
Faculty *Policies
and
Procedures* **Manual**

2026-27



LONGWOOD
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A. STATEMENT ON ACADEMIC FREEDOM

Longwood University endorses the principle of academic freedom and subscribes to the Statement on Academic Freedom adopted jointly by the Association of American Colleges and by the American Association of University Professors in 1940. The following excerpts are based on this statement:

Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student in learning.

The teacher is entitled to freedom in research and in the publication of the results, subject to the adequate performance of other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

The teacher is entitled to freedom in the classroom but should be careful not to introduce controversial matter that has no relation to the subject.

College or university teachers are citizens, members of a learned profession, and officers of an educational institution. When speaking or writing as citizens, they should be free from institutional censorship or discipline; but a special position in the community imposes special obligations. As guardians of learning and educational officers, they should remember that the public may judge the profession and institution by their utterances. Hence, they should be accurate, should exercise appropriate restraint, should show respect for the opinion of others, and should make every effort to indicate that they are not speaking for the institution.

References: Minutes of the Organization of Teaching Faculty, April 26, 1983; September 20, 1983.

B. STATEMENT ON PROFESSIONAL ETHICS

Members of the academic profession share a variety of rights and obligations. Professors have a primary responsibility to seek and state the truth in their areas of competence, to teach students according to the best scholarly standards, and to exercise their prerogatives as citizens. Clearly there is the right to promote a professional career, but there are also certain obligations to colleagues and to the University.

The primary responsibility of professors is to seek and to state the truth. They acknowledge the obligation to develop and improve their scholarly competence and to exercise critical self-discipline and judgment in seeking, using, extending and transmitting knowledge. They welcome constructive criticism within their own disciplines from their own colleagues. They practice intellectual honesty by drawing their conclusions on the basis of investigation. Although they may follow subsidiary interests, these interests should never hamper or compromise freedom of inquiry and scholarly integrity.

As teachers, professors encourage the free pursuit of learning in students and protect students' academic freedom. They hold before students the best scholarly standards of their discipline. They fulfill classroom obligations in a consistent, conscientious, and punctual manner and accept the teaching responsibilities imposed by the published descriptions of their course offerings. They respect students as individuals and adhere to their proper role as intellectual counselor, making every reasonable effort to foster academic honesty and to ensure that evaluations reflect students' true merit. Professors respect the confidential aspects of the professor-student relationship, recognizing that abuse, intimidation, or harassment of any kind have no place in this relationship. They avoid the exploitation of students for their private advantage and acknowledge significant assistance from them. They seek at all times to instill in students a love of learning, respect for intellectual achievement, a sense of pride in their own accomplishments, and respect for the viewpoints of others.

As colleagues, professors have obligations that derive from common membership in the community of scholars. They respect and defend the free inquiry of associates and accord them just and equitable treatment in the exercise of their professional rights and responsibilities. In the public and private exchange of ideas and criticism, they show due respect for the opinions of others by basing such ideas and criticisms on valid assumptions, and they acknowledge their academic debts by interpreting and using writings of others and the findings of educational research with intellectual honesty. They strive to be objective in professional judgment of colleagues and are careful not to defame a colleague's reputation or make false or malicious statements about a colleague. They accept a fair share of faculty responsibilities for the governance of the institution and are careful to avoid any conflict of interest. They keep the trust under which confidential information is exchanged regarding their colleagues.

As members of Longwood University, professors seek above all to be effective teachers and scholars, to assume the responsibility of helping the university meet its goals and to be accountable to the university when speaking as a representative of the university. Professors observe the regulations of the institution but maintain their right to question and seek revision; they are judicious in the handling of confidential information. They determine the amount and character of the work they do outside the university with due regard to the primacy of university

responsibilities. Professors recognize their obligation to treat all university constituencies with dignity and their right to be similarly treated by others. When considering the interruption or termination of their services, they recognize the effect of their decision upon the program of the university and give due notice of their intentions.

As members of the community, professors have the rights and obligations of any citizen, measuring the importance of these obligations in the light of their responsibilities to their classes, to their students, to their profession, and to Longwood University. Community obligations and commitments should not supersede or interfere with academic and professional commitments. When they speak or act as private persons, they avoid creating the impression that they speak or act for the university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have an obligation to promote conditions of free inquiry and to further public understanding of academic freedom. When opportunity is present and as time permits, professors have the obligation to share their professional expertise for the benefit of the community.

References: Minutes of the Organization of Teaching Faculty, April 28, 1981; amended September 10, 1981.

C. STATEMENT ON NON-DISCRIMINATION

Because of our commitment to realizing equal opportunity for all students, employees, and applicants for admission and employment, Longwood University faculty members promote an environment that is welcoming to all and seek to foster justice- and equity-based civic leadership through our programs and practices. Longwood University adheres to all applicable state and federal [non-discrimination](#) policies, equal opportunity/affirmative action statutes and regulations, and [policies regarding civility, diversity, and inclusion](#) in the workplace. Any members of the faculty, including administrators with faculty rank, who have grievances based on discrimination should direct their complaints to the Office of Human Resources for resolution or referral.

References: Minutes of the Board of Visitors, August 4, 1978; July 27, 1990; June, 2006; September, 2019.

D. STATEMENT ON SEXUAL HARASSMENT

Longwood University is committed to providing a healthy living, learning and working environment; an atmosphere that emphasizes the dignity and worth of the individual, which promotes personal integrity, civility and mutual respect, and creates an environment that is free from sexual harassment. Sexual harassment is not tolerated by Longwood University and is prohibited by law and university policy. Employees and students must be allowed to work and learn in an environment free from sexual harassment. All faculty members are “Responsible Employees,” which means that they are required to report any information that they have received, whether intentionally or not, about instances of sexual misconduct or sexual harassment to the University’s Title IX coordinator within 24 hours. Reporting is critical to the well-being and safety of the University community.

Faculty should refer to the University Title IX Policy for details. This policy prohibits sexual misconduct, including sexual discrimination, sexual harassment, sexual assault, sexual violence, dating and relationship violence, and stalking by employees, students, or third parties. This policy addresses sexual misconduct that involves members of the Longwood community who are involved in an education program or activity which includes locations, events or circumstances over which Longwood University exercises substantial control over both the alleged respondent and the context in which the sexual harassment occurs. The intent of this policy is to provide the campus community with information, common definitions, and strategies to report incidents that occur.

Approved by the Longwood College Board of Visitors, July 26, 1993; Faculty Senate, August 18, 2020.

E. STATEMENT ON DUAL RELATIONSHIPS

Amorous Relationships between Faculty and Students. Amorous relationships between faculty and students whom they directly supervise are unwise and unprofessional. Such relationships create potential harm for students and raise the potential for liability for the faculty member and the University if the facts regarding the relationship support a claim of sexual harassment (see [I.D., Statement on Sexual Harassment](#)), and they risk creating the perception that bias and/or favoritism may play a part in student evaluation. Therefore Longwood University does not condone nor will it tolerate romantic or sexual relationships between faculty members and the students whom they teach, coach, supervise, evaluate, or grade. Failure to comply is potentially grounds for termination.

Even in cases where the faculty member does not directly supervise the student, participation in an amorous relationship with a student may lead to difficulties. Such relationships, particularly when the faculty member and student are in the same academic unit, create the potential for conflicts of interest. Faculty members must distance themselves from any decisions that may reward or penalize a student with whom the faculty member is having, or has had, an amorous relationship.

Related Persons as Students. Faculty members should avoid being placed in a position of authority over their spouses, intimate partners, immediate family members or relatives concerning their teaching, research and advising assignments. In the event that avoidance of such conflict would be unfair to the student, the faculty member must disclose the matter to the department chair, who will oversee the evaluation process of the student. If the faculty member in question is the department chair, the Dean will oversee the evaluation process.

Approved by the Longwood University Board of Visitors, June 4, 2008.

F. SUBSTANTIVE CHANGE REPORTING POLICY

I. PURPOSE

Longwood University recognizes the importance of compliance with the *SACSCOC Substantive Change Policies and Procedures* of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), which requires the University to report all substantive changes accurately and in a timely manner to SACSCOC. This policy exists specifically to establish, clarify and communicate the requirement that the President and Board of Visitors must approve all University changes deemed to be “substantive” if they must also be subsequently approved by the University’s institutional accrediting body, SACSCOC. The Provost and Vice President for Academic Affairs (PVPAA) must approve all University changes deemed to be “substantive” if such changes require only notification to SACSCOC; the PVPAA must also notify the President and Board of Visitors.

SACSCOC accredits the University and its programs and services, wherever they are located or however they are delivered. SACSCOC is recognized by the United States Department of Education as an agency whose accreditation enables its member institutions to seek eligibility to participate in federally funded programs. SACSCOC requires accredited institutions to follow its substantive change procedures. In order to retain accreditation, the University is required to comply with SACSCOC procedures concerning substantive changes.

While the purpose of this policy is to document the approval and transmittal process to SACSCOC, new, revised or discontinued degrees and establishment of distance learning sites may also require reporting and prior approval from the State Council of Higher Education for Virginia (SCHEV). The requirements of both agencies must be met; compliance with one does not constitute compliance with the other. This policy is primarily designed to address academic programs and curricular issues, although other defined substantive changes are also covered.

II. DEFINITIONS

- A. Approval: An official action by the SACSCOC Board of Trustees enabling an institution to implement a proposed substantive change.
- B. Branch Campus: A location of an institution that is geographically apart and independent of the main campus of the institution, and one where instruction is delivered. A location is independent of the main campus if
 1. The location is permanent in nature.
 2. The location offers courses in educational programs leading to a degree, certificate, or other recognized educational credential.
 3. The location has its own faculty and administrative or supervisory organization and has its own budgetary and hiring authority. Source: SACSCOC.
- C. Cooperative Academic Arrangement: An agreement between a SACSCOC-accredited institution and another entity (or entities) to deliver program content recorded on the SACSCOC institution’s transcript as its own (e.g., consortia, collaborative agreements with international institutions). Source: SACSCOC.

- D. Distance Education: A method of delivery in which the majority of the instruction (interaction between students and instructors and among students) occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. Source: SACSCOC.
- E. Dual Academic Award: A student receives instruction at two (or more) institutions in prescribed curricula leading to each institution granting academic awards at the same credential level. Source: SACSCOC.
- F. Educational Program: A coherent course of study leading to the awarding of a credential (*e.g.*, a degree, diploma or certificate). Source: SACSCOC.
- G. Joint Academic Award: A student receives instruction at two (or more) institutions in prescribed curricula leading to the institutions granting a single academic award bearing the names, seals, and signatures of each participating institution. Source: SACSCOC.
- H. Level: SACSCOC's taxonomy categorizes institutions by the highest degree offered. Longwood University is designated as a Level III institution because it offers the master's degree as the highest degree.
- I. Merger/Consolidation: SACSCOC defines a consolidation as the combination or transfer of the assets of at least two distinct institutions (corporations) to that of a newly-formed institution (corporation), and defines a merger as the acquisition by one institution of another institution's assets. For the purposes of accreditation, consolidations and mergers are considered substantive changes requiring review by the Commission on Colleges. (Examples include: a senior college acquiring a junior college, a degree-granting institution acquiring a non-degree-granting institution, two junior or senior colleges consolidating to form a new institution, or an institution accredited by the Commission on Colleges merging with a non-accredited institution). Source: SACSCOC.
- J. Notification: A letter from an institution's chief executive officer or their designated representative to SACSCOC to summarize a proposed change, provide the intended implementation date, and list the complete physical address, if the change involves an off-campus instructional site. Source: SACSCOC.
- K. Off-Campus Instructional Site: A location geographically apart from an institution's sole main campus and where instruction is delivered. This may or may not be a branch campus. Source: SACSCOC.
- L. Significant Departure: A program that is not closely related to previously approved programs at the institution or site or for the mode of delivery in question. To determine whether a new program is a significant departure, it is helpful to consider the following questions:
 - 1. What previously approved programs does the institution offer that are closely related to the new program and how are they related?

2. What percentage of the required coursework is new?
3. Will significant additional equipment or facilities be needed?
4. Will significant additional financial resources be needed?
5. Will a significant number of new courses be required?
6. Will a significant number of new faculty members be required?
7. Will significant additional library/learning resources be needed?
8. Will the CIP code change?

Source: SACSCOC, SCHEV.

M. Substantive Change: A significant modification or expansion of the nature and scope of an accredited institution. Substantive changes include but are not limited to:

1. Any change in the established mission or objectives of the institution.
2. Any change in legal status, form of control, or ownership of the institution.
3. The addition of a program that represents a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated.
4. The addition of courses or programs of study at a degree or credential level different from that which is included in the institution's current accreditation or reaffirmation.
5. Initiating programs by distance education or correspondence course.
6. Adding a method of delivery to an existing program.
7. A change from clock hours to credit hours.
8. A substantial increase in the number of clock or credit hours awarded for successful completion of a program.
9. The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program.
10. The establishment of a branch campus.
11. Closing a program, off-campus site, method of delivery, branch campus or institution.
12. Entering into a cooperative academic agreement such as a dual or joint academic award with another institution.
13. Initiating programs designed for prior learning.
14. Acquiring another institution or a program or location of another institution.
15. Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution.
16. Entering into a contract by which an entity not certified for Title IV funding offers part of one or more of the accredited institution's programs.

Source: SACSCOC.

N. Teach-Out: The process and time period of a written teach-out plan by which the University provides instructional and academic support services to students enrolled at a site that has been closed and/or in a program that has been discontinued. The teach-out plan provides an orderly process, the equitable treatment of students, minimal disruption and additional costs to students, and covers all enrolled students regardless of their progress to completion. Source: SACSCOC.

O. Teach-Out Agreement: A written agreement between institutions that provides for the equitable treatment of students covered by a teach-out plan to complete their program of

study. Source: SACSCOC.

III. APPLICABILITY

This policy applies to all University officers who can initiate, review, approve, and allocate resources to any changes, including those to academic and non-academic programs and activities that may be considered a substantive change according to SACSCOC *Substantive Change Policy and Procedures*. Within academic areas, such changes can originate with individuals or groups of faculty members, Department committees, Department Chairs, Deans and Associate Deans, the Provost and Vice President for Academic Affairs (PVPAA), Faculty Senate, or any other area reporting to the PVPAA.

In those areas outside of Academic Affairs, potential substantive changes may arise in individual units, among supervisors in each area, executive management teams within Vice Presidential areas, or with the Vice Presidents or Cabinet. Further, the need for a potential substantive change may come to the attention of the President or those in their direct reporting line.

Each individual hereby designated is required to be familiar and comply with this policy.

IV. POLICY

As the University pursues structural and programmatic changes, the President and Board of Visitors must approve all University changes deemed to be “substantive” if they must also be subsequently approved by SACSCOC. The PVPAA must approve all University changes deemed to be “substantive” if such changes require only notification to SACSCOC; the PVPAA must also notify the President and Board of Visitors.

The University will follow the substantive change procedures of SACSCOC, and inform the SACSCOC of such changes and proposed changes in accord with those procedures. Regardless of the origination point, all substantive changes must be tracked and reported under this policy.

V. ENFORCEMENT

A. Responsibility

1. **SACSCOC Accreditation Liaison:** The Provost and Vice President for Academic Affairs serves as the SACSCOC Accreditation Liaison. In the years between accreditation reviews, the liaison is responsible for ensuring the timely submission of annual institutional profiles and other reports as requested by the Commission. The liaison is responsible for the accuracy of all information submitted to the Commission and for ensuring ongoing compliance with Commission standards, policies, and procedures beyond reaffirmation. During the Reaffirmation Cycle, the liaison serves on the SACSCOC Reaffirmation Leadership Team and oversees all staffing aspects of the Reaffirmation process. The liaison is responsible for internal and external monitoring of substantive change progress, and responsible for reporting final change status.

2. **Vice Presidents:** The vice presidents are responsible for their respective areas bringing forward any potential substantive changes under this policy.
 3. **President:** The president, with the SACSCOC Accreditation Liaison, is responsible for the accuracy of all information submitted to SACSCOC and for ensuring ongoing compliance with SACSCOC standards, policies, and procedures beyond reaffirmation. The president is responsible for oversight and final reporting of substantive changes to SACSCOC.
- B. Sanctions: If Longwood University fails to follow SACSCOC procedures for notification and approval of substantive changes, its total accreditation may be placed in jeopardy. For that reason, the sanction for failure to follow this University policy must be sufficient to avoid such failure. If an academic program, unit or officer initiates a substantive change without following the procedures outlined in this policy, the President or Provost and Vice President for Academic Affairs may direct the immediate cancellation or cessation of that change, with due regard for the educational welfare of students, when it is discovered. In areas outside of Academic Affairs, the same sanction may be applied by the President or relevant Vice President.

VI. PROCEDURE

Procedures do not require approval of the Board of Visitors.

References: Faculty Senate, October 4, 2012; February 14, 2019; February 11, 2021; Board of Visitors, December 7, 2012; March 22, 2019

G. POLICY ON THE USE OF ARTIFICIAL INTELLIGENCE (AI) IN TEACHING & LEARNING

Purpose:

Longwood University recognizes the increasing role of artificial intelligence (AI) in education and professional fields. Longwood University prepares students for success beyond graduation by helping them develop the adaptability, digital fluency, and ethical judgment needed to thrive in a rapidly changing professional and civil landscape. This policy establishes a framework for the responsible and ethical use of AI in academic settings while allowing academic programs and faculty to define specific guidelines appropriate to their disciplines.

Policy Statement:

This policy applies to all students and full-time and part-time faculty at Longwood University.

1. Syllabus Statement: Faculty are required to include an AI statement in each syllabus, explaining if, when, and how AI may or may not be used in each course. Sample syllabus statements will be provided on the “AI @ Longwood” webpage.
2. AI and Learning Conversation: Faculty are encouraged to lead a conversation with students in each course to explain the rationale for the AI guidelines and the relationship to course learning outcomes. Faculty are also encouraged to be transparent with students about how they use AI in the course themselves.
3. Academic Integrity: All policies and procedures outlined in Longwood’s Honor Code of Conduct Standards and Regulations apply.
4. Student Responsibility: Students are responsible for knowing and adhering to the instructor’s AI statement as outlined in the syllabus.
5. Ethical Use: AI should be used responsibly, ensuring it does not perpetuate bias, misinformation, or academic dishonesty, or violate intellectual property rights of others. Faculty, staff, and student users should be aware of potential bias in AI results and should be cautious about uploading to AI without consent.
6. Privacy & Security: Users must adhere to the [data privacy and security policies](#) of Longwood University when using AI tools, ensuring that personal or sensitive information is not improperly shared or stored.

Review:

This policy will be reviewed periodically to adapt to evolving AI technologies and educational needs.

References: Faculty Senate, January 22, 2026; Board of Visitors, June 5, 2026

SECTION II. INSTRUCTION AND ADVISING

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A. ACADEMIC LOAD

1. The Provost and Vice President for Academic Affairs, the college deans, and the department chairs are responsible for ensuring equitable application of academic load policies for all faculty members; once a year, in early February, these individuals will meet to review the application of policy for the current and forthcoming year in all academic units.
2. **Undergraduate Teaching.** At the undergraduate level, a standard teaching load is based on 24 credit hours, or the equivalent, per academic year; this applies to both on-campus and distance learning offerings. Although the normal distribution of teaching duties is 12 credit hours per semester, or the equivalent, a department chair may assign variations such as a 15/9 credit-hour distribution during two successive semesters to meet fluctuating student needs or other extenuating circumstances.

