency in their skill.* Examples of evidence include regularly attending conferences, seminars, and training sessions; giving presentations or guest lectures; performances or other creative works as appropriate for the discipline; publications; or consulting related to areas of academic expertise. Scholarly work on pedagogical methods, especially related to adult and online education, also contribute to this currency requirement.

*Promotion to Senior Lecturer:*

**Teaching:** *Clear evidence of excellence in teaching and potential for leadership in teaching.* Sources of evidence of excellence include teaching evaluations, peer observations, peer reviews of syllabi and other teaching plans and materials, and teaching awards.

**Service:** *Sustained engagement with the program, school, or University and contributions to the administration and advancement of the program, school, or University.* Candidates for senior lecturer must demonstrate service contributions such as leadership in events, advising students, service on committees/workgroups, or other activities related to the governance and operation of the school

and/or University. Professional and public service that capitalizes on the faculty member's disciplinary expertise is also valued.

Scholarly Activity/Professional Development: *Evidence of maintaining currency in their skill.* Examples of evidence regularly attending conferences, seminars, and training sessions; giving presentations or guest lectures; performances or other creative works as appropriate for the discipline; publications; or consulting related to areas of academic expertise. Scholarly work on pedagogical methods, especially related to adult and online education, also contribute to this currency requirement.

*Promotion to Distinguished Lecturer:*

Teaching: *Clear evidence of sustained excellence in teaching and of leadership in teaching.* Sources of evidence of excellence include teaching evaluations, peer classroom observations, peer reviews of syllabi and other teaching plans and materials, and teaching awards. Evidence of leadership in teaching includes new course and curriculum development, mentoring peers in teaching, and developing innovations in pedagogy.

Service: *Substantial contributions to the administration and advancement of the program, school, or University.* Includes leadership in events, advising students, substantial service on committees/workgroups, effective junior faculty mentoring, and other activities related to the governance and operation of the school and/or University. Participates in program development and oversight as requested or in accordance with position description. Professional and public service that capitalizes on the faculty member's disciplinary expertise is also valued.

Scholarly Activity/Professional Development: *Evidence of maintaining currency in their skill.* Examples of evidence include regularly attending conferences, seminars, and training sessions; giving presentations or guest lectures; performances or other creative works as appropriate for the discipline; publications; or consulting related to areas of academic expertise. Scholarly work on pedagogical methods, especially related to adult and online education, also contribute to this currency requirement.

**Related Information:**

[PROV-004: Employment of Academic General Faculty Members](#)

[PROV-029: Faculty Appointment Types and Titles](#)

[PROV-026: Faculty Wage Employment](#)

[PROV-013: Visiting Faculty and Scholars](#)

[HRM-003: Employment of Administrative or Professional General Faculty Members](#)

SCPS Faculty Review Guide

**Policy Revision:** This policy will be reviewed and updated periodically. Changes to this policy require approval by SCPS senior leadership and the Office of the Executive Vice President and Provost.