Equivalences are necessary for disciplines having courses for which credit hour does not equal weekly in-class scheduled time. For such disciplines, the standard teaching load is based on contact (in-class) hours, and should not exceed 12 in-class hours per week except in instances where extensive preparation is not required. In the latter event, 15 in-class hours is the standard. Although the normal distribution of teaching duties in these disciplines is 12 weekly in-class hours (except as noted above), a department chair may assign variations such as a 15/9 contact-hour distribution during two successive semesters to meet fluctuating student needs or other extenuating circumstances.

Supervision of student teachers. No supervisor should be responsible for more than 18 students per semester. The credit-hour load for supervisors is normally two credit hours per three students supervised at clustered locations or three credit hours per three students supervised at widely spaced assignments, and is based on an assumption of weekly visits.

Supervision of interns. No supervisor should be responsible for more than 18 interns per semester if travel to the intern site is required. In the event that weekly visits are required, the credit-hour load for supervisors is two credit hours per three interns supervised; this standard is based upon the placement of interns at scattered locations. If visits are less frequent, or if locations are clustered, the credit-hour load should be adjusted proportionately.

Supervision of practica; instruction in field-based seminars. Faculty members supervising practica or delivering field-based instruction are awarded the credit assigned to the practicum or seminar as part of their teaching load.

Overloads should be discouraged, and will be approved only when absolutely necessary. However, when overloads are unavoidable, faculty members may receive additional compensation for any load that exceeds normal expectations.

Intersession Teaching. Because of concerns regarding faculty workload during the academic year, faculty are discouraged from teaching more than one preparation during Intersession. However, it is recognized that each department's needs are unique and offering more than one preparation may be advantageous to the department. Therefore, an instructor proposing to teach more than one preparation must apply through the department chair to the college dean for permission, stating his or her rationale.

3. **Graduate Teaching.** For faculty members teaching a combination of graduate and undergraduate courses, the standard teaching load is based on 21 credit hours (exclusive of thesis direction), or the equivalent, per year. For faculty members teaching only graduate courses, the standard teaching load is based on 18 credit hours (exclusive of thesis direction), or the equivalent, per year; these teaching loads apply to both on-campus and distance learning offerings.

Qualifications for Reduced Teaching Load. Graduate faculty are eligible for graduate teaching reassignment time if they teach two or more courses, the total of which is at least six credits in value, per academic year (fall/spring semesters) or per calendar year (spring/fall), which meet the minimum enrollment standard of at least five students enrolled for graduate credit per course.

4. **Other Load Measures.** Time in class, and credit hours, are only two parameters that may be used to measure load at undergraduate and graduate levels. Other important considerations are the number of different preparations required of each faculty member, and the number of students enrolled in classes, as well as the student-intensive nature of instruction (grading written assignments, academic conferencing on a one-to-one basis). Typically faculty members shall have no fewer than 4, nor more than 7, preparations in a given academic year.
5. **Reassigned Time.** Faculty members may receive reassigned time, with the approval of the department chair and the college dean, for the following:
 - a. **Department Chairs.** One or two courses per semester during term of office depending upon the size of the department, the number of disciplines in the department, and the complexity of discipline-specific activities within the department. Reassigned time is negotiated annually with the college dean.
 - b. **Chair of the Senate.** One course per semester during term of office.
 - c. **Chair of the Educational Policy Committee (EPC).** Receive compensation the same as the Chair of the Faculty Senate.
 - d. **Thesis direction (graduate faculty).** No faculty member should direct more than 6 thesis projects simultaneously. Each faculty member directing a thesis shall receive reassigned time or be compensated for each thesis directed.
 - e. **Scholarly activity.** Faculty members engaged in exceptional scholarly activity may request reassigned time to conduct that activity by submitting a detailed plan to their department chair and college dean. In order to be granted reassigned time, the scholarly activity must lead to the timely production of results that will be available to the public beyond the scope of the Longwood faculty, staff, and students. Culmination of the scholarly activity must be accomplished within two years of the initial awarding of reassigned time. No more than one course reassignment per year is permitted to enhance scholarly activity, which is expected of all faculty within the scope of normal professional responsibilities.

- f. **Administrative duties related to credit-bearing programs.** One course per semester during periods of specific, intensive, administrative responsibilities.
 - g. **Administrative duties related to the direction of SACSCOC, CAEP, and other approved accreditation reports.** One course per semester during periods of data collection and report preparation.
6. **Other professional responsibilities.** Teaching courses is only a portion of the normal professional expectations for university faculty members. Assuming a minimum 40-hour work week, and acknowledging an average 50-60 hour work week, and further assuming that average instructional responsibilities require 12 hours a week in class, at least 28 hours per week are available for faculty members to engage in other responsibilities characteristic of the profession. These include:
- a. Preparation for classes, grading, and advising students (estimated 2 hours for each hour in class)
 - b. Availability to students outside the structured class time
 - c. Scholarly activity
 - d. Public service and committee responsibilities
 - e. Directing undergraduate independent research projects or senior honors research projects
 - f. Assessment of course and teaching effectiveness
 - g. Travel related to student field experiences
 - h. Teaching compensated courses such as professional studies courses
 - i. Participation in the graduate level experience including professional portfolio, thesis, comprehensive examination, and other culminating evaluations
 - j. Duties associated with state/regional/national offices in professional organizations

Except for those duties dictated by teaching assignments, the professional activity pursued by each faculty member becomes a matter of individual discretion. Faculty members should keep careful records of their professional activities outside the classroom so that appropriate annual evaluation can be conducted.

References: Minutes of the College Council, March 28, 1991; April 23, 1992; Faculty Senate Minutes, August 1997; October 2015; February 10, 2022

B. SYLLABUS/OFFICE HOURS

Faculty members must make available a syllabus to each of their students, preferably on the first meeting day but no later than the end of the add/drop period. The syllabus states the expectations of the course. An electronic copy of each syllabus, identical to the copy provided to the students, must be filed by faculty members with their department chair the end of the add/drop period.

A syllabus must contain the following information:

Course discipline and number

Course title

Semester offered

Instructor's name

Instructor's office location

Instructor's office telephone

Instructor's email address

Instructor's office hours (See below)

Course catalog description including course credits

Textbook (and any other items to be provided by the students)

Civitas Core Curriculum Student Learning Outcomes (if applicable) - map course outcomes to applicable assignments, activities, or schedule

Course Student Learning Outcomes* (mandatory outcomes for all sections of this course as determined by the appropriate department)

Section Student Learning Outcomes (additional outcomes for this section if applicable)

Class schedule (Must include at least a weekly listing of substantive topics, with dates.)

Course Structure and Student Expectations demonstrating compliance with Standards for Academic Credit, see Section [II.I](#).

Course requirements (due dates and descriptions for tests, term papers, etc. as well as their connections with course outcomes when appropriate)

Grading policy (including complete grading scale and weighted proportions; see Sections [II.C Grading](#) and [II.E Final Examinations](#))

Attendance policy (See Section [II.F Class Attendance](#))

Disability Accommodations policy

Honor Code statement

AI statement (explaining if, when, and how AI may or may not be used in the course)

Link to Academic Affairs Syllabus Page that contains information common to all university courses (including Disability, Title IX, Mental Health Services) as approved by Faculty Senate and posted on: <http://www.longwood.edu/academicaffairs/syllabus-statements/>

Optional items may include but are not limited to cellphone or other electronic device policy, policy on late work, etc.

*These should be written so as to identify sections of the same class and distinguish them from others.

OFFICE HOURS:

Faculty members are expected to be available to consult with students outside scheduled classroom hours. At least four office hours per week must be posted on the door of each full-time faculty member's office. Adjunct faculty will work with individual department chairs to establish an appropriate number of office hours and other forms of access (including electronic).

Distance learning courses must also include provision for structured access to and interaction with the faculty member. The access may be through office hours scheduled at the off-campus site or through appropriate e-mail, Internet, and other electronic communication. The course syllabus should clearly state the means of structured access and interaction for the course.

References: Faculty Senate, March 12, 2015, March 3, 2016, March 1, 2018, April 26, 2018, October 23, 2025, January 22, 2026; Board of Visitors, June 8, 2018.

C. GRADING

The evaluation of student work and the assignment of grades are the responsibility and prerogative of the individual instructor. The instructor must publish in the course syllabus the procedures used in determining grades, including the proportionate weighting of examinations and other course requirements. The instructor must maintain a systematic record of grades. This record must be available to the department chair in case of sickness or other inability to complete a course or if employment with the University is not continued.

Students are expected to attend all classes. Failure to attend class regularly impairs academic performance.

Absences are disruptive to the educational process for others. This is especially true when absences cause interruptions for clarification of material previously covered, failure to assume assigned responsibilities for class presentations, or failure to adjust to changes in assigned material or due dates.

It is the responsibility of each instructor to give students a copy of his or her attendance policy in the course syllabus.

Instructors may assign a grade of “0” or “F” on work missed because of unexcused absences.

Instructors have the right to lower a student’s course grade, but no more than one letter grade, if the student misses 10 percent of the scheduled class meeting times for unexcused absences.

Instructors have the right to assign a course grade of “F” when the student has missed a total (excused and unexcused) of 25 percent of the scheduled class meeting times.

Students must assume full responsibility for any loss incurred because of absence, whether excused or unexcused.

Instructors should permit students to make up work when the absence is excused. Excused absences are those resulting from the student’s participation in a college-sponsored activity, from recognizable emergencies, or from serious illness. Faculty may require documentation for excused absences in their attendance policy.

Student Health Services will provide documentation of needed absence in very limited cases: only for those students who are sent home by Student Health (ex. Communicable disease). The Dean of Students may also provide documentation for students unable to attend class due to mental health reasons.

Once a grade has been submitted to the registrar, it may be changed by the instructor **only if an error in computation or recording is discovered, or to remove a grade of incomplete**. Grades may be changed by designated individuals other than the instructor only in cases of successful grade appeal or medical withdrawal. Grade changes must be submitted in writing, signed, dated, and hand-delivered to the registration office by the instructor or a designated University official.

At the end of the fall and spring semesters, final grades for full-semester undergraduate classes must be posted by 8:30 a.m. on the Monday following final exams week. Grades for graduate

classes, partial term courses, summer term courses, and winter intersession courses - are due at 8:30 a.m. on the third day after the end of the term indicated in the published academic schedule. If an instructor is unable to meet these deadlines, he or she should contact the relevant Dean and the Registrar.

Undergraduate Grading Policy

1. Beginning with the Fall 2011 semester, plus and minus signs on grades will affect the grade point average calculation. The following point values will be used: A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, D- = 0.7, F = 0. For courses taken before the Fall 2011 semester, plus and minus signs on grades will not be used in computing the GPA.
 - a. The grade of "A" indicates excellence in learning and scholarship. Such scholarship should involve not only the recall of information, but also the ability to communicate the information effectively and to understand its importance and application.
 - b. The grade of "B" indicates substantial mastery of the objectives of the course.
 - c. The grade of "C" indicates average work.
 - d. The grade of "D" indicates substandard work of sufficient quality and quantity to be counted toward graduation if balanced by above-average work in other courses.
 - e. The grade of "F" indicates failure to meet the objectives of the course.
 - f. The grade of "I" indicates that because of illness or for other good reason the work of the semester has not been completed. An "I" becomes an "F" unless the work is completed and the instructor assigns a course grade by the published date in the middle of the subsequent regular semester. The due date is published in the University calendar.
 - g. The grade of "P" indicates that the student has received credit for the course on a pass/fail option. This option is generally limited to elective courses and certain courses offered only on a pass/fail basis. No student may elect more than three courses on a pass/fail basis. Students must notify the Office of the Registrar before the withdrawal date if they wish to take an elective course for pass/fail credit. Faculty will only have the grade of P or F in myLongwood when entering midterm grade estimates and final grades.
 - h. The grade of "W" indicates withdrawal without academic penalty. It is automatically assigned for withdrawal from the end of the drop period (first six class days) through the 50th day of regularly scheduled classes and for other documented withdrawals. Like all grades, "W" grades are recorded on the student's transcript. Upon withdrawal from a course or the University, these grades are assigned in the following manner:
 - (1) Students may withdraw from individual classes with a grade of "W" until 5 p.m. on the 50th day of regularly scheduled classes. After that date, withdrawals from individual classes are not permitted except for medical or other non-academic emergencies.

- (a) A student who seeks to withdraw, for medical reasons, from the University or from a class after the 50th day of regularly scheduled classes must by noon of the last class day (finals weeks is not considered in last day calculation) have a letter sent to the Dean of Students by the student's personal physician, detailing the nature of the illness and recommending withdrawal for medical reasons. In extenuating circumstances not related to the academic performance, the dean may grant a withdrawal if a written request from the student is received by noon of the last class day. If the dean approves the request, the dean will send a copy of the request or letter to the Office of the Registrar and all affected grades for that semester will be noted as "W" on the student's transcript. The dean and/or Registrar will notify the student's faculty members of any grade changes.
- (b) A student who seeks to withdraw for medical reasons from an individual class after the 50th day of regularly scheduled classes must by noon of the last class day have a letter sent to the dean of the student's College by the student's personal physician, detailing the nature of the illness and recommending withdrawal for medical reasons. In extenuating circumstances not related to the academic performance, the dean may grant a withdrawal if a written request from the student is received by noon of the last class day. If the dean approves the request, the dean will send a copy of the request or letter to the Office of the Registrar and the affected grades for that course will be noted as "W" on the student's transcript. The dean will notify the student's faculty member(s) of any grade changes.

Students withdrawing from the University should go to the Office of the Registrar to initiate the University withdrawal process.

- (2) For classes held in non-traditional time frames, such as summer school or for off-campus offerings, students may withdraw with no penalty during the first half of the course, but may not withdraw during the second half of the course except for medical or other non-academic emergencies.
 - i. The grade of "AU" indicates that the student is auditing the course. Auditing a course means that a student enrolls in a course, if class size permits and with department approval, but does not receive academic credit.
 - j. The grades of "PV", "DV", and "FV" were approved in the spring 2020 semester because of the COVID-19 pandemic. "PV" indicates a grade of "C-" or better; "DV" indicates a grade of "D+", "D", or "D-"; "FV" indicates a failing grade. Grades of "PV" and "DV" denote course completion. None of these three grades count in the student's GPA.
- 2. During the regular session, grade estimates are available to all first-year students, ROTC Cadets, upperclass students making a "D" or "F", and students who are not making satisfactory academic progress (all students with a cumulative GPA less than 2.0). Estimate grades are due to the Office of the Registrar by noon on the 40th day of regularly scheduled classes and are available to students and advisors in myLongwood as soon as they are

posted. Estimates are not recorded as part of the student's permanent academic record. They are, however, an important indicator of academic risk to students. This early warning should give the student time to improve academic performance where needed.

3. Students are allowed five course repeats for which the original grade is excluded and the most recent grade earned, even if it is lower, will be included in GPA calculation. This means you can retake the same course five times, or retake five different courses, or any other combination. Starting with the sixth repeat, both the original and the new grade will be included in grade point average calculations, but only the second enrollment will count in earned hours.

Only course work taken at Longwood University can be used in the repeat grade calculation. Transfer credits do not replace an earned grade. The repeat policy does not apply to courses which have an alternate repeat policy stated in the course description. Retaking a class can extend the time it takes for the student to graduate. Students do not earn additional cumulative credit (and may lose cumulative credit) when they retake a course, which can affect athletic eligibility.

All enrollments and grades appear on the transcripts regardless of repeat status. Grades for repeated courses after the fifth repeat are designated on the transcript with an 'A(verage)' in the repeat column of the transcript, to signify the grade is calculated in the grade point average. Prior to Fall 2011 repeated courses were designated by an "R" e.g., RA, RB, RC, RD and RF.

Graduate Grading Policy

1. Beginning with the Fall 2014 semester, plus and minus signs on grades will affect the grade point average calculation. The following point values will be used: A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, F = 0. For courses taken prior to the Fall 2014 semester, plus and minus signs on grades were not used in computing the GPA. A minimum grade point average of 3.00 on a 4-point scale is required to remain in the graduate program and for graduation.
 - a. The grade of "A" indicates excellence and mastery of the subject matter.
 - b. The grade of "B" indicates good understanding of the subject matter.
 - c. The grade of "C" indicates passing knowledge of the subject matter.
 - d. The grade of "F" indicates failure to master the subject matter through the objectives of the course.
 - e. The grade of "I" indicates that because of illness or for other good reason, the work of the semester has not been completed. An "I" becomes an "F" unless the work is completed and the instructor assigns a course grade by the last day of classes of the subsequent regular semester as published in the University calendar (i.e., an

incomplete awarded in the fall semester must be removed by the last day of classes in the spring, and an incomplete awarded in the spring or summer semesters must be removed by the last day of classes in the fall). The awarding of a grade of “I” requires an understanding between the instructor and student as to when and how the course will be completed. An extension of the time limit is possible, but must be approved, prior to the expiration date stated above, by the instructor and the Dean of the College of Graduate & Professional Studies. A graduate student with six or more hours of incompletes will not be allowed to enroll in any additional graduate courses.

- f. The Pass (P)/Not Pass (NP) grading option will be used in all thesis research, professional portfolio, and comprehensive examination courses and will not be used in calculating the grade point average. The Pass/Not Pass grading option may be used in all practicum, internships, externships, residencies and field/clinical experiences if so designated by the program and will not be used in calculating the grade point average. Each course will have a minimum number of hours with a “Pass” grade required and only those hours with a grade of “P” will meet requirements for completion.
- g. The grade of “W” indicates withdrawal without academic penalty. It is automatically assigned for withdrawal from full term fall and spring classes from the end of the drop period (first six class days) until 5:00 p.m. on the fiftieth (50th) day and for withdrawals from summer and other non-full term courses from the end of the drop period to the mid-point of the course. Like all grades, “W” grades are recorded on the student's transcript. Upon withdrawal from a course or the University, these grades are assigned in the following manner:
 - (1) A student who seeks to withdraw, for medical reasons, from an individual class or from the University after the 50th day of regularly scheduled classes must by noon of the last class day (finals week is not considered in last day calculation) send a letter to the Dean of the College of Graduate & Professional Studies accompanied by a letter from a physician, detailing the nature of the illness, and recommending withdrawal for medical reasons. In other extenuating circumstances not related to academic performance, the Dean may grant a withdrawal if a written letter from the student is received by noon of the last class day. If the Dean approves the request, the Dean will send a copy of the letter to the Office of the Registrar and the affected grade(s) for that semester will be noted as “W” on the student's transcript. The Dean will notify the student's faculty members of any grade changes.
- h. The grade of “AU” indicates participation on a noncredit basis by students who meet certain minimum standards set by the course instructor. Students wishing to audit must have permission from the chair of the department in which the course is offered, do not receive academic credit, and are subject to the same tuition and fees as students enrolled for credit.

2. Grad Policy Repeating Courses

The Repeated Course Policy allows a graduate student three course repeats, for which the original grade is excluded and the most recent grade earned, even if it is lower, is included in GPA calculation. This means a graduate student can retake the same course three times, or retake three different courses, or any other combination but only the last enrollment of any individual course will count in earned hours. After three course repeats have been used, if a student should repeat additional courses, both the original and the new grade will be included in grade point average calculations.

Only graduate coursework taken at Longwood University can be used in the repeat grade calculation. Transfer credits do not replace an earned grade. The repeat policy does not apply to courses which have an alternate repeat policy stated in the course description. Retaking a class can extend the time it takes for the student to graduate. Students do not earn additional cumulative credit (and may lose cumulative credit) when they retake a course.

All enrollments and grades appear on the transcripts regardless of repeat status.

References: Minutes of the Organization of Teaching Faculty, March 6, 1986; March 5, 1907; January 15, 1987; April 30, 1987; February 16, 1989; October 12, 1989; November 16, 1989; College Council, April 23, 1992; Faculty Senate, October 1995; November 14, 2004; April 9, 2015; December 3, 2015; February 4, 2016; April 5, 2018; March 26, 2020; February 10, 2022; February 9, 2023; April 20, 2023; October 12, 2023; February 29, 2024; Board of Visitors, June 15, 2001; June 10, 2010.

D. GRADE APPEALS

The faculty of Longwood University is unequivocally committed to the principle that evaluation of student work and assignment of grades is a responsibility and a prerogative to be exercised solely by the individual instructor.

Should a student believe the final course grade received was unfairly awarded, the student has the right to appeal. Students should be aware of the fact that the appeal procedure may result in a grade being raised, lowered, or remaining unchanged. The student must initiate the appeal in writing by February 1 (for grades awarded in the fall semester or intersession) or by September 15 (for grades awarded in the spring semester or in summer). The appeal uses the following procedure:

1. The student discusses the grade with the instructor. The student will provide evidence about why she or he believes the grade was inaccurately awarded.
2. If, after this discussion, the student is still unsatisfied, the student may appeal in writing to the relevant Department Chair. This appeal should outline the reasons why the student believes the grade was incorrect and include relevant documentation (e.g., graded material, syllabi, etc.) in support of the grade change. The Chair will notify the faculty member within five business days of the appeal, and the faculty member will have five business days from notification to supply to the Chair a written response to the student's appeal.
3. The Chair must decide within five business days of receiving the faculty member's written response whether or not the student's case merits further investigation. If the Chair decides that the student's case merits further investigation, then the Chair appoints an *ad hoc* committee composed of three tenured members of the faculty in the department (other than the faculty member involved). If the committee cannot be filled from within the department, the Chair may ask a department chair in a related discipline for recommendations to fill out the committee.
4. If the Chair decides that the student's case does not merit further investigation, the student may appeal this decision to the appropriate Dean, supplying the same supporting materials as presented to the Chair. If, after discussion with the Chair, the Dean also decides the case does not merit further investigation, the appeal is closed. If the Dean decides that the student has a case that merits further investigation, the Dean may appoint an *ad hoc* committee of the same composition as described above to investigate the student's case.
5. The committee reviews the case, asking for additional information as necessary through the person who appointed the committee. The committee reaches a decision by majority vote. The decision of the committee is final. The committee will report its decision in a letter signed by all three members and addressed to the Chair, with a copy to the appropriate Dean, the faculty member, the student, and the Office of the Registrar, who will record the grade. The review must be completed so that the grade will be final by the end of the eighth full week of classes.

Should the appeal involve a grade assigned by a department chair, the Dean of the appropriate College will also assume the role normally assigned to the Chair. Should the appeal involve a grade assigned by a Dean, the Provost and Vice President for Academic Affairs shall assume the roles normally assigned to the Chair and Dean.

References: Minutes of the Organization of Teaching Faculty, March 5, 1987; College Council, March 26, 1992; Faculty Senate, February 1, 2018; Board of Visitors, June 8, 2018.

E. FINAL EXAMINATIONS

Purpose

The overarching purpose of final examinations at Longwood University is to facilitate learning in a manner consistent with the pedagogy of each course, and in a way that is appropriate to the subject matter of each course. The evaluation of learning is considered to be an integral part of the educational experience for all students and the constructive use of valid evaluation measures, including examinations, papers, performances, and presentations, provides assessments of learning outcomes and is part of the learning process itself.

Final Examination Policies

1. The Registrar will send the final examination schedule to all faculty and submit it for publication on the [Longwood website](#) prior to the start of each semester.
 - a. During regular semesters, four (4) exam slots of 150 minutes each will be scheduled for each day of the final exam period.
 - b. One reading day will precede the examination period.
 - c. No assignments shall be due on a reading day.
2. All courses must include a culminating assignment (e.g., final exam, term paper, oral presentation, project, performance). Faculty must inform students of the nature and timing of the culminating assignment at the beginning of the semester via the syllabus. Exceptions must be approved by the dean of the appropriate College.
3. Timing of culminating assignments:
 - a. For undergraduate courses held during regular semesters, the culminating assignment must be conducted or due during the final exam period.
 - i. For culminating assignments conducted during the scheduled final exam time, the instructor or a qualified proxy should be available during the examination period to hand out materials, collect materials, and make necessary explanations.
 - ii. For other culminating assignments, the assignment must be distributed to students at least one week before the final exam period.
 - b. For undergraduate courses held during non-traditional blocks of time (e.g., summer, intersession, part of regular semesters), the culminating assignment must be conducted or due during the regularly scheduled class period on the last day of the term.
 - c. For graduate courses, the culminating assignment may be conducted or due on a different date than the final day of class.
 - d. Exceptions to timing policies must be approved by the dean of the appropriate College.
4. Conflict time blocks have two uses:
 - a. To address situations where students have three or more culminating assignments due on one day.
 - i. In these situations, students may request that one culminating assignment be rescheduled to the conflict time block. The student should make the request to their

- instructor prior to the last two weeks of the semester. Faculty are encouraged to work with the student but are not required to move their culminating assignment.
- b. To hold the culminating assignment for courses with irregularly scheduled class periods (e.g., research, lab courses, senior thesis).
5. Final examination and semester grades are confidential and must not be posted publicly.
 6. This final examination policy should be published each year in the [Catalog](#).

References: Minutes of the Longwood Faculty, February 2, 1949; May 3, 1967; January 4, 1972; September 26, 1977; April 24, 1980; Organization of Teaching Faculty, April 25, 1985; College Council, March 26, 1992; Board of Visitors, June 15, 2001; Faculty Senate, October 10, 2019, March 6, 2025.

F. CLASS ATTENDANCE

1. It is the university's policy that students are expected to attend all classes. Failure to attend class regularly impairs academic performance and is disruptive to the educational process for others. This is especially true when absences cause interruptions for clarification of material previously covered, failure to assume assigned responsibilities for class presentations, or failure to adjust to changes in assigned material or due dates.
2. It is the responsibility of all faculty to give students a copy of their attendance policy in their course syllabi.
 - a. Faculty may assign a grade of zero or "F" on work missed because of unexcused absences.
 - b. Faculty have the right to lower a student's course grade by no more than one letter grade if the student misses 10% of the scheduled class meeting times for unexcused absences.
 - c. Faculty have the right to assign a course grade of "F" when a student has missed a total (excused and unexcused) of 25% of the scheduled class meeting times.
3. Students must assume full responsibility for any loss incurred because of absence, whether excused or unexcused. Faculty should permit students to make up work when the absence is excused. Excused absences are those resulting from the student's participation in military service, from a university sponsored activity, from recognizable emergencies, from reasonable accommodations for religious beliefs and practices, or from serious illness. Faculty may require documentation for excused absences in their attendance policy. Student Health Services will provide documentation of needed absence in very limited cases: only for those students who are sent home by Student Health (exp. Communicable disease). The Dean of Students may also provide documentation for students unable to attend class due to mental health reasons.
4. Classes on the university campus are considered open unless university officials send notification by text, email, or web. If the university campus is closed, or if faculty cannot safely reach campus due to inclement weather, faculty should communicate with their students about how the course schedule will change.
 - a. Faculty may offer alternate instructional opportunities, such as asynchronous class meetings, discussion boards, videos, readings, etc. in place of a missed class period.
 - b. Faculty should be flexible and reasonable in assigning weather-related makeup work: poor road conditions, lack of electricity, disrupted access to the Internet, and cancelled bus routes may impede students' ability to complete assignments. Faculty should also consider that students may have scheduling conflicts following the weather event.
 - c. Students taking classes, doing internships, or participating in other university activities

off-campus should contact their faculty advisors for instructions on whether to continue those activities when the university campus is closed.

5. Reasonable Accommodation Based on Religious Beliefs and Practices

Longwood is committed to providing students, on an individual basis, reasonable accommodation for sincerely held religious beliefs or observances without adverse academic consequences. Students wishing to request academic accommodation, such as class absence, for a religious observance should contact the Dean of Students' office. The Dean of Students' office will provide written notification to the course instructor if the request is approved. The student must then contact the course instructor as soon as possible to allow the student and instructor to engage in a discussion about implementing the accommodation. Students are responsible for completing any missed academic work as soon as possible and through mutual agreement with the instructor. Accommodations are not required where they would cause an undue hardship or fundamentally alter an essential element or function of the course, program, or activity. Students or faculty members with questions about an accommodation for religious observance may contact the Dean of Students for guidance.

Grievance Procedure

The first step in resolving a potential issue or concern related to reasonable accommodation for the religious beliefs and practices of individual students is for a student to communicate concerns directly to the responsible Longwood University official (instructor, staff, or administrator). The student should communicate with the particular person/office as soon as possible, in writing, the issue and the resolution that they seek.

If concerns related to reasonable accommodations are not resolved after the student directly communicates with the person/office and a student wishes to file a grievance, they shall submit a written grievance to the Dean of Students within 30 calendar days of the event(s) triggering the grievance.

The Dean of Students (or designee) will meet with the student within five (5) business days of receipt of the grievance to gather data and attempt to resolve the grievance.

At the student's request, the Dean of Students will review the grievance, clarify information, and may speak with all involved parties to seek to resolve the matter.

The Dean of Students will notify the student and all involved parties of the outcome via Longwood email (the official form of communication) within ten (10) business days of receiving the complaint, or as soon as is reasonably possible. The Dean of Students' decision about the reasonableness of the accommodation is final.

Written Grievance Requirements

- A clear statement of the grievance related to admissions or class attendance

- requirements or the scheduling of examinations or work assignments
 - The date of any action which the student is appealing
 - A summary of the action(s) that the student has taken to resolve the matter
 - Documentation that supports the grievance and request for accommodation
6. Student absences from class due to documented university sponsored trips (i.e., trips taken by music ensembles, athletic teams, theatre, University representatives to conferences, and similar official University organizations or groups) are considered to be excused absences.
- a. Students who miss classes due to a field trip in a different class may be excused at the discretion of the instructor of the regularly scheduled class, but students cannot be required to miss one regularly scheduled class in order to participate in a field trip for a different class. Further, students cannot be penalized by the sponsor of the trip if they elect to attend their regularly scheduled class and miss the trip.
 - b. Students taking off-campus trips that involve missing any class or classes must be enrolled in the class that is taking the trip.
 - c. Faculty and staff should exercise caution and consideration in requesting that students be excused from classes. Where possible, off-campus trips should be scheduled for evenings or weekends.

References: Minutes of the Longwood Faculty, March 5, 1973; September 29, 1980; Organization of Teaching Faculty, April 30, 1987; College Council, April 23, 1992; Faculty Senate, 1996; April 16, 1998; April 25, 2013; April 25, 2019; August 18, 2020; August 12, 2021; February 10, 2022. Code of Virginia §23.1-401.4.

G. ACADEMIC PROBATION AND SUSPENSION POLICY

Continued enrollment in Longwood is a privilege that is granted a student who is making satisfactory academic progress. A degree-seeking student enrolled in Longwood is in good standing unless placed on academic suspension.

A. Undergraduate:

Academic Probation.

Failure to earn a minimum grade-point average of 2.00 will automatically place a student on academic probation during the fall or spring semester that follows. Only course work taken at Longwood University will be calculated into a student's GPA and be considered in the calculation of academic standing. Students are placed on probation based on their cumulative grade point average at the end of the fall or spring semesters. Probation indicates serious academic difficulty and notice is placed on the student's academic record when the cumulative GPA is below 2.00. Students on academic probation may not take more than 15 credits per semester and are encouraged to seek assistance in the Center for Academic Success.

B. Graduate:

ACADEMIC WARNING AND DISMISSAL POLICY

The College of Graduate and Professional Studies reviews the cumulative grade point average (GPA) of all graduate level students and will identify those students whose cumulative GPA has fallen below 3.0 after a minimum of six graduate credit hours. The cumulative GPA is checked after each semester, summer session, or term (depending on the program). Students whose cumulative GPA falls below 3.0 will be sent a letter advising them that they have been placed on academic warning and have until the end of the next semester, summer session, or term in which they are enrolled in graduate classes at Longwood to raise their cumulative GPA to a 3.0 or higher.

Failure to raise the cumulative GPA to a 3.0 or higher will result in the student's dismissal. Academic dismissal means required withdrawal from the institution for a minimum of one calendar year from the term, semester, or session of dismissal. Reapplication will be required for the student to return to Longwood.

Non-degree graduate and professional studies students are expected to meet and maintain the same academic standards as degree-seeking and professional endorsement students.

Appeals for exceptions to the required one year minimum withdrawal period may be presented to the Graduate Faculty Petitions Committee. A student may only appeal this policy to Graduate Faculty Petitions Committee once.

Upon dismissal, all access to Longwood technology service resources is terminated. These systems include portfolios, personal web pages, and Canvas. Time spent in dismissal status will be included in all time limits pertaining to the student's degree program.

Academic Suspension

Students will be suspended from Longwood University if:

1. After two consecutive regular semesters (fall and spring are considered regular semesters) on academic probation, the regular semester GPA is below a 2.0; or
2. Their cumulative grade point average falls below 1.0 with 1-44 GPA hours at Longwood; or
3. Their cumulative grade point average falls below 1.7 with 45 or more GPA hours at Longwood.

Students are suspended at the end of the fall or spring semesters. Notice of each and every suspension is placed on the student's academic record, regardless of whether the suspension was appealed. Successful appeal of suspension removes the required withdrawal from the institution, but it does not change the number of times that suspension occurred.

The result of the first academic suspension is required withdrawal from the institution for the semester (fall or spring) immediately following the semester in which the suspension occurs. A student who has sat out spring semester may apply for readmission for summer term.

The result of the second academic suspension is required withdrawal from the institution for a period of one year immediately following the semester in which failure to meet the minimum returning performance requirements occur, regardless of whether the student appealed the first suspension. If suspended at the end of a Fall semester a student may not return until the end of the following Fall semester. If suspended at the end of a Spring semester a student may not return until the end of the following Spring semester.

The result of the third and final suspension is permanent dismissal from the institution following the semester in which failure to meet the minimum returning performance requirements occur, regardless of whether the student appealed any previous suspension.

Readmission after Suspension

Suspended students may apply for readmission to Longwood for the semester following completion of the suspension period. The student must apply at least 21 calendar days prior to the first day of courses of the intended re-entry term to the Admissions Office, which will direct the application to the relevant dean(s), who will review the student's record and citizenship at Longwood as well as courses taken elsewhere. Readmission to the University is not automatic, even if the student has raised his/her cumulative grade point average.

A student readmitted after suspension or who successfully appeals a suspension must satisfy the following conditions until the student's cumulative grade point average is a minimum of 2.00:

1. Enroll under the status of academic probation,
2. Maintain a minimum semester grade point average of 2.00 in each semester (spring and summer are not combined and a student can be re-suspended at the end of a spring semester), and
3. May not enroll in more than 15 credits per semester.

If such a student fails to achieve the minimum grade point average of 2.00 in any semester before achieving a cumulative grade point average of at least 2.00, the student will receive a suspended a subsequent time.

Readmission after Suspension

Under extenuating circumstances, appeals for readmission or other exceptions to academic policies may be presented to the Petitions Committee. For academic suspensions, students must typically petition within one week following the notice of suspension. Students who do not appeal by the deadline or whose appeal is denied may not be readmitted to Longwood while their suspension is in force.

Students can contact the Office of the Registrar for information and deadlines for submitting an appeal. Specific deadlines are on the Registrar's Office website.

If a student's academic suspension is due to circumstances that were beyond their control and those circumstances will change, the student may file an appeal.

A student petition should include some or all of the following:

1. Explanation of the extenuating circumstances that resulted in the academic suspension.
2. Documentation of those circumstances.
3. Plans for achieving academic success, such as a study plan, academic support measures, reducing non-academic commitments.
4. Supporting documents from faculty or advisors.

The date for petition submission will be included in correspondence the student receives regarding his/her suspension. Appeals will be reviewed by the Petitions Committee for approval or disapproval. Decisions of the Petitions Committee are final.

References: Faculty Senate, April 30, 1998; January 22, 2009; April 23, 2014; January 24, 2019; January 19, 2023; February 9, 2023; August 31, 2023; Board of Visitors approved July 24, 1998; Board of Visitors, June 15, 2001; March 27, 2009.

H. FACULTY GUIDE TO THE HONOR CODE AND HONOR CHARGES

True education seeks to make men and women not only good mathematicians, proficient linguists, profound scientists, or brilliant literary lights, but also honest men and women with virtue, temperance, and brotherly love.

David O. McKay

Philosophy of the Honor Code

The purpose of the Longwood University Honor Code is to sustain and protect a community of trust in which students are assumed honorable unless their actions prove otherwise. Faculty members play a crucial role in upholding this code. The Honor Code is not intended to punish offenders but rather educate them on the importance of honor and integrity in both our academic setting and in their communities.

The Honor Code is not just a set of rules, but a living tradition at Longwood. For over a century, the student-based Honor and Conduct Board has been the guardian of our values of honor and academic integrity. The Honor Creed, proudly displayed in Greenwood Library, and the Honor Pledge in every classroom, are reminders of this rich tradition.

Longwood University's Points and Principles of Honor

Points of Honor

The original Twelve Points of Honor resulted from the Longwood student body's re-ratification of the Honor Code in 1930. In 2010, the Twelve Points of Honor and the Honor Pledge were revised and ratified by the student body in celebration of the Honor System's 100th year. In spring 2024, the student body voted to accept revisions as "Longwood University's Points and Principles of Honor."

Integrity is the cornerstone of Longwood's Honor System. It requires maintaining a strong moral character encompassing trustworthiness, perseverance, and respect despite adversity or change. Integrity leads to accountability, compassion, and good decision-making and impacts success. It manifests in our thoughts, actions, and behaviors. Personal integrity is not always easy to uphold but is essential for building strong communities.

Honesty involves being true to oneself and others; it is essential in both action and thought. It is a virtue that promotes trust, fosters healthy relationships, and strengthens society. True honesty is always practiced, not just when it is convenient.

Accountability is the capacity to reflect upon and take responsibility for our actions, decisions, and behaviors and accept the consequences. This value makes it possible to achieve goals, build better relationships, and be successful. Accountability is crucial to maintaining our integrity.

Character encompasses the moral and ethical principles that define one's identity. This value promotes good behavior and influences one's decision-making. It is our duty to protect and uphold our character to maintain an honorable community.

Civility is respectful engagement with others, which promotes an atmosphere for dialogue and discussion where differing points of view can be asserted. It requires active listening and open-

mindfulness to understand multiple perspectives. Civility recognizes our shared humanity, seeks common ground as a starting point for all interactions, and is the mark of a citizen-scholar.

Humility is an attitude of modesty and lack of pretense or self-focus that comes from understanding one's place in the larger order of things. It is essential to both leadership and collaboration, which promote our climate of honor, trust, and respect. Humility requires one to keep desires, successes, or failings in perspective. The desired outcome is humility with self-confidence.

Perseverance is the continuous drive to reach one's goals and improve oneself through steadfast persistence despite opposition, difficulties, or obstacles. It requires commitment, discipline, determination, and resilience. Perseverance is essential for success in both scholarship and life.

Principles of Honor

Longwood University's steadfast commitment to developing citizen leaders is rooted in our core values, which are what we call the Points of Honor. These pillars support student development and form the basis of Longwood University's Principles of Honor: Scholarship, Service, and Leadership. At Longwood, we foster a community where knowledge is pursued, service is embraced, and leadership is cultivated in shaping individuals poised to make positive contributions to society.

Scholarship is a commitment to learning and growing inside and outside the classroom. Scholarship bridges theory and practice through discovery, integration, application, and the advancement of knowledge. It is accomplished through critical thinking, engagement, and analysis. Good scholarship connects the community, aims to make a difference, and serves the common good.

Service is a continuous commitment to helping others, enriching lives, and working for the common good. It is guided by selflessness, compassion, tact, and initiative. Leaders serve others, and as citizen leaders, we are responsible for giving back to our communities. Without service, we cannot lead. *"I have prepared to lead and in leading to serve others"* -Longwood Alumna, 1927.

Leadership - Longwood University is committed to developing citizen leaders. The Points of Honor establish the foundation for citizen leadership, which empowers individuals to commit to learning, critical thinking, selflessness, and personal integrity that strengthens our society. Leadership involves taking risks, challenging the status quo, and inspiring people to work together to advance the common good.

The Honor Creed

We shall not lie, cheat, steal, nor tolerate those that do.

The Academic Pledge

I have neither given nor received help on this work, nor am I aware of any infraction of the Honor Code.

The Honor Pledge

I, _____, having a clear understanding of the basis and spirit of the Honor Code created and accepted by the student body of Longwood University, shall at all times govern my university life according to its standards and actively work to support its principles, thereby thoughtfully accepting my responsibility for preserving the honor and integrity of all past, present and future members of the Longwood University community of scholars. I will not lie, cheat, or steal, nor tolerate those who do.

Research on Academic Integrity

Five major research projects by Donald L. McCabe of Rutgers University have had disturbing, provocative, and challenging results. Some of the research highlights include:

- On most campuses, over 75% of students admit to some cheating. In a survey of 2,100 students on 21 campuses across the country, about one-third of the participating students admitted to serious test cheating and half admitted to one or more instances of serious cheating on written assignments.
- Academic honor codes effectively reduce cheating. Three surveys involving over 12,000 students on 48 different campuses, demonstrate the impact of honor codes and student involvement in the control of academic dishonesty. Serious test cheating on campuses with honor codes is typically 1/3 to 1/2 lower than the level on campuses that do not have honor codes. The level of serious cheating on written assignments is 1/4 to 1/3 lower.
- Internet plagiarism is a growing concern on all campuses as students struggle to understand what constitutes acceptable use of the Internet. In the absence of clear direction from faculty, most students have concluded that 'cut & paste' plagiarism - using a sentence or two (or more) from different sources on the Internet and weaving this information together into a paper without appropriate citation - is not a serious issue.
- Members of the faculty are reluctant to take action against suspected cheaters. In a survey of over 1,000 faculty on 21 campuses, one-third of those who were aware of student cheating in their course in the last two years, did nothing to address it. Students suggest that cheating is higher in courses where it is well known that faculty members are likely to ignore cheating.

(Information provided by the Center for Academic Integrity)

Strategies to Promote Academic Integrity

Students at Longwood University are informed about the Honor Code and are asked to sign the Honor Pledge during the Honor and Integrity Ceremony. Longwood places the responsibility of honest behavior on the student; however, faculty have a major role in promoting academic integrity and honesty.

As a faculty member, one of the easiest things you can do to prevent cheating is simply telling your students at the beginning of each semester that you will not tolerate academic dishonesty. Tell them in class. Tell them on the syllabus. Tell them that cheating hurts everyone and that they should not hesitate to inform you if they witness cheating.

Ensure your students understand plagiarism and how to cite sources properly. The Office of Student Conduct and Integrity offers an online module that educates students on ethical research practices. If you would like to enroll your students in that module or utilize it as a resource, please contact the Office at studentconduct@longwood.edu. Other resources are on the Student Conduct and Integrity website: www.longwood.edu/studentconduct, and Greenwood Library.

Any faculty member may require their students to sign a pledge at the conclusion of each examination or on a paper indicating that they have neither given nor received help from any unauthorized source. The use of lockdown software, when possible, is encouraged.

Faculty Guidelines for Responding to Violations of the Honor and/or Code of Conduct

It is quite simple to report an incident! What reporting does:

1. Allows us to confront the student and stop the behavior.
2. Allows us to record the student's name for future reference and to identify repeat offenders.
3. Makes the academic community aware of the problem in general (all individual cases are strictly confidential). Statistical reports are published yearly.

How to Report Violations of the Honor and/or Code of Conduct:

1. Confront the student with your allegations; allow them to explain.
2. If, after consultation, the faculty member believes that the suspicion is valid, the faculty should immediately bring the matter to the attention of the Office of Student Conduct and Integrity (Office). It is strongly advised that the faculty member not attempt to resolve the matter independently but follow the process for reporting such violations and allow the case to be adjudicated. There is a time limit to file charges.
3. Reporting forms may be found here: <https://solomon.longwood.edu/studentconduct/forms--documents/>. Please do not hesitate to contact the Office if you need assistance or advice in completing the form(s).
4. Cases are assigned to the appropriate hearing body based on various factors, including the alleged violation(s), nature of the case, and timeframe. Typically, but not always, faculty may encounter one of a variety of hearing bodies: an Administrative Hearing and Agreed Resolution Officer, the Honor and Conduct Board, or the University Disciplinary Board. The complainant (faculty) is asked to attend to present their information regarding the alleged violation(s).
 - Administrative Hearings are held during business hours (8:15AM-5:00PM), Monday through Friday. They usually last 45-60 minutes.
 - Honor and Conduct Board hearings are held on Monday evenings at 6:00 PM and Tuesday / Thursday afternoons at 4:00 PM. Hearings typically last 45-60 minutes.
 - University Disciplinary Board hearings are held based on the availability of the complainant (faculty) and respondents (students). Hearings typically last between 2-3 hours.

What is involved in a Hearing?

Being involved in a hearing, whether as a complainant (person filing charges) or respondent (person who allegedly violated honor and/or conduct standards), requires preparation. Time spent preparing for a hearing is well spent because the individuals who make up the hearing body

will better understand your position, arguments, and evidence when you understand and articulate them well.

The hearing body's role in a hearing is to determine and make recommendations about whether the Honor Code of Conduct and/or Code of Conduct has been violated as alleged. The hearing body will make its determination based only on the information presented.

Essentially, three questions must be affirmatively answered before the hearing body can recommend that the respondent is responsible for the alleged violation(s). They are: (1) Did the alleged incident occur? (2) Did the accused student(s) commit the alleged infraction? (3) Did the conduct violate the Honor and/or Code of Conduct?

Although formal legal standards of evidence do not apply to these types of student disciplinary hearings, a preponderance of the evidence is necessary to establish responsibility. A preponderance of the evidence means that it is more likely than not that the person alleged to have committed the offense is responsible. The best metaphor for a preponderance of the evidence is a scale tipped slightly toward responsibility. It is, essentially, anything more than a 50% probability.

Due Process: Due process of law is essentially fundamental fairness. In a student disciplinary hearing, the respondent is entitled to have a presumption of innocence, a clear statement of the allegations against them, a reasonable amount of time to prepare before the hearing to present their defense to the allegations (2 business days' notice is required), and the option to have witnesses testify on their behalf.

Complainant: Your "standard" is to present the facts, and evidence convinces the hearing body that the "greater weight of evidence" rests with your side. You need to provide the hearing body with enough evidence to show that the alleged incident did occur, that who you say did it did indeed do it, and that what happened is a violation of the Honor Code of Conduct or Code of Conduct.

Respondent: Theoretically, the respondent has no responsibility to prove anything. The standard of proof is up to the Complainant. However, in most cases, it will be most effective for the student to develop and present a defense. Should this be the strategy they wish to adopt, they may wish to dispute what the Complainant is claiming.

Personal Advisor: Both the Respondent and Complainant have the right to a personal advisor of their choice to assist and advise them during the hearing. A personal advisor may be an attorney, faculty member, parent, or friend who can advise the participant but cannot speak or ask questions during the hearing. Hearings and/or meetings will not be scheduled based on a personal advisor's schedule and/or availability.

Witnesses: Essential witnesses will be notified to attend the hearing. Witnesses called by the parties involved should have substantial, relevant, and material information to offer the hearing body. Character witnesses are not allowed to present information.

Evidence: Relevant letters, documents, diagrams, photos, videos, syllabi, etc. may be presented at the hearing. This is where a written document of the faculty's policies, etc., is important.

Deliberation: When both parties have finished their presentations, the Complainant is dismissed and the hearing body meets in closed session to determine recommendations for responsibility. After deliberations, the Respondent returns to hear the hearing body's recommendation. The recommendation of the hearing body is a recommendation to the Director of Conduct and Integrity, or designee, who either accepts the recommendation or alters the recommendation and issues the final decision. The decision of the Director will be made in writing and sent to the Respondent via email, the University's official form of communication.

Appeals: Respondents have the right to appeal a decision the hearing body makes. Appeals may be based on three criteria: (1) due process, as defined by the student handbook, of the respondent in question was violated; (2) the sanction is disproportionate to the violation; or (3) new evidence can be presented that was not available at the time of the hearing. For academic integrity issues, appeals are heard by an Academic Integrity Appeals Board comprised of the Vice President of Student Affairs or designee, one faculty member, and one student. For issues of Code of Conduct Charges or Honor Code of Conduct Charges not associated with academic integrity, appeals are heard by the Vice President of Student Affairs or designee.

Possible Sanctions: All sanctioning is done as appropriate under the circumstances of the case. Faculty members have full authority to impose a reduced or failing grade; the hearing body recommends disciplinary sanctions based on behaviors.

It is important to remember the hearing body's emphasis on educating offenders on the importance of appropriate conduct and personal and academic integrity. When deliberating on sanctions, the hearing body also considers any previous Honor Code of Conduct or Code of Conduct violations (information not available to faculty members).

The range of possible sanctions that can be imposed include:

1. A letter of admonition (warning).
2. A defined period of disciplinary probation, with or without the attachment of conditions.
3. A defined period of disciplinary suspension, with or without the attachment of conditions.
4. Expulsion from Longwood University.
5. Educational assignments as deemed appropriate.

Note: Faculty retain the authority to remove students from a classroom who disrupt the instructional process and can find remedy through the disciplinary process. If you have any questions or concerns, contact the Office of Student Conduct and Integrity at 434-395-2490 or studentconduct@longwood.edu.

I. STANDARDS FOR ACADEMIC CREDIT

The quality of the Longwood University degree depends on requirements for awarding credits. Any course offered by Longwood University reflects on the quality of the institution as a whole. Qualified faculty and courses of appropriate content enhance the quality of the institution and uphold the reputation of the University in the eyes of the public, faculty and students of the University, faculty and students of other institutions, and the General Assembly, and therefore courses must:

1. Support the University's ability to attract high quality students,
2. Justify the commitment of the General Assembly to provide resources for the University's development and well-being, and
3. Enhance the University's ability to attract superior faculty to fill vacancies and new positions.

AWARDING OF CREDIT

1. Longwood University credits are awarded on a semester-hour basis. Generally, 1 credit represents a total of approximately 37.5 hours of student engagement. The distribution of time, for example between class activities and outside work, varies depending on the type of class.

For each credit hour awarded in a course with a traditional format:

- a. Lecture courses must meet at least 12.5 hours per semester. To perform at an acceptable level the student will be expected to spend a minimum of 25 hours outside of class working on study or other course related activities.
 - b. Laboratories must meet at least 25 hours per semester. To perform at an acceptable level the student will be expected to spend a minimum of 12.5 hours outside of class working on study or other course related activities.
 - c. Activity courses must meet 37.5 hours per semester.
 - d. The instructor shall be responsible for structuring the course at a level appropriate to accomplish these goals.
2. An on-line or hybrid version of a course which is also taught regularly in one of the formats mentioned above will be considered to have met the credit hour requirement if it covers the same amount of material with the same level of assessment. (Please see [Section II.T.](#)) Other types of courses must meet time equivalences consistent with these standards.
 3. The instructor shall obtain evidence that the student has acquired knowledge or skill through written tests, performances, exhibitions, experiments, compositions, or research results which demonstrate the attainment of a predetermined level of proficiency or achievement to justify the awarding of credits.

4. The instructor shall be responsible for structuring a graduate course so that the level of instruction and performance exceeds that of undergraduate courses, as documented in the course syllabus (e.g., increased contact hours, increased course content, and/or elevated research requirements).
5. Criteria for lower and upper division undergraduate courses differ, and course numbers should be assigned accordingly.
6. Quality content of all independent study courses and variable-topic numbered courses should be guaranteed by departments.
7. All internships must include appropriate supervision both by a representative of the department in which it is taken, and qualified on-site personnel before credit is awarded.

There are times when academic learning objectives may be satisfied completely outside the academic setting and still be compatible with academic work, thus worthy of academic credit. Care must be taken in order to establish that equivalent learning has occurred and that students are not being given credit for the same learning twice. Prior to entering the program a student must be able to reasonably assess whether they will be awarded academic credit for their experiences. Programs that wish to have credit awarded for experiential learning must have appropriate objectives, rubrics, and processes to satisfy this policy.

The Committee on Educational Policy, with the approval of the Faculty Senate, will maintain the process and forms required. Copies of the documentation and/or portfolio used to award experiential learning long with the rubric must be provided to the Office of the Registrar, with a department chair's signature for a grade of PR (experiential learning) to be posted to the student's transcript.

All proposals for an academic area to offer experiential learning must include a fee structure.

Experiential credit may not be used to satisfy Civitae Core Curriculum or as part of the 30 credits of upper level courses required to be taken at Longwood.

The Committee on Educational Policy (EPC) shall review proposals for zero-credit courses. Such courses follow the same approval process as credit-bearing courses with the same course prefix. Zero-credit courses may be appropriate for inclusion in a program's requirements in the following types of conditions: assessment of an audition, performance, or portfolio in the arts; documentation of attendance/participation at program events or presentations; or documentation of completion of a co-curricular program experience or micro-internship. EPC should consider these factors when conducting its review.

COURSE PREFIXES

Each academic prefix, such as MATH, EDUC, ACCT, etc. will be the responsibility of a specific department or academic unit. No course may be created and no section of a course may be offered without the approval of the administrative leader of that unit. Furthermore, no change in a course may be made without the approval of the administrative leader of that academic unit. If

a new prefix is created, the units in charge of similar prefixes or who might be affected by the change must be consulted.

An academic prefix for an existing major or minor will be the responsibility of the department that administers that major or minor. Prefixes for courses which do not lead to a major or minor will be the responsibility of the unit that originated or historically controlled it. Prefixes not in either category, such as GNED or GNST, will be assigned to a unit by the PVPAA. The registrar's office will keep a record of the unit to which each prefix is assigned.

References: Minutes of the Organization of Teaching Faculty, April 26, 1983; November 1, 1983; December 6, 1983; Faculty Senate, April 26, 2012, October 10, 2013, October 12, 2017, February 8, 2024.

J. COURSE OPERATING STANDARDS AND CLASS MEETING TIMES

1. The published class schedule must be observed by faculty members except in those instances in which changes have been approved. Faculty members are expected to begin and end classes at the times indicated in the schedule. Changes in the schedule can be approved only by the college deans or by the University registrar under the direction of the appropriate college dean.
2. Faculty members are expected to meet all their scheduled classes. Faculty who expect to be absent from any of their classes should obtain permission from their department chair or dean. Emergency absences should be reported immediately to the department chair. In accordance with the University sick leave policy ([Section III.EE.](#)), faculty members must report absences due to illness.
3. If a faculty member is more than ten minutes late to class without prior notice, students may leave.
4. The conduct of classes should enhance the opportunity for high quality learning on the part of the students attending the class. Professional conduct should be based on the premises described in the section on Professional Ethics ([Section I.B.](#)).
5. Instructors shall grade all evaluative materials as quickly as possible and inform the students of their standing. Review and discussion of these materials will aid in the learning of the course material. Instructors may ask that test papers and answer sheets be returned after the review.
6. All tests, examinations, term papers, reports, or other evaluation material not returned to students will be retained by the instructor at least one semester after grades have been turned in to the registrar. The student has the right to receive a complete explanation from the instructor of the evaluation made on all work for which a grade has been recorded.
7. Class Meeting Times

MWF times

0800am-0850am
0900am-0950am
1000am-1050am
1100am-1150am
1200pm-1250pm
0100pm-0150pm
0200pm-0250pm

MW times

0100pm-0215pm
0230pm-0345pm
0400pm-0515pm
0530pm-0645pm
0700pm-0815pm

TR times

0800am-0915am
0930am-1045am
1100am-1215pm

1230pm-0145pm
0200pm-0315pm
0330pm-0530pm NO CLASSES. Period reserved for meetings and activities
0530pm-0645pm
0700pm-0815pm

MWF times for classes offered once a week

0100pm-0345pm Note: this period is only available on Friday.
0230pm-0515pm
0400pm-0645pm
0530pm-0815pm

TR times for evening classes offered once a week

0400pm-0645pm Note: this period is only available for graduate courses.
0530pm-0815pm
0700pm -0945pm

Laboratory and Studio Classes

Laboratory and studio classes must start on the hour or the half-hour, and should not run into the 3:30-5:30pm meeting time.

References: Minutes of the College Council, April 23, 1992. Academic Affairs Committee, March 31, 1998; December 8, 2009. Faculty Senate Minutes, April 8, 2021.

K. ADVISING

1. Longwood's advising program will provide informed academic counseling which makes effective use of the assessment, career planning, student development, and software resources available. Although course selection is important, advisors are trained and prepared to counsel or refer advisees on such matters as the following:
 - a. Assisting students in understanding their abilities, interests, and limitations.
 - b. Helping students clarify their values, develop an educational program consistent with these values, and relate their educational plans to their career plans.
 - c. Referring students to academic and student affairs support services.
 - d. Providing information about university and departmental policies, procedures, and resources.
 - e. Reviewing opportunities for academic involvement: internships, research with faculty, honorary societies, etc.
 - f. Assisting students in evaluating their progress toward their educational goals.
2. Newly admitted students who have declared their intention to pursue a degree in a particular discipline are assigned advisors in the appropriate college. The assignment of the advisor generally is not changed unless the student changes his/her degree program. Students who have not declared a major are advised by a special group of advisors. Prior to registration, students are required to consult with their assigned academic advisor regarding course selection, career goals, and relevant academic policies. Advisor sign off is required on all registrations for students who have not yet earned 45 credits.

Although the academic advisor assists students with curriculum decisions and options, the student bears full responsibility for meeting graduation requirements.

3. Add/Drop

Students may make schedule adjustments (adds and/or drops) until the close of business on the sixth day of classes. A consultation with the advisor is required for any changes made during this period. Courses dropped during this period do not appear on the transcript.

4. Election of Later Edition of the Catalog

The catalog for the year in which a student enters Longwood University governs general education/Civita, degree, and graduation requirements. Students are governed by the academic policies and regulations in the current University catalog. Transfer students may choose the catalog in effect at the time they enroll or the one which applies to continuous full-time students at their class level. If a student re-enrolls in Longwood University after an absence of: one semester, the student will remain in their original catalog; two or more semesters, the applicable catalog will be the one in effect at the time of re-enrollment.

Students may elect to graduate under the provisions of any subsequent catalog. In all cases, students must have been duly admitted to Longwood University and an academic program of study and meet all of the requirements for graduation in one catalog. Students may not select partial requirements from more than one catalog. Students will be assumed to be under the catalog in effect at the time of admittance unless they notify the registration office, in writing, that they wish to adopt a subsequent catalog, or an earlier catalog for transfer students in their first year at Longwood. Once students have elected a subsequent catalog, they may not revert to an earlier catalog except in the case mentioned above.

Catalogs are in effect for a six-year period. Students who do not complete the degree in six years may elect any subsequent catalog. If they fail to elect a particular catalog they automatically become subject to the catalog in effect in their seventh year.

References: Minutes of Faculty Senate, November 29, 2018; Minutes of the College Council, May 3, 1990; April 23, 1992; Board of Visitors, June 15, 2001.

L. THE LONGWOOD UNIVERSITY CIVITAE CORE CURRICULUM

I. PURPOSE

The Civitae Core Curriculum experience, combined with students' disciplinary study in the major(s), fulfills Longwood's institutional mission to develop citizen leaders. A ***citizen leader*** is someone who is academically and personally transformed by knowledge of fundamental modes of inquiry and informed civic engagement and who then applies the virtues of a Longwood education to serve and transform communities.

The Civitae Core Curriculum affords an extensive, intellectual vision for every Longwood graduate. Foundations courses that span the liberal arts and sciences – with a focus on effective communication, fundamental knowledge, and informed citizenship – form the pillars of the curriculum, providing each student with the broad horizons and scholarly curiosity characteristic of all educated citizens. Perspectives courses, which build upon the Foundations, are a series of visionary, integrative experiences that offer up-to-date, practical lenses facilitating more nimble, reflective thinking. The curriculum culminates in a Symposium on the Common Good that asks students to reflect upon and activate the skills and perspectives developed throughout their undergraduate career.

Through the Civitae Core Curriculum, every Longwood student develops the imagination, forethought, discipline, confidence, and empathy required to make positive contributions to society.

II. STRUCTURE

A. FOUNDATIONS LEVEL

1. At the Foundations level, students engage in creative inquiry, cultivate curiosity, and develop foundational knowledge and skills.
2. First-year and Pillar courses, which comprise the Foundations, introduce students to the nature of college-level academic work and disciplinary modes of thinking.
3. Students will take 6 credits of required First-Year courses, Inquiry into Citizenship (3 credits) and Writing and Rhetoric (3 credits), which inspire their curiosity and equip them with skills necessary for college success.
4. Students will fulfill 18-19 credits of Pillar Courses, by choosing one course from each pillar:
 - i. Historical and Contemporary Insights (3 credits)
 - ii. Human Behavior and Social Institutions (3 credits)
 - iii. Global Citizenship (3-4 credits)
 - iv. Aesthetic Expression (3 credits)
 - v. Quantitative Reasoning (3 credits)
 - vi. Scientific Reasoning (3 credits)
5. Pillar courses are introductory 100-200 level courses open to all students and have no prerequisites.
6. Programs designate which courses, if any, may be counted toward the major or minor. Within each major or minor program, students may count up to two courses that satisfy program requirements toward the Civitae Core Pillar requirements.

7. This restriction does not apply to the requirements of an interdisciplinary minor. Those students pursuing professional licensure through degree program requirements are also exempt from this restriction.
8. At a minimum, students must complete 3 credits to satisfy each Pillar requirement. A sequence of 1-credit courses is acceptable. A course may be more than 3 credits without special permission.
9. Students may transfer Pillar courses from other institutions with appropriate approval (see Transfer Policy in Catalog).
10. Students study world languages and cultures in the Global Citizenship Pillar. The world language sequence includes a 4-credit course at the Foundations level, followed by an integrated course at the Perspectives level. Students will be placed into a language course based on test scores or transfer credit. Advanced students who place directly into a Perspectives-level World Language course must fulfill the Global Citizenship Pillar in a different discipline.

B. PERSPECTIVES LEVEL

1. At the Perspectives Level, students develop and articulate informed perspectives essential to participation in civic and global life by integrating knowledge and skills across disciplines.
2. Perspectives courses are disciplinary-based integrative learning experiences, intentionally designed to make explicit connections between courses, fields, and disciplines or between disciplinary knowledge and its application outside the classroom. These courses challenge students to master upper-level academic content, to develop the ability to understand issues from a variety of perspectives, and to practice the skills necessary to address those issues as an informed citizen. Perspectives courses are taught by a single instructor in a discipline or by multiple instructors from different disciplines. Research methods and modes of communication are further refined.
3. Students will fulfill 12 credits of Perspectives Courses, by choosing one course from each of the following pairs or categories:
 - i. Historical/Contemporary Perspectives OR Behavioral/Social Perspectives (3 credits)
 - ii. Global Perspectives OR Aesthetic Perspectives (3 credits)
 - iii. Quantitative Perspectives OR Scientific Perspectives (3 credits)
 - iv. World Languages Perspectives (3 credits)
4. Perspectives courses are Longwood-distinctive courses and cannot be transferred from other institutions. Perspectives courses cannot be waived.
5. Students must complete the designated Pillar before taking the associated Perspectives course. Perspectives courses may also designate completion of an additional Pillar requirement and/or specific prerequisite courses. Perspectives courses are intended to be open to students in multiple majors; as such, prerequisite courses should not interfere with this intent.
6. Within each major or minor program, students may count no more than one course that satisfies program requirements toward the Civitae Core Perspectives requirements. This restriction does not apply to the requirements of an interdisciplinary minor. Those students pursuing professional licensure through degree program requirements are also

exempt from this restriction.

7. Students are expected to complete all Perspectives courses prior to taking the Symposium course. No more than one Perspectives course can be taken concurrently with the Symposium course. Perspectives courses cannot be taken after completion of the Symposium course.

C. THE SYMPOSIUM

1. In the Symposium, students prepare to serve the common good by applying their cumulative knowledge, skills, and perspectives from the whole of their university experience.
2. The Symposium on the Common Good is the culmination of the Civitae Core Curriculum experience. The course is designed to engage students in critical deliberation of citizenship and the issues citizens face in their communities. The Symposium will support students' investigation, discussion, and advocacy of a position on a civic issue.
3. The Symposium is organized around a broad theme, rotated on a regular basis, ideally three to six years. The Symposium creates a common shared experience across sections of the course. Faculty design their Symposium section to support students' exploration of issues and challenges relating to the broad theme.
4. The Symposium experience results in a public, campus-wide Symposium Day to move students from discussion to action and to highlight the Symposium course as a common experience for Longwood citizen leaders.

III. POLICIES

- A. To complete the Civitae Core Curriculum, all students must complete one Pillar or Perspectives course from the humanities or the arts; one from the behavioral or social sciences; and one from mathematics or natural sciences. The following table lists prefixes in each of the three categories. See the catalog for additional restrictions for Civitae courses in this catalog are in the third column; please check the appropriate catalog before assuming there is no restriction on a course not listed in this catalog.

SACSCOC category	Possible Course Prefixes	Other Restrictions
Humanities/fine arts	ART, COMM, ENGL, MOLA, MUSC, PHIL, RELI, THEA	COMM 101, ENGL 165/265, and any modern language course below the 300-level does not fulfill this requirement, per the SACSCOC standard.
Social/behavioral science	ANTH, CRIM, ECON, GEOG, HIST, POSC, PSYC, SOCL	
Mathematics/Natural Science	BIOL, CHEM, EASC, ENSC, ISCI, MATH, PHYS	

- B. Each major or minor may offer courses in no more than two of the following categories: Historical/Contemporary, Behavioral/Social, Global Citizenship, Aesthetic, Quantitative, and Scientific. Interdisciplinary majors and minors, such as Liberal Studies, are exempt from this policy.
- C. Majors may reserve up to 50% of seats in each section it offers of a Foundations course, including First-Year and Pillar courses, or of a Perspectives course.
- D. Courses may be offered by a single department or may be cross-listed in different categories when the course is co-taught. If a course is cross-listed in different categories, students may count it toward the completion of only one requirement.
- E. Course Sizes
 - 1. To provide high-quality instruction to our students, most Civitae Core Curriculum courses have caps of 25 students. The courses below have the following caps:
 - i. Scientific courses with labs have 24 students.
 - ii. Inquiry into Citizenship sections have 20 students.
 - iii. Writing and Rhetoric, World Languages and Symposium on the Common Good sections have 18 students.
 - iv. Aesthetic Expression courses with studios have 15 students.
- F. COMMUNICATION INFUSION
 - 1. Improving communication and expression takes practice in a variety of contextual settings. As such, all courses in the Civitae Core Curriculum will explicitly infuse communication throughout the entirety of the course.
 - 2. Writing-Infused Courses
 - i. Faculty must integrate writing exercises and assignments with Core outcomes and individual course objectives, so that students may simultaneously master course content and develop their writing abilities. Writing exercises and assignments must be used throughout the course. These assignments and exercises can include formal and informal writing for a variety of purposes such as but not limited to summary, description, analysis, reflection, and other meaningful contributions to student thinking.
 - ii. Faculty must provide explicit instruction to aid student understanding of writing appropriately for audiences in the relevant context or discipline. Specifically, faculty could provide instruction regarding the types and uses of evidence, structure of writing text, and language related to writing for the purposes of the course, as appropriate to the assignment.
 - iii. Faculty must provide appropriate and timely peer and/or instructor feedback on student writing to allow opportunities for students to improve their writing through incorporating feedback on subsequent assignments.
 - 3. Speaking-Infused Courses
 - i. Faculty must integrate speaking opportunities, exercises, and/or assignments with Core outcomes and individual course objectives, so that students may simultaneously master course content and develop and improve their oral communication skills. Speaking-infused activities include low-stakes, informal speaking opportunities (such as one-on-one student discussions regarding class content), semi-formal speaking exercises (including class discussions and small-

- group discussions), and formal speaking assignments (including panel discussions, structured debates, and podium speeches).
 - ii. Faculty must provide explicit instruction to aid student understanding of speaking appropriately for audiences in the relevant context or discipline. Specifically, faculty could provide instruction on the importance of audience, purpose, and occasion, as well as clarity, organization, focus, and delivery.
 - iii. Faculty must provide appropriate and timely peer and/or instructor feedback on student oral communication to allow opportunities for students to improve their performance on subsequent assignments.
4. Arts-Applied Courses
- i. Faculty must provide arts-applied assignments throughout the course, so that students master course content and develop their own artistic skills. These assignments may include group or one-on-one instruction; group or individual production, reflection, and analysis; skills-building assignments; formal and informal practice; and other meaningful contributions to student artistic expression.
 - ii. Faculty must provide explicit instruction to aid student understanding of the conventions appropriate for communicating artistically in the relevant context or discipline. Specifically, faculty could provide instruction regarding foundational skills, practices that heighten artistic communication, exploration of various techniques, and opportunities for immersion in the arts through the production of artistic media.
 - iii. Faculty must provide appropriate and timely peer and/or instructor feedback on student expression to allow opportunities for students to improve their performance on subsequent assignments.
5. Course Requirements for Communication Assignments
- i. CTZN 110: *Inquiry into Citizenship* will be speaking-infused. At least 15% of the final course grade will be awarded from communication-infused exercises/assignments.
 - ii. ENGL 165: *Writing and Rhetoric* will be writing-infused. At least 15% of the final course grade will be awarded from communication-infused exercises/assignments.
 - iii. Pillar courses may choose to be writing-infused or speaking-infused. Courses in the Aesthetic Expression Pillar may instead choose to be arts-applied.
 - 1. For writing-infused or speaking-infused courses, at least 15% of the final course grade will be awarded from communication-infused exercises/assignments.
 - 2. For arts-applied courses, at least 50% of the final course grade will be awarded from exercises/assignments that require the student to apply artistic skills and knowledge to produce art.
 - iv. Perspectives courses may choose to be writing-infused or speaking-infused. Courses in the Aesthetic Expression Perspectives category may instead choose to be arts-applied.
 - 1. For writing-infused or speaking-infused courses, at least 10% of the final

course grade will be awarded from communication-infused exercises/assignments.

2. For arts-applied courses, at least 50% of the final course grade will be awarded from exercises/assignments that require the student to apply artistic skills and knowledge to produce art.
- v. The World Languages Perspectives course will be both writing-infused and speaking-infused. At least 10% of the final course grade will be comprised from writing-infused exercises/assignments and at least another 10% of the final course grade will be comprised from speaking-infused exercises/assignments.
- vi. The Symposium on the Common Good will be both writing-infused and speaking-infused. At least 15% of the final course grade will be comprised from writing-infused exercises/assignments and at least another 15% of the final course grade will be comprised from speaking-infused exercises/assignments.

G. Assessment and Revision of the Civitae Core Curriculum

1. The Civitae Core Curriculum Committee is responsible for assessment of and any revision to the Civitae Core Curriculum (see Committee Description).
2. Additional procedures and timetables for assessment of the program are available on the Civitae Core Curriculum webpage.

References: Faculty Senate, November 3, 2016, November 2, 2017, November 21, 2019, October 23, 2025.

M. SUMMER SCHOOL

1. The purpose of Longwood's summer coursework is to serve the needs of students by providing access to educational programs characterized by academic integrity and excellence. Longwood's summer coursework will include basic undergraduate and graduate courses, as well as innovative educational opportunities that cannot be offered during the academic year.
2. Offering summer coursework must be financially self-sustaining to include certain overhead costs. While additional revenue generated by the summer coursework is desirable and of benefit to the University, the generation of additional revenue is of secondary importance relative to the academic mission. Additional revenue generated by summer coursework should be allocated according to the budget priorities of the University.
3. Finally, the selection of courses to be offered in the summer will be based on the needs of students and not the needs of faculty.

4. Summer Coursework Objectives

Summer coursework at Longwood University should be strengthened and designed to serve the following objectives:

- a. Summer coursework should meet the needs of Longwood students in the following categories:
 - (1) Those students trying to graduate early who require accelerated earning of credits
 - (2) Those students who must work and/or have family obligations and need summer credits in order to earn a degree in a timely fashion
 - (3) Those students who need to make up credits and/or improve grades because of past academic difficulties
 - (4) Those students pursuing graduate education
 - (5) Those new or continuing students who need or desire summer classes
- b. Summer coursework should also serve the educational needs of citizens in our larger geographic region in the following categories:
 - (1) Area teachers who need college credit for career development
 - (2) Area high school students interested in accelerated programs of learning
 - (3) Area college/university students who attend other colleges/universities during the regular school year and would like to earn college/university credits close to home and/or work
 - (4) Individuals interested in university level courses related to personal and/or career development
- c. Summer coursework should be financially viable.
- d. As Longwood enrollments expand, Summer School should also be expanded both in terms of the number of students who attend and the variety of courses offered.

References: Minutes of the Faculty Senate, February 10, 2022

N. GUIDELINES FOR DEFINING, REQUESTING, AND RECEIVING EXTERNAL SUPPORT

I. PURPOSE

These guidelines define the various types of external support and outline the appropriate administrative procedures for proposal submission, gift/grant acceptance/processing, and stewardship for each type of support. For the purposes of these guidelines, external support is defined as anything of economic value (including but not limited to services, physical property, and financial resources) provided by a third party for use by or at the University.

II. GENERAL DEFINITIONS AND GUIDELINES FOR PROCESSING EXTERNAL SUPPORT

Below outlines two categories of external support (sponsored agreements and philanthropic gifts) and the office (position) responsible for oversight of activities in each area. Several offices share responsibility for making decisions about the administration of external gifts. These offices include the Office of University Advancement, the Office of Corporate and Foundation Relations, the Office of Research, Grants, and Sponsored Projects (ORGSP), and the Longwood University Foundation (LUF) Office.

Sections III and V provide an overview of the criteria used to determine which office oversees the administration of each type of external support. These serve only as general guidelines. Classification of external support is an internal University administrative decision based on information conveyed to the University by the support source, and after consideration of relevant legal and accounting principles.

A. Sponsored Agreements

1. The Office of Research, Grants, and Sponsored Projects (Director) oversees all aspects of sponsored agreements.
2. The Grant and Contract Financial Administration Office is responsible for the accounting and compliance with regard to funds associated with sponsored agreements.

B. Philanthropic Gifts

1. The Office of Corporate and Foundation Relations (Associate Vice President) oversees the process of obtaining gifts from corporations and foundations, and the subsequent stewardship.
2. The Office of University Advancement (Chief Development Officer) oversees the process of obtaining gifts from individuals and the subsequent stewardship.

3. The Longwood Center for the Visual Arts (Director) oversees the process of obtaining, cataloguing, and handling all gifts of art regardless of source and the subsequent stewardship. The gifts of art are authorized by the Longwood Center for the Visual Arts (LCVA) Director, LCVA Advisory Board's Collections Committee, and Longwood Foundation Board of Directors.
4. All gifts from individuals, corporations, and foundations are acknowledged and tracked by the Office of University Advancement. This office along with the Longwood University Foundation Office is responsible for issuing documentation to donors relevant to IRS filing.
5. Longwood University Foundation Board of Directors authorizes the acceptance of non-cash gifts through the gift acceptance committee (in coordination with University senior administration).
6. The Longwood University Foundation Office (Chief Financial Officer) is responsible for the accounting and investment of gifts and insuring compliance with donor intent.

III. SPONSORED AGREEMENTS

Sponsored agreements are projects and activities that are supported (in whole or in part) with funds, materials, or other resources, provided by sources external to the University and for which a formal written agreement exists, specific outcomes or deliverables are expected, and technical and financial reports are required. The purpose of these guidelines is to assure that proposals and awards for sponsored activities are properly executed or managed. See [Section V.B., Guidelines for the Solicitation of Sponsored Agreements](#).

A. Definitions

1. Sponsored agreements:
 - a. are projects and activities that are supported (in whole or in part) with funds, materials, or other resources, provided by sources external to the University.
 - b. establish requirements for accepting funds in support of a specific project or program. The requirements included in these agreements usually specify time periods for expending funds and contain provisions for financial and technical reporting and intellectual property assignments, including patents and copyrights.
 - c. are exchange transactions awarded through a variety of mechanisms, including grants, contracts, cooperative agreements, and/or other legally binding means of transfer.
2. Grant: A type of financial assistance awarded to an organization for the conduct of research or other program as specified in an approved proposal. Please note: The term

“grant” is defined differently by various corporate and foundation sponsors and does not determine the classification of an award as a sponsored agreement or gift.

B. Criteria

If **any** of the following characteristics applies to a project, including commitments made in the proposal or required in the award agreement, it must be processed through the Office of Research, Grants, and Sponsored Projects:

1. The sponsor is
 - a. the federal, state, or local government or an agency serving as a flow-through of federal, state or local government funds; or
 - b. a for-profit business, industry or association, or non-profit entity with specified terms and conditions for the proposed project.
2. The proposal or award document requires a signature from an authorized official binding the University to the terms and conditions of the project.
3. The sponsor has written policies requiring Facilities & Administrative cost recoveries. Note: the absence of a policy does not preclude the award from being a sponsored project.
4. The award document
 - a. contains provisions regarding ownership of intellectual properties, i.e., patents and copyrights;
 - b. specifies deliverables such as technical, financial, invention, or procurement reports or milestones, timetables;
 - c. restricts payments contingent upon programmatic or fiscal reporting;
 - d. includes budget restrictions (e.g., prior approval for re-budgeting and restrictions on certain budget categories, equipment or fringe benefits);
 - e. includes a provision for audit;
 - f. restricts or monitors publications or use of results; or
 - g. requires protection of sponsor and/or confidential information.
5. The project involves any of the following: human subjects, vertebrate animals, radioactive materials, recombinant DNA, human body substances, infectious agents, or third-party proprietary materials.

IV. PHILANTHROPIC GIFTS

For the purposes of these guidelines, a *gift* is the voluntary provision of external support by a donor to Longwood University without requirements for receipt of any economic or other tangible benefit in return. In addition, contributions to endowments and nongovernmental contributions for capital projects would normally be classified as gifts. [See Section V.C. Guidelines for Developing Proposals for Philanthropic Gifts.](#)

A. Gift Criteria (some exceptions may apply)

1. The external support is irrevocable, providing the gift is used in accordance with any valid restrictions accepted by LUF.
2. No goods, services or deliverables are offered or exchanged in consideration of receipt of the support. Donors may require reports to verify the use of the support is in compliance with intent.
3. The donor provides the support without expectation of direct economic benefit or other tangible benefit. Indirect benefits such as tax advantages, business or personal goodwill derived from close association, and the miscellaneous benefits derived from donor status don't negate intent.
4. It shall be acceptable for the donor to request information from LUF about use and/or impact of the external support, including expenditures and fund balances.
5. The use of gifts is subject to LUF spending guidelines and audits by LUF.

V. SPECIAL SITUATIONS

The standards described in these guidelines are applicable to all external support. In cases where it is difficult to make a determination, the Office of Research, Grants, and Sponsored Projects and the Office of Corporate and Foundation Relations will work together to review the information to determine if the external support is a gift or sponsored project in order to ensure that proposals are properly submitted and awards properly processed.

References: Minutes of the Faculty Senate, April 25, 2013, February 20, 2014; Board of Visitors, June 15, 2013.

O. USE OF COPYRIGHTED MATERIALS IN INSTRUCTION

Purpose:

The purpose of the policy is to provide options for use of materials in instruction such as investing in library licenses, applying Fair Use or the TEACH Act, using Open Access resources, or obtaining permission from the copyright holder. The librarians at Janet D. Greenwood Library can assist with applying these options.

Definitions:

A. Copyright

A form of protection provided by the laws of the United States for "original works of authorship", including literary, dramatic, musical, architectural, cartographic, choreographic, pantomimic, pictorial, graphic, sculptural, and audiovisual creations.

(Source: U.S. Copyright Office Definitions, <https://www.copyright.gov/help/faq/definitions.html>)

B. Fair Use

Fair use is a legal doctrine that promotes freedom of expression by permitting the unlicensed use of copyright-protected works in certain circumstances. Section 107 of the Copyright Act provides the statutory framework for determining whether something is a fair use and identifies certain types of uses—such as criticism, commentary, news reporting, teaching, scholarship, and research—as examples of activities that may qualify as fair use. Consider the following four factors in evaluating a question of fair use:

1. Purpose and character of the use, including whether the use is of a commercial nature or is for nonprofit educational purposes
2. Nature of the copyrighted work
3. Amount and substantiality of the portion used in relation to the copyrighted work as a whole
4. Effect of the use upon the potential market for or value of the copyrighted work

(Source: U.S. Copyright Office, Fair Use Index, <https://www.copyright.gov/fair-use/more-info.html>)

C. Open Access

Open access literature is defined as “digital, online, free of charge, and free of most copyright and licensing restrictions.” (Source: Creative Commons, Open Access, <https://creativecommons.org/about/program-areas/open-access/>)

D. TEACH Act

The "Technology, Education and Copyright Harmonization Act" (the TEACH Act) redefines the terms and conditions on which accredited, nonprofit educational institutions throughout the U.S. may use copyright protected materials in distance education-including on websites and by other digital means-without permission from the copyright owner and without payment of royalties. The law calls on each educational institution to undertake numerous procedures and involve the active participation of many individuals.

(Source: American Library Association, TEACH Act, <https://libguides.ala.org/copyright/teachact>)

Procedures:

Faculty should follow these guidelines for frequently used copyrighted materials:

A. Digital Resources**1. Journal Articles & eBooks**

Faculty wishing to place content in the university's learning management system should follow this process to avoid copyright infringement:

- Check the library's collections for full text access to content (i.e., journal articles and e-books). Faculty can link directly to these resources in the learning management system.
- Search for open access materials that are in the public domain or who are licensed using a Creative Commons license. Instructors can contact their liaison librarian for assistance.
- If neither of these options is available, apply the Fair Use test (see Definition above).
- If Fair Use does not apply, seek the copyright holder's permission to use the content.

2. Streaming Media

While U.S. Copyright law does provide limitations on exclusive rights, such as the ability of instructors to show motion pictures or other audiovisual work, these rights are often limited to face-to-face teaching activities. The TEACH Act has made provisions for online learning, but they tend to be more limited in scope. It covers works an instructor would show or play during class such as movie or music clips, but not materials a student would be expected to listen to or watch on their own time outside of class. Instructors will have to rely on other rights to post those materials, such as the fair use statute, or using licensed streaming media.

Instructors should contact their liaison librarian for questions about accessing licensed media through library subscription resources or one-time purchases, if feasible.

Librarians can also give guidance on the TEACH Act and Fair Use.

3. Electronic Course Reserves

Electronic reserves can be made available online through the library catalog. The Library will scan materials to PDF format. A completed [Reserve Request Form](#) is required for each reserve item; acknowledgement of copyright compliance is included as part of the request form.

B. Print Resources**1. Copying for Classroom Use**

- a. **Single** copies may be made of any of the following to use in teaching: One chapter from a book; an article from a periodical, journal, or newspaper; a short story, short essay, or short poem, whether or not from a collective work; a chart,

graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

- b. Multiple** copies (one copy per student in a course) may be made for use in teaching if the copying meets the test of brevity: Either a complete article, story or essay of less than 2,500 words, or an excerpt from any prose work of not more than 1,000 words or 10 percent of the work, whichever is greater. Each copy includes a notice of copyright.

(Source: U.S. Copyright Office, Circular 21, 2014, <https://www.copyright.gov/circs/circ21.pdf>).

2. Print Course Reserves

Faculty may place personal and/or library-owned materials on reserve for their students. A completed [Reserve Request Form](#) is required for each reserve item; acknowledgement of copyright compliance is included as part of the request form.

3. Printed Course Packs

Contact the bookstore.

P. POLICY ON INTELLECTUAL PROPERTY COPYRIGHTS AND PATENTS

Definitions:

A. *Intellectual Property* means:

1. A potentially patentable machine, article of manufacture, composition of matter, process, or improvement in any of those;
2. An issued patent;
3. A legal right that inheres in a patent; or
4. Anything that is copyrightable.

B. *Copyrightable work*: An original work of authorship (i.e., writing, work of art, work of music, computer program), which qualifies for protection under federal copyright law.

C. *Work Made for Hire*: A copyrightable work prepared by an employee within the scope of employment.

D. *Additional Assignment*: A task or undertaking resulting from a specific request, direction, or employment obligation to produce a particular thing or result. A general obligation for faculty to engage in research, scholarship, and teaching is not a specific additional assignment even if it results in a specific end product such as a vaccine, a published article, or a computer program. If an employee's written job description specifies duties that result in the creation of intellectual property, the intellectual property is considered University property.

E. *Significant Use of University Resources*: The substantial use of University equipment, facilities, or personnel. What constitutes significant use of University resources is a question that must be answered based on circumstances of each situation. A general statement defining a dollar amount is not appropriate because of differing needs among disciplines. Customary and usual use of University resources such as telecommunications and information technology, library resources, secretarial assistance, and other support services do not constitute significant use. The use of a computer in a faculty office, incidental supplies, and occasional use of University personnel or shared facilities would typically not be considered significant use. In contrast, utilization of University laboratories or special instrumentation, dedicated assistance by University employees, special financial assistance, or extensive use of shared facilities would constitute significant use.

Policy Owner: Responsibility for oversight of this policy resides with the Provost. As Contract Officer for the University, the Vice President for Administration and Finance is responsible for enforcement and compliance of all contracts and licenses.

Purpose:

Longwood University encourages the production of intellectual property, including creative and scholarly works, discoveries, and inventions. The purposes of this policy are to support and reward research and scholarship; to balance the interests of researchers and the University; to define the rights and responsibilities of all involved; and to help faculty, students and staff identify, protect and administer intellectual property.

Responsibilities

- *Researcher*: Submit Intellectual Property Report (IPR) before developing or publicly disclosing ideas. Public disclosure of details of inventions prior to initiation of protection procedures may result in loss of legal protection and commercial value. The IPR is reviewed by Department Chair, Dean, and Provost.
- *Provost/Vice President for Academic Affairs*: Based on IPR and discussion with the Researcher, determine whether the University has a proprietary interest in the work. In case of dispute, refers case to Intellectual Property Committee for review and recommendation. The Provost may also engage outside firms to evaluate patentability.
- *Intellectual Property Committee (IPC)*: As a committee of the Faculty Senate, the IPC convenes as needed to review cases involving intellectual property disputes and make recommendations to the Provost.
- *Vice President for Administration & Finance*: Enter into all necessary contracts to secure patents, copyrights, and licensing for intellectual property developed by University personnel.

Policy

Ownership of Intellectual Property

- A. Except as outlined below, the University shall obtain the entire right, title, and interest in all intellectual property created, developed, invented or discovered by university employees. University employees must disclose and assign the title to inventions developed within the scope of their employment or with significant use of university resources.
 1. Additional Assignment. When a copyrightable or patentable work is created as a specific additional assignment, often involving additional compensation or release time, the University shall own the entire right, title, and interest in all materials subject to copyright or patent. Examples: Authoring catalog or promotional materials.
 2. Significant Use of University Resources. When a Researcher makes significant use of University resources, the University shall own rights to the intellectual property. The use of a computer in a faculty office, incidental supplies and occasional use of University personnel or shared facilities would typically not be considered significant use. In contrast, utilization of University laboratories or special instrumentation, dedicated assistance by University employees, special financial assistance or extensive use of shared facilities would constitute significant use.
- B. Faculty/Staff Researchers: Researchers retain full ownership of rights to intellectual property when the work is produced completely outside of and using no university resources, facilities or personnel. Example: Inventions or copyrightable works resulting from pursuance of a hobby, not related to the employee's University activities, and conducted off-campus.

Rights for traditional works of academic scholarship will be retained by the Researcher, provided the work is prepared at the individual's own initiative and not a result of an

Additional Assignment. Examples: Articles, monographs, textbooks, literary works, artistic creations, computer software.

To encourage pedagogical innovation, rights for works related to teaching will be retained by the Researcher. Examples: Course handouts, worksheets, lesson plans, and lecture materials in any format.

- C. **Student Researchers:** In general, student researchers will retain ownership of rights to intellectual property. The University may claim ownership of a work when the student is employed by the University (work made for hire), or when significant use of University facilities, personnel, or resources is made in the development of the materials, especially when unrelated to coursework. Students who independently develop intellectual property at the SEED Hub shall retain intellectual property ownership rights.

Procedures:

- A. **Intellectual Property Report (IPR):** Before proceeding with public disclosure or development of a creative idea, and in consultation with the Department Chair and Dean, the researcher must submit the IPR to Provost for review. Any use of AI must be disclosed on the Intellectual Property Report form. The form is available in the Longwood University Grant Handbook, a Canvas course in which users may self-enroll. For access, contact the Associate Provost for Research and Academic Initiatives or the Intellectual Property Committee chair.
- B. **Case Review:** The Provost shall review the Researcher's IPR. If a question arises regarding proprietary interests of the University or the Researcher, the Provost may consult the IPC. The Provost may also engage outside firms to evaluate patentability. Within 90 days, the Provost will inform the Researcher in writing whether:
 - 1. The University asserts ownership of the intellectual property and plans to file a patent application; or
 - 2. The University does not assert ownership of the intellectual property.
- C. **Dispute Resolution:** Any dispute arising over intellectual property must be presented to the President, who, in resolving the dispute, may consult with the Intellectual Property Committee.
- D. **Intellectual Property Development.** If, after two years, the University does not take action to file a patent application or develop the intellectual property, the Researcher may petition the Provost to waive the University interest in the intellectual property.
- E. **Royalties**
 - a. The researcher and the University will share the net revenue derived from inventions owned and licensed by the University as follows:
 - i. Creator: 50%
 - ii. Creator's Department: 10%
 - iii. Creator's College: 10%

- iv. University: 30%
- b. Ownership of copyrightable and patentable intellectual property developed pursuant to an agreement with any external sponsor shall be governed by the provisions of that agreement. The Office of Research, Grants, and Sponsored Projects shall review rules and regulations of all potential sponsors of research with regard to ownership rights and licensing of inventions, discoveries, or patents either at the time that proposal is submitted or prior to accepting an award from the sponsor. Any change to the royalty percentages becomes effective only when approved by the Board of Visitors.

Transfers

The University has the right to license or transfer any intellectual property it owns.

References: Minutes of the Longwood University Board of Visitors, October 22, 1987, April 2, 2005, November 30, 2018, November 19, 2020; Faculty Senate Minutes, April 23, 2026.

Q. POLICY ON UNIVERSITY ART PURCHASES

I. PURPOSE

This policy establishes guidelines for the selection, purchase, acceptance and maintenance of artwork by the university. Artwork subject to this policy includes, but is not limited to, original and signed limited edition prints, paintings, photographs, sculpture, decorative arts, digital/multimedia, and site-specific works used for the beautification or enhancement of a particular space owned or controlled by the university.

II. PROCEDURES

1. Artwork shall be selected and accepted based upon artistic merit, craftsmanship and appropriate needs of the university. When possible, artwork should be acquired from Virginia artists. All acquisitions shall be in consultation with the Executive Director of the LCVA.
2. Those seeking to acquire artwork shall submit the artist's name, work and supporting documentation to the Executive Director of the LCVA for review. The Executive Director shall review the quality of the artwork, determine the price is reasonable and confirm the acquisition does not duplicate works currently in the University's collection.
3. Warranties of good title and legal export shall be required as a condition of each acquisition or donation. The University will not acquire an object if there is reasonable cause to believe that, since November 17, 1970, it 1) may have been stolen, illegally excavated or removed from a monument, site, or wreck contrary to local law or 2) otherwise acquired in or exported from its country of origin or any intermediate country, in violation of that country's laws or any international treaties. Artwork acquired by purchase or donation shall be owned by the University.
4. Once acquired, the artwork shall be delivered to the LCVA to be photographed and catalogued. The LCVA shall be responsible for curating, insuring, tracking, installing, transporting and inventorying all artwork acquired by the University. The LCVA may lend artworks to other museums or educational institutions.
5. The LCVA shall develop and oversee a campus loan process by which artworks may be displayed on campus.

Reference: Minutes of the Longwood University Board of Visitors, April 2, 2005; June 6, 2022.

R. TEXTBOOK SELECTION POLICY

I. PURPOSE

To make available to students listings of textbooks required or assigned for courses at the institution.

II. POLICY

A. Institutional Responsibility

1. No employee at a Virginia public college or university shall demand or receive any payment, loan, subscription, advance, deposit of money, services or anything, present or promised, as an inducement for requiring students to purchase a specific textbook required for coursework or instruction; with the exception that the employee may receive (i) sample copies, instructor's copies, or instructional material, not to be sold; and (ii) royalties or other compensation from sales of textbooks that include such instructor's own writing or work.
2. Institutions maintaining a bookstore supported by auxiliary services or operated by a private contractor shall post the listing of such textbooks when the relevant instructor or academic department identifies the required textbooks for order and subsequent student purchase.
3. Lists of required or assigned textbooks for each course shall include the International Standard Book Number (ISBN) along with other relevant information.
4. No funds provided for financial aid from university bookstore revenue shall be counted in the calculation for state appropriations for student financial aid.
5. Longwood shall make provisions for the availability of required textbooks to students otherwise unable to afford the cost.

B. Faculty Responsibility

1. Textbook adoptions shall be made with sufficient lead time to university- or contract-managed bookstores so as to confirm availability of the requested materials and, where possible, ensure maximum availability of used textbooks.
2. Before adoption, faculty members shall affirm their intent to use all items ordered, particularly each individual item sold as part of a bundled package. If the faculty member does not intend to use each item in the bundled package, they shall notify the bookstore, and the bookstore shall order the individualized items when their procurement is cost effective for both institutions and students and such items are made available by the publisher.
3. Faculty members shall affirmatively acknowledge the bookstore's quoted retail price of textbooks selected for use in each course.

4. Faculty members are encouraged to limit their use of new edition textbooks when previous editions do not significantly differ in a substantive way as determined by the appropriate faculty member.

S. OPEN EDUCATIONAL RESOURCES

Definitions: Open Educational Resources (OER) are freely and publicly available teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

Policy Owner: Academic Affairs oversees the policy and is responsible for compliance. As members of the Academic Affairs team, a Greenwood Library representative and a DEC representative shall be responsible for developing and maintaining procedures and providing training that are consistent with this policy and that comply with applicable regulations, policies, and procedures of the institution, and the laws and regulations of the Commonwealth of Virginia.

Administration and management efforts shall include advocating for the creation of OER to be recognized as a meaningful scholarly and professional endeavor.

Faculty, staff, and students using, adapting, and creating OER are responsible for obtaining permission for incorporating student created works into OER or an OER course.

Purpose: In pursuance of Virginia Code § 23.1-1308, Longwood University has developed this policy. The Code of Virginia states: *The governing board of each public institution of higher education shall implement guidelines for the adoption and use of low-cost and no-cost open educational resources in courses offered at such institution. Such guidelines may include provisions for low-cost commercially published materials.*

Longwood University encourages the creation, use, adaptation, sharing and ongoing maintenance of OER materials in accordance with established curriculum standards for educational purposes. The goals of this policy are to provide students with high quality learning materials that are openly licensed to augment and/or replace costly textbooks and course materials, to create sustainable academic resources for students, faculty, and staff, and to provide opportunities for professional growth of faculty and staff.

This policy provides guidance to faculty in achieving the following outcomes through the utilization of Open Educational Resources (OER) at Longwood University improve student success through increased access and affordability, and improve teaching efficiency and effectiveness through the ability to focus, analyze, augment, and evolve course materials directly aligned to course learning outcomes. Faculty will be supported in their participation with OER to achieve both of the stated outcomes.

Policy Statement: Longwood University will provide training, support, and encourage recognition of OER use, adaptation, and creation as a meaningful scholarly and professional endeavor.

¹ Hewlett Foundation. Open Education Resources, Web. 28 January 2019.
<http://www.hewlett.org/programs/education/open-educational-resources>

Procedures: As subject matter experts, faculty are responsible for selecting, adapting or creating OER in alignment with course learning outcomes.

The institution's intellectual property (IP) and copyright policies, (FPPM) governs rights and requirements for works created during the course of employment, including ownership, open licensing, and public release.

Faculty or staff who create original content that is incorporated into an OER course or create OER of other types or formats are encouraged to use the least restrictive license possible, such as a Creative Commons Attribution License (CC-BY) (or equivalent for software.)

Reference: Faculty Senate Minutes, February 14, 2019; Board of Visitors, March 22, 2019

T. ONLINE AND HYBRID TEACHING AND LEARNING

I. Purpose

In keeping with its mission and goals, Longwood University is committed to promoting outreach, collaboration, and innovation in teaching and learning by providing consistent and high-quality content and instruction regardless of location or delivery format. Delivery formats include online and hybrid.

Core Values: Longwood views online and hybrid instruction as natural extensions of its face-to-face, campus-based instruction. The expectations for online and hybrid courses are to:

- utilize best practices informed by current research,
- meet the same standards of quality as face-to-face, campus-based courses,
- represent accurately the character and quality of the Longwood students' experience in these environments.

The University supports policies, procedures and organizational systems to ensure the creation, distribution, and review of all online and hybrid teaching and learning opportunities.

II. Definitions

- A. Electronic Interaction: through distance learning technologies includes, but is not limited to, the internet, one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs if used as part of the distance learning course or program. Longwood uses the following distance learning technologies in its distance learning courses and programs: the internet, audio conferencing, and video conferencing.
- B. Substantive Interaction: Consistent with course content, students are engaged in teaching, learning, and assessment, to include at least two of:
- i. direct instruction;
 - ii. assessing/providing feedback on coursework;
 - iii. providing information/responding to questions about course content or a course competency;
 - iv. facilitating a group discussion about course content or a course competency;
 - v. other instructional activities approved by an institutional or program accrediting agency.
- C. Online: 100% electronic interaction: For the purposes of this document, **online** is defined as total replacement of physical class meetings with electronic interaction through distance learning technologies. An online course is one in which 100% of the instructor-student and student-student interaction takes place synchronously or asynchronously through predictable, regular, and substantive electronic interaction. Expectations for electronic interaction do not affect a faculty member's ability to respond to particular circumstances of student learning in their course.
- D. Hybrid: at least 50%, but less than 100% electronic interaction

For the purposes of this document, **hybrid** is defined as partial replacement of physical class meetings with electronic interaction. The instructor(s) and the learner share the same physical space less than 50% of the time. As a replacement for in-class instruction, interaction between the instructor and students takes place synchronously or asynchronously through predictable, regular, and substantive electronic interaction. Expectations for electronic interaction do not affect a faculty member's ability to respond to particular circumstances of student learning in their course. The dates, times, and location for face-to-face meeting must be clearly stated in the Schedule of Classes and in the course syllabus.

- E. Distance Education: a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are at different instructional sites.

Using the definitions above, Longwood University will adhere to the designations outlined by the State Council of Higher Education for Virginia (SCHEV) for reporting courses, programs and certificates as on-campus or off-campus, synchronous or asynchronous, and face-to-face, online, or hybrid.

- F. Digital Education Collaborative (DEC): The DEC is a unit housed in the College of Graduate & Professional Studies (CGPS). The director is appointed by the Dean of CGPS. The DEC serves to support instructional technology (the design and delivery of courses through distance learning technologies), to promote hybrid and online teaching and learning of the highest quality, to facilitate institution-wide collaboration specific to distance learning, and to monitor and respond to internal and external regulatory issues related to hybrid and online teaching and learning.
- G. LOTI: The Longwood Online Training Institute (LOTI) is a faculty professional development program intended to provide faculty with the skills and technical support necessary to develop and teach high quality hybrid and/or online courses. LOTI seeks to ensure consistent and high-quality content and instructional experience that adheres to nationally recognized standards for online and hybrid courses. These standards must focus on optimal course design and be supported by recent research. Versions of LOTI at both the advanced and refresher level are available to faculty who have successfully completed the initial LOTI program.

III. Applicability

The *Faculty Policies and Procedures Manual* applies to all faculty of the University, regardless of their teaching location or the format of instruction used. Policies pertaining to academic load, compensation, syllabi, grading, copyright, and evaluation are documented in the *FPPM*. Faculty teaching online and hybrid courses must meet the same credential requirements as faculty engaged in face-to-face, campus-based courses. Expectations for high quality instruction consistent with the mission and vision of Longwood University apply to all levels of faculty from full-time to adjunct status.

IV. Responsibility

Dean, College of Graduate & Professional Studies: The Dean of CGPS is responsible for the oversight and facilitation of online and hybrid instruction including training, management of the online fee budget, assessment, administration of related policy, and the submission of reports and/or data required by SACSCOC, SCHEV, the institution, or other agencies.

Digital Education Collaborative: The DEC is responsible for the roles described under the definitions section. The DEC works with the Academic Technology Advisory Committee, department chairs, program coordinators/directors, ITS, the Greenwood Library, CAFE, Longwood students and other groups or individuals involved with instructional technology. The director of the Digital Education Collaborative report to the Dean of CGPS.

College Deans and Department Chairs: maintain responsibility for online and hybrid course and program delivery including course scheduling, selection of LOTI trained faculty, enrollment caps, and all other responsibilities associated with face-to-face instruction.

Academic Technology Advisory Committee: This Senate committee will meet regularly with the DEC directors. Its responsibilities and reporting routes are in the [FPPM Section VI.E. Academic Technology Advisory Committee.](#)

V. Policy

A. Approval of Faculty Using Distance Education

Online faculty who teach using distance education are subject to all Longwood academic policies and procedures. The following are some additions to these policies that are specific to distance education.

Before teaching an online or hybrid class, any Longwood faculty member, including adjunct faculty, must complete the required LOTI training. LOTI training will be provided every fall, spring and summer term. Faculty may test out of portions of the LOTI training.

Faculty members who have had online or hybrid instruction training *external* to Longwood may be approved to teach distance education for one academic term, during which they must complete LOTI or successfully complete a review of a self-designed course in that first academic term. This review will use a nationally recognized rubric (such as Quality Matters) or the Longwood Distance Education Checklist. Evidence of training and/or experience in teaching online must be provided to their department chair and the Dean of the CGPS.

Details and information about LOTI training can be found at the DEC website.

With approval of the associated department chair and associated College Dean, faculty members may teach any course in hybrid or online format once they have completed the LOTI training. Course delivery decisions should be made at the program and departmental level.

As professional development, all faculty members are strongly encouraged to participate in LOTI training.

B. Approval of Distance Education Programs or Certificates

For SACSCOC Substantive Change reporting purposes departments planning to offer one or more of their **programs** or **certificates** with at least 25% of required courses delivered via distance education must notify the DEC prior to advertising and offering the program or certificate in that format.

C. Course Review and Assessment *(see also under Procedure)*

Longwood Conducts sustained, evidence-based and participatory inquiry to determine the effectiveness and quality of online, hybrid, and other distance courses and programs. This inquiry is guided by the Distance Education and Correspondence Courses Policy Statement endorsed by SACSCOC. The determination of course content (including amount and type of material, suitability of learning objectives, etc.) for all online and hybrid courses occurs as part of the regular curriculum process originating at the department level. Longwood University will conduct regular reviews of hybrid and online courses. Reviews will be shared with participating faculty members and the associated department chairs. Reviews shall address those areas where the pedagogical aspects are inherently related to the different methodology/delivery of teaching in an environment using electronic interaction. Faculty members are encouraged to seek the opinion of a disciplinary peer to review aspects related to course content (e.g., amount and type of material, suitability of learning objectives, etc.).

D. Faculty Support

Longwood University provides full support for faculty teaching online and hybrid courses including the training, resources, and technical support necessary to provide effective instruction regardless of delivery time and location. Review of such courses is an essential component in the professional development of the LOTI trained faculty.

E. Student Support

Longwood University ensures that all forms of student support, including academic support, technical support, and student services, are available to all Longwood students regardless of their location.

F. Student Identity Verification

In compliance with federal law, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requires that member colleges and universities verify student identification for online courses. Students enrolled in online courses at Longwood are required to use a secure login and pass code to access course assessments. Faculty members should also require students in online courses to use a webcam and/or online test proctoring service (such as Honorlock or a similar product) to verify a student's identity for certain assignments or assessments.

G. Information Technology Services (ITS)

In collaboration with the DEC, Longwood's ITS unit will provide and support the necessary hardware and software for distance education.

H. Distance Education Enrollment Caps

Maximum registration in a hybrid or online course is determined by the dean and the chair, with consultation from the faculty teaching the course. Maintaining the quality of the course and the student experience must be the primary factors when considering enrollment caps.

However, Longwood University recommends online enrollments of 15-30 students maximum for hybrid or online courses during the regular terms and 15-20 students maximum in compressed terms. Most hybrid or online courses require more time than face-to-face classes for instructor-student interaction, consistent and timely feedback, and monitoring of student activities to ensure quality of student learning. Additional factors that should be taken into consideration in setting enrollment ranges for hybrid and online courses are the type and level of the course, the degree of interaction required in the course, existing enrollment ranges for the same on-campus course, recommendations from the faculty member teaching the course regarding impact of class size on teaching and learning effectiveness, and the faculty member's previous experience.

I. Student Experience & Learning Form

Student Experience & Learning Form (SELF), as conducted by the institution, occurs in all courses in accordance with the policy in FPPM [Section IV.R. Student Feedback on Course Experiences and Learning](#), regardless of the location or delivery format. Additional questions related to specific aspects of the hybrid or online learning experience may be added to the SELF.

J. Copyright

Faculty and students are expected to comply with Title 17, United States Code regarding copyright laws and the Technology, Education, and Copyright Harmonization Act as it pertains to the creation and use of online content.

K. Intellectual Property

The ownership of materials created by faculty members for online courses is treated in the same fashion as materials created by faculty members for traditional courses as outlined in FPPM [Section II.P. Policy on Intellectual Property and Patents](#). If a faculty member receives compensation for developing course materials, content artifacts, etc., he or she has the right to use the material as he or she sees fit, as does the University.

VI. Procedure Course Review

Course Design: Hybrid and online courses will be reviewed on a regular basis using a nationally recognized rubric (such as Quality Matters) or the Longwood Distance Education Checklist by trained peer reviewers. The Longwood Distance Education Checklist will be the default rubric for course review. If desired, faculty members can request their course to be reviewed using the Quality Matters rubric. Reviews will be facilitated by the DEC in collaboration with the academic departments. The rubric provides objective, consistent, proactive and positive feedback to faculty who teach using distance education regarding the course design.

Reviews shall address those areas where the pedagogical aspects are inherently related to the different methodology/delivery of teaching in an environment using electronic interaction. Elements in the rubric related to course content (including amount and type of material, suitability of learning objectives, etc.) can be included when reviewed by a disciplinary peer.

Review of course design is intended as a means to improve the quality of distance education courses. As such it is considered an area of ongoing professional development for participating faculty and will be treated as such within departments and programs. Reviews will be shared with both participating faculty members and the associated department chair in order to promote quality enhancement of each department's distance education courses. Quality enhancement may include recommendation for further professional development opportunities.

All current faculty who have received LOTI training will have an online or hybrid course reviewed at least every five years. If no such course is available in that timeframe, the faculty member must complete a refresher LOTI course prior to teaching distance education again.

Course Equivalency: Each online or hybrid course must adhere to the required credit hours (FPPM [Section II.I. Standards for Academic Credit](#)). If the course is also regularly taught in a traditional face-to-face format, the course must cover the same amount of material with the same level of assessment. This equivalency should be clear from the course syllabus, which must be visible in the course delivery system. Hybrid courses must clearly include face-to-face meeting times on the syllabus and demonstrate what content will occur through electronic interaction. Each academic department can require additional standards if desired.

Compressed Terms: Courses taught during compressed schedules (e.g., winter intersession, summer) should be of identical quality (as per FPPM [Section II.I. Standards for Academic Credit](#)) as those taught during full terms.

Distance Education Course and Program Assessment

In collaboration with department chairs, program coordinators/directors, faculty and students, the DEC will ensure that components related to accreditation, as they pertain to online and hybrid courses and programs, will be monitored for reporting purposes through a variety of methods. Assessment methods for online and hybrid instruction include, but are not limited to, regular review of course design and delivery, surveys, student data, and comparative studies with face-to-face instruction. Longwood University conducts regular reviews of all distance education programs.

The DEC will maintain additional procedures and resources and information available on the DEC website.

Reference: Faculty Senate, April 12, 2012; April 9, 2015, April 23, 2015; April 25, 2019; March 11, 2021, April 20, 2023. Board of Visitors, September 12, 2012.

Longwood Distance Education Checklist

Course:

Faculty:

*Note: All standards designated with an asterisk * are deemed essential standards and must receive a Met rating for the course to receive an overall Met Review.*

General Course Information	Met/Not Met	Comments
*1. The course syllabus includes all FPPM requirements (see Syllabus/Office Hours from FPPM).		
*2. Course structure and Credit Hour Work Requirements clearly explain student engagement in this distance education course (see Syllabus/Office Hours from FPPM).		
*3. Student resources including the writing center, QR center, and tutoring information is included and appropriate for the level of the course (<i>grad vs undergrad</i>)		
*4. Campus resources reflect the course and type of student enrolled (<i>ie, online classes reflect online resources available</i>) list resources. (Can link to DEC maintained page if desired).		
*5. The course provides a link to the DEC maintained page providing students with information on data protection and privacy/accessibility information for all university licensed technologies.		
Course Design	Met/Not Met	Comments
*1.1 Instructions clearly state the purpose of the course, how to get started, how to navigate the course, and where to find various course components.		
1.2 Course design and navigation facilitates ease of use and readability through consistent layout, organized content, logical format, and working links to URL's, files, documents, etc.		
1.3 Expectations for communication among students and faculty for online discussions, email, and other forms of interaction are clearly stated.		
1.4 Course policies are clearly stated or a link to current policies is provided.		
1.5 Minimum technology requirements and computer skills are clearly stated and information on how to obtain the technologies is provided.		
1.6 The self-introduction by the instructor is available online.		
1.7 Learners are asked to introduce themselves to the class.		

Longwood Distance Education Checklist

Course:

Faculty:

*Note: All standards designated with an asterisk * are deemed essential standards and must receive a Met rating for the course to receive an overall Met Review.*

Student Learning Outcomes	Met/Not Met	Comments
*2.1 The course learning outcomes are measurable and located on the course syllabus.		
*2.2 The module/unit learning outcomes are measurable and consistent with the course-level outcomes and are located on module overview pages.		
*2.3 The relationship between learning outcomes and course activities is clear through a course map, module overview page, narrative, or other format.		
Assignments and Assessments	Met/Not Met	Comments
*3.1 The assignments and assessments measure the stated learning outcomes.		
*3.2 Course assignments and assessments include clear instructions for successful completion and the evaluation of learners' work.		
*3.3 The connection between assignments and assessments and the overall grading scheme is clear.		
3.4 The assignments and assessments used are sequenced and varied.		
3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback from self, peers, and/or faculty.		
Instructional Materials	Met/Not Met	Comments
4.1 A variety of instructional materials is used in the course to allow students to engage with course content in different ways.		
*4.2 The relationship between instructional materials and learning activities is clearly explained and if optional materials are used, they are clearly identified.		
4.3 The course follows guidelines for the use of copyrighted materials as outlined in the FPPM (see Use of Copyrighted Materials in Instruction from FPPM) and models academic integrity, to include citing all outside materials (text, video, images, etc.) used.		
Course Interaction	Met/Not Met	Comments
*5.1 The instructor's plan for interacting with learners during the course is clearly stated.		

Longwood Distance Education Checklist

Course:

Faculty:

*Note: All standards designated with an asterisk * are deemed essential standards and must receive a Met rating for the course to receive an overall Met Review.*

*5.2 Learning activities provide opportunities for substantive interaction that support active learning. The requirements for learner interaction are clearly stated.		
Course Technology	Met/Not Met	Comments
*6.1 A variety of technology and/or Canvas tools are used in the course and support the learning outcomes.		
*6.2 Course technology and/or Canvas tools promote learner engagement and active learning.		
6.3 Course audio and video quality are clear, easy for students to use/control and resize as needed.		
Accessibility	Met/Not Met	Comments
*7.1 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.		
7.2 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.		

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A. GENERAL PROVISIONS

Consistent with Federal and State law, the University promotes equal opportunity for all prospective and current students and employees. The University will not discriminate against any individual on the basis of race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, veteran status, or disability status, except in relation to employment where a bona fide occupational qualification exists. (Longwood University Policy 2033: Non-Discrimination)

Academic responsibilities of the faculty include but are not limited to:

1. Teaching and providing instructional support
2. Academic advising and academic consulting with students
3. Engaging in research, publication, and creative artistic activities
4. Fulfilling ongoing departmental needs of both a continuing and developmental nature, including addressing the quality, integrity, and review of department curriculum and programs.
5. Supporting the activities of Longwood University in such ways as performing committee work and providing consultation to the University

Except in accordance with the State and Local Government Conflict of Interest Act, the University will not limit or prohibit the simultaneous employment of two or more members of the same family. However, faculty or staff shall not initiate, participate in, nor influence institutional decisions involving a direct benefit (including appointment, retention, promotion, tenure, salary, and leave) to members of their immediate family.

While individuals and committees involved in personnel decisions have specific responsibilities, the Provost and Vice President of Academic Affairs (PVPAA) and the Deans of the colleges shall be responsible for the general implementation of the appointment, reappointment, promotion, and tenure policies of the University.

The PVPAA is responsible for making available to all faculty members a current *Faculty Policies and Procedures Manual*. Each Department Chair shall be responsible for providing all department members with a copy of all current departmental policies and procedures concerning reappointment, promotion, and tenure.

The Board of Visitors may make exceptions to the various criteria for appointment, reappointment, promotion and tenure.

References. Faculty Handbook 1982, 1986; Longwood College Board of Visitors, July 16, 1982; Faculty Senate 1996, 1998, March 2, 2017, January 18, 2024.

B. PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

Under the general direction of the President, the Provost and Vice President for Academic Affairs (PVPA) functions as the chief academic officer of the University. Specific responsibilities include:

1. Advising the President, the other vice presidents, and, at the wish of the President, the Board of Visitors on all academic activities and functions including curricula, instructional services, public service and research, and student services.
2. Assisting the President by representing the University on academic matters to the State Council of Higher Education and other public and private agencies external to the University.
3. Leading, directing, coordinating and evaluating the various offices and other units of academic affairs to ensure that these units operate efficiently in support of the mission of the University.
4. Stimulating, through appropriate administrative and faculty groups, curriculum development, assessment, and evaluation.
5. Participating in the preparation of University budgets annually and biennially as well as establishing and managing the annual budget of Academic Affairs.
6. Directly supervising and evaluating the Deans of Colleges, Dean of the Library, Associate Provosts, and Directors of Academic Affairs units.
7. Forwarding faculty personnel recommendations to the President on appointment, reappointment, promotion, tenure, and salary issues.
8. Supervising the effective implementation of all constitutional or statutory laws, state and charter regulations, board policies, and internal procedures.
9. Communicating board and presidential policies and directives to the academic and student administration and faculty and student affairs staff.
10. Performing such other duties as may be assigned by the President.

Reference: Report of the Committee on Structure and Governance, May 4, 1989.

C. DEANS

Longwood University has five Colleges: three academic colleges (Business & Economics; Education, Health, and Human Services; and the Cook-Cole College of Arts & Sciences), and two supporting colleges, (the College of Graduate and Professional Studies, and the Cormier Honors College). The college dean is the chief academic and administrative officer of each College; each dean reports to the Provost and Vice President for Academic Affairs (PVPAA) and, has jurisdiction and responsibility for the best interests of the college's programs and faculty and the academic well-being of its students.

Specific roles of the deans include:

1. Providing academic leadership to the college.
2. Facilitating the development of and implementing the college's mission and ensuring that it is congruent with the mission of the University.
3. Assisting in the development, implementation, and review of the University's mission.
4. Implementing the college and University strategic plan; ensuring that the college's strategic plan is mission driven and supports the University's plan.
5. Working in a cooperative and constructive manner with other leaders of the Longwood University community.
6. Encouraging and supporting curricular and instructional innovation within the college.
7. Managing the human, financial, and physical resources of the college, promoting a fair distribution of all their resources, including faculty and staff positions, course scheduling, instructional space, and instructional equipment.
8. Supervising program assessments and reviews within the college.
9. Guiding the recruitment, retention, and development of the students of the college.
10. Encouraging and supporting faculty development within the college.
11. Ensuring the mentorship and support of new faculty members.
12. Ensuring the integrity of procedures regarding appointment, reappointment, promotion, tenure, and annual evaluation of faculty.
13. Managing faculty recruitment within the college.
14. Ensuring effective management at all levels within the college including recommendation of department chair in consultation with the faculty.
15. Encouraging and supporting the development of quality research and other intellectual contributions and effective public service by the faculty within the college.
16. Identifying and obtaining external resources for the college.

17. Promoting positive and productive relations with the alumni of the college and with the larger community.
18. Ensuring that the college maintains appropriate professional accreditation for its programs.
19. Approving exceptions to academic regulations as allowed by University and college policies.
20. Performing other duties as assigned by the PVPAA.

References: Report of the Committee on Structure and Governance, May 4, 1989, Academic Affairs Committee, October 17, 1997; Faculty Senate Minutes, February 10, 2022

D. PROCEDURE FOR THE APPOINTMENT OF COLLEGE DEANS

1. The procedure to fill a vacant college dean position involves collaboration between the Provost and Vice President for Academic Affairs (PVPAA) and the faculty of the college in which the vacancy occurs. The search process normally begins in the fall semester and is designed to lead to an appointment for the subsequent year. The process is initiated by the PVPAA, who informs the college faculty that the search will be conducted, and provides the faculty with the procedure to be followed.
2. The five member search committee will consist of three faculty members and one student member representing the college in which the vacancy exists, and one non-student member external to the college. Nominations for the student member will be provided by the Vice President for Student Affairs.
3. The selection for nominees for the college faculty representatives will be initiated by the PVPAA, who will circulate to all full-time faculty members of the college a list of all full-time faculty in the college. Each faculty member will check six names and return the ballots within five days to a designated member of the Senate Executive Committee who is not on the above circulated list. This individual, with the assistance of another Senate faculty member who is not on the above circulated list, will count the ballots and transmit the results to the PVPAA. The list of nominees shall consist of the six individuals receiving the highest number of nominating votes.
4. Upon receipt of the list of nominees, the PVPAA will choose three faculty members, no two of whom will reside in the same department, unless the college has fewer than 3 departments, at which point each department must be represented. The PVPAA will invite the selected faculty members to serve on the search committee; whenever possible the nominees receiving the highest votes will be chosen to serve.
5. The Vice President for Student Affairs will provide the PVPAA with a list of three students from which to choose a student representative to the committee. Students on the list must have a minimum 3.0 GPA and 60 hours of course work completed at Longwood University.
6. The PVPAA will appoint a fifth committee member who is not a student, and who is not affiliated with the affected college, to complete the composition of the committee. The PVPAA will notify the college of the committee composition as soon as the selection process is completed.
7. The PVPAA will appoint a committee chair and call an initial meeting of the committee to give the members their charge, and to discuss the search procedures and time table. The search committee and the PVPAA will work together to create an advertisement for the vacant position. The PVPAA is responsible for placing the advertisement in appropriate venues.
8. When the deadline for applications is past, the committee will screen the applicants, narrowing the applicant pool to a list of no more than twelve candidates. The committee will examine the qualifications of this list and conduct preliminary interviews with candidates on this list.

9. Upon completion of this process, the committee will forward to the PVPAA a list of the two to four most promising candidates, any of whom appear to be acceptable to the committee, and their files.
10. The search committee and the PVPAA will arrange an interview schedule for the finalists and invite them to campus. The schedule will include opportunities for interview by the committee, the department chairs, the PVPAA, the President, students, and other constituencies deemed appropriate by the PVPAA.
11. After the campus interviews are completed, the search committee will meet to discuss these candidates. They will forward to the PVPAA a list of acceptable candidates. If an acceptable candidate is chosen by the PVPAA, the selection will be announced to the faculty at the earliest feasible time.
12. Should none of the candidates invited for an on-campus interview prove acceptable to the search committee, the committee will provide the PVPAA with additional names to invite to campus and repeat step 10. If no candidate from the short list of no more than twelve is acceptable, the PVPAA will determine whether or not to reopen the search that year or temporarily fill the position with an interim.
 - a. When appointing an interim dean, the PVPAA will identify more than one potential candidate.
 - b. The PVPAA will provide faculty of the affected college with copies of resumes of potential candidates and will arrange an opportunity for faculty to meet with each candidate.
 - c. The PVPAA will provide opportunities for faculty feedback on the candidates prior to making an appointment.
13. Throughout the process, the committee will maintain strict confidentiality. The committee will keep the PVPAA informed as the search progresses, especially if circumstances dictate an adjustment in the time table established at the beginning of the search.
14. Prior to making a decision to delay a search for a permanent dean and appoint an interim dean, the PVPAA will meet with the faculty of the affected college to discuss the situation before the process begins. The steps outlined in 12 a, 12b, and 12c must be followed.

References: Faculty Senate, March 12, 2015, April 21, 2022.

E. DEPARTMENT CHAIRS

Duties and Responsibilities of Department Chairs

The responsibilities of department chairs are many. In breaking down these responsibilities into seven areas, this description tries to help the department chair become more explicitly aware of the major dimensions and expectations of the position. This document will serve as the basis for a principled evaluation of the faculty member's performance as a department chair.

1. **Administration:** The department chair, the chief academic and administrative officer of the department, is a crucial link in the administrative chain. As a day-to-day administrator, he/she must represent ably the needs of the department faculty, students, and staff to the dean and other administrators. In turn, he/she must communicate effectively college and University policy decisions to the department's faculty at regular meetings. In addition, the chair should help the department develop productive relationships with, and be an effective representative of the department to the other departments, the College, the University, and the outside community. Within the department, the chair should ensure the evaluation and assessment of department programs and goals, and the writing and timely submission of assessment and other reports and reviews as required by administrative offices in order to implement effectively the goals and objectives of department programs and of the University vision statement to foster a meaningful learning environment to educate student leaders for the common good. The chair should establish an appropriate, collegial committee system to assist him/her in managing the department. The chair may delegate specific duties to individuals interested in performing them. The chair should also be concerned with maintaining effective support staff and services, and managing the department budget and facilities efficiently and equitably. Fairness and trustworthiness are important attributes that the chair must display at all times.
2. **Planning and Development:** The department chair is responsible for the development of the department. This broader administrative role includes the ability to see and to address the department's problems/challenges and to plan for future needs such as recruitment, orientation, professional development, administrative appointment, constructive annual evaluation, and support of faculty teaching, scholarship, and service, and staff service and employment, and to foster an encompassing learning environment within the department. Out of a commitment to the integrity of the discipline and to the teaching mission of Longwood, the chair should, in consultation with the faculty, set goals for the growth and development of the department. Perhaps the chair's most difficult task is to move the department toward the achievement of those goals.
3. **Professional Concerns:** The department chair is responsible for the delivery of excellent instruction in the department in order to educate student leaders by engaging students, faculty, and staff to cultivate a comprehensive and compelling learning environment under the guidance and direction of the college dean and Provost and Vice President for Academic Affairs (PVPAA) in coordination with the Office of Admissions, the Registrar, and other administrative officers. The chair should set an example for the faculty both in teaching and professional activities. He/she should be concerned with both curriculum and faculty development. For example, the chair might seek to have faculty workshops on pedagogy or establish a department speaker series. The chair should be supportive of the general

curriculum and should seek to have faculty participate in the general education series. The chair should encourage faculty to seek intramural and extramural grants and contracts and, when necessary, assist them in these endeavors.

4. **Faculty:** The department chair needs to be able to communicate easily and effectively with the department's faculty. He/she must be available to and approachable by faculty for consultation. The chair must strive to be objective and fair in evaluation for promotion, tenure, and salary decisions, and in general help elicit the best performance from diverse faculty members. The department chair shall observe probationary faculty members' classroom performance every year, when feasible. It is the chair's responsibility to determine faculty merit raises on the basis of goal setting based on previous discussions with the chair about expectations to be met during the review cycle. The chair should also support the search for the best possible new faculty member/s, while nurturing the growth and development of the present departmental members.
5. **Students:** The chair should likewise be available to and approachable by students. The chair is responsible for the successful recruitment, orientation, advising, and registration of students, including the management of grade appeals, the attainment of the most appropriate student schedules through the administration of independent study courses, internships, course substitutions, and withdrawals, and the development and support of student advisory, educational, and service committees, clubs, and honorary societies. It is imperative that the chair be a leader in helping to develop the best procedures for advising, for recruiting, and for providing sound career council to advanced students. The chair should also seek to involve students with faculty and departmental activities when it is appropriate.
6. **Leadership:** The department chair's individual leadership style is perhaps the most elusive aspect of the role to prescribe and/or describe. Though individual style may differ, it is clear that the chair ought to be dedicated to the welfare of the department and foster a professional work atmosphere. It is imperative that the chair be perceived as fair, reasonable, approachable, humane, and effective. The chair's prime concern ought to be the welfare of the department and not how a decision affects the chair personally. The chair can usually gauge the quality of his/her leadership from the morale of the department, and a chair should seek feedback on the faculty's perception of his/her leadership. The chair is responsible for the delivery of excellent instruction through efficient resource allocation, class scheduling, catalog copy publication, curriculum and program development, and faculty and staff development.
7. **Other Areas:** In addition to those outlined above, chairs will have other important duties and responsibilities for administering programs that are unique to their departments.

Selection and Compensation

1. **Appointment and Term of Office:** A department chair is appointed by the Dean of the College housing the department following the selection process described below. The appointment must be approved by the PVPAA. The normal term of office for a department chair is three years, although a chair may be replaced before the three year term is completed. A chair may serve at most four consecutive three year terms.
2. **Selection Process:** A candidate for department chair must be willing to take on and be

capable of carrying out the responsibilities of a chair and must have the support of department faculty. The Dean may use individual interviews with department members, group interviews, and/or polls of department members to help determine the best candidate for department chair. The candidate chosen by the Dean for chair must be acceptable to at least two-thirds of the faculty in the department. If a previous poll has not already shown such support for the candidate, the Dean should arrange a vote by secret ballot in which each department faculty member will indicate acceptance or non-acceptance of the candidate. When the candidate receives two-thirds support from department faculty, the Dean will forward the selection to the PVPAA for approval.

3. **External Searches; Interim Chairs:** If the department chair position cannot be filled internally (because of a lack of willing and qualified candidates having support of two-thirds of the department faculty) and if a faculty position is available for the department, a national search for a chair may be conducted. Such a national search will follow the usual guidelines for faculty searches and department faculty will interview and recommend at least two candidates for the department chair position to the Dean. If the chair position cannot be filled internally by the normal selection process and a national search is either impossible or unsuccessful, the Dean may appoint an interim chair until the position can be filled.
4. **Reappointment:** Department chairs may be reappointed, but may serve at most four consecutive three year terms. Department chairs are evaluated each year by their faculty with results provided to the Dean. During the final year of a chair's three year term, the Dean will conduct an extensive review to determine if the chair is willing to serve an additional term, still has the support of department faculty, and has a record of performance as chair which merits an additional term. The decision to reappoint the chair for an additional term or to select another candidate will be made no later than February 15 of the final year of the three year term.
5. **Compensation Policy:**
 - a. Department chairs will receive at least one course (3 credit hours) of reassigned time each semester. Up to four courses (12 credit hours) of reassigned time per academic year may be granted depending on the number of faculty and staff the chair supervises and evaluates and the complexity of the programs within the department. Any reassigned time beyond one course must be negotiated with the Dean and must receive prior approval from the PVPAA.
 - b. Department chairs in departments with 20 or more faculty will each receive a stipend of \$9,000 for the academic year. Chairs in other departments will each receive an annual stipend of \$8,000.
 - c. Department chairs are normally expected to be available during the summer months and will be compensated for summer responsibilities by a stipend of \$2,000. During the summer months, a chair is responsible for normal office functions such as keeping the office open, following up on inquiries and messages, helping with summer orientation, and being available to talk to prospective students and parents. The chair is not necessarily present every day of the summer; the chair's work schedule for the summer should be worked out in consultation with the Dean. Chairs who can present a reasonable case for needing a summer free and who can find a department colleague who is willing

to serve as acting chair for the summer may apply for release from summer responsibilities. In such a case the acting chair will receive the summer stipend.

6. **Leave and Conclusion of Service:** A chair who goes on leave for an entire academic year during the term of office will receive no chair's compensation for that year. A chair who is on leave for a part of an academic year may receive reassigned time and partial stipends appropriate to the amount of administrative service performed during that year.

Upon completion of a chair's term of office, the former chair will no longer receive reassigned time or either of the stipends for chairs.

7. **Acting Department Chairs:** If a department chair is unable to serve during part of the three year term of office, the Dean may appoint an acting department chair. A faculty member who serves as acting department chair for an entire academic year will receive compensation appropriate for the regular chair. A faculty member who serves as acting chair for part of the academic year will receive compensation appropriate to the amount of administrative service performed during the year.

8. **Sabbatical Leave for Department Chairs**

- a. The University acknowledges that the role of department chair is particularly demanding. The duties of department chair are such that it is desirable to provide department chairs who serve two consecutive terms (six years) with an automatic semester-long paid leave, as budget funds and faculty resources permit, to facilitate professional renewal.
- b. Department chairs who serve two consecutive three-year terms shall be entitled to this leave at the conclusion of the second term. The leave will not require submission of an application.
- c. During the one semester leave the department chair shall receive his or her full base salary, minus the department chair stipend.
- d. Awarding of this leave shall be independent of the regular sabbatical program and all of its associated criteria and shall not take priority over funding for the regular sabbatical program.
- e. A department chair may defer the leave to the end of a third or fourth term if he or she serves for that length of time, but deferred leaves may not be "banked"; i.e., a chair may not add a deferred leave from the end of the second term to a second leave at the end of a fourth term.
- f. A department chair who takes a leave at the conclusion of his or her first two terms and then continues into a third and fourth term shall be entitled to a leave at the conclusion of the fourth term.

- g. In the case of a continuing chair who takes a leave at the end of the second term, the University shall provide resources such that an acting chair may cover the duties while the continuing chair is on leave. The term of office for continuing chairs is inclusive of their semester of leave (i.e., all chair terms run from July 1 of one year to June 30 three years later, regardless of leave).
- h. **Obligations Upon Leave Completion:** This leave is granted on the condition that, at the conclusion of the leave, the faculty member is obligated to render service to the University for at least one contract year or to refund the money received in salary during the leave. Details of current provisions for repayment are available in the Office of Human Resources.

A department chair who has been granted this leave will be required to write a brief but detailed report on the work accomplished during the time on leave. This report should be submitted to the PVPAA by January 30 following a fall semester's leave and by September 1 following a spring semester's leave. Department chairs who fail to submit a written report will not be eligible to receive future sabbatical or faculty connections leaves.

References: Academic Affairs Committee, October 31, 1997; Academic Chairs Council, March 12, 2013; Report of the Committee on Structure and Governance, May 4, 1989; Faculty Senate, April 22, 2010; April 27, 2012, April 5, 2018; February 11, 2021; Board of Visitors, June 15, 2012, June 8, 2018.

F. PROGRAM COORDINATORS

Per SACSCOC, an educational program is a coherent course of study leading to the awarding of a credential. Each undergraduate degree program is an educational program, and each must have a program coordinator. Additionally, programs that have a concentration or endorsement that leads to teacher licensure may have an additional program coordinator for responsibilities related to this coursework. For each program with such a licensure option, the department chair will determine whether an additional program coordinator is needed, in consultation with the dean.

The department chair shall serve as the program coordinator in a department with one discipline. The department chair can also serve as program coordinator of his/her discipline within multi-discipline departments. In multi-discipline departments, each program coordinator will be appointed by the department chair after consultation with the dean, with the program faculty members, and with the faculty member selected by the chair to be the coordinator. The appointment should be based on factors such as seniority, productivity of the faculty member, and respect for that member by other members in the program. The title "program coordinator" will appear next to that faculty member's name in the department's section of the University catalogs.

Each program coordinator will be appointed annually by the department chair and is eligible for reappointment. Each program coordinator who is not the department chair shall receive a stipend; the amount depends on whether external program accreditation responsibilities are required. The department chair, in consultation with the dean, will decide whether to award or reduction in teaching load for program coordination responsibilities in years when a major external accreditation report is due.

Each program coordinator will have responsibility for: a) providing leadership in the development and/or revision of curricula, such as proposing new or cooperative programs or maintaining cooperative agreements, and b) working with the department chair on matters of internal and external assessment and, if applicable, program accreditation. Additional specific responsibilities of program coordinators are assigned by the department chair, and may include:

1. Calling and presiding over meetings that deal with academic or administrative matters external to curriculum.
2. Assisting the chair in scheduling classes, evaluating potential transfer coursework, and in recommending course substitutions for students.
3. Assuming responsibility for catalog copy in consultation with the department chair.
4. Assisting the chair in faculty development and recognition.
5. Serving on or chairing search committees for program faculty, and recommending qualified adjuncts who meet appropriate accreditation or other requirements.
6. Arranging and scheduling special events related to the program, and arranging publicity for such events.
7. Assuming responsibility for advising material for the program, including developing and maintaining a student handbook and advising sheets.

8. Assisting the department chair in program promotion, including involvement in student recruitment, screening, open houses, developing and maintaining brochures, and web site content.
9. Assuming responsibility for coordination and/or supervision of internships, practica, or student teaching.
10. Performing such other duties as may be assigned by the chair.

References: Report of the Committee on Structure and Governance, May 4, 1989; Faculty Senate Minutes, April 25, 2013; April 23, 2020.

G. GRADUATE PROGRAM DIRECTORS

Each graduate program shall have a program director who teaches in the program. Separate concentrations in the MS in Education may have different directors to handle the variety of licensure and accreditation requirements.

A program director will be appointed by the deans of the college and the College of Graduate and Professional Studies (CGPS), based on the recommendation of the department chair. The Chair shall solicit input from the program faculty members. Appointment should be based on factors such as seniority, productivity of the faculty member, administrative skills, and respect for that member by other members in the program. The department chair may also serve as director of his/her discipline within multi-discipline departments that require program directors. The title “Graduate Program Director” will appear next to that faculty member’s name in the department’s section of the University catalog. The position may be divided at the discretion of the department chair, according to the needs of the department, and in consultation with the deans of the college and CGPS. Each program director will be appointed for a two-year term by the deans of the academic college and CGPS, based on a recommendation of the department chair. The director is eligible for reappointment.

The program director shall receive a stipend. The deans, in consultation with the department chair will decide on whether further compensation, including reduction in teaching load and/or summer compensation, is appropriate. The type and amount are based on the director’s responsibilities. Due to the nature of the work of the program director, it is expected that the program director is available during the summer.

Each program director will have responsibility for: a) providing leadership in the development and/or revision of curricula, such as proposing new or cooperative programs or maintaining cooperative agreements, and b) working with the department chair on matters of internal and external assessment and, if applicable, program accreditation. Planning for accreditation and site visits shall be collaborative between the program director, chair, and the deans of the college and the CGPS. Additional specific responsibilities of program directors may include:

1. Calling and presiding over meetings that address academic, administrative, or budget matters.
2. Assisting the chair in scheduling classes, evaluating potential transfer coursework, and in recommending course substitutions for students.
3. Approving all requisitions and/or travel related to the graduate program before final approval.
4. Assuming responsibility for graduate catalog copy in consultation with CGPS.
5. Assisting the chair in graduate faculty development and recognition.
6. Serving on or chairing search committees for program faculty, and recommending qualified adjuncts who meet appropriate accreditation or other requirements.
7. Arranging and scheduling special events related to the graduate program and arranging publicity for such events.

8. Assuming responsibility for advising graduate students, which includes developing and maintaining a student handbook and advising sheets.
9. Assisting with student recruitment via planning, arranging, and carrying out interest sessions and open houses.
10. Assuming responsibility for developing and maintaining brochures, web site content, and other informational/promotional activities in collaboration with CGPS and web communications.
11. Managing student enrollment to maintain program viability.
12. Assisting CGPS in recognizing graduate students.
13. Organizing review of program applications, decision-making on admissions, and other admissions-related activities.
14. Coordinating program orientation events and processes.
15. Coordinating alumni activities as appropriate for program promotion in collaboration with CGPS and the Office of Alumni Affairs.
16. Coordinating request for selection of and supervision of any graduate assistant related to the program.
17. Coordinating the program's summative assessment.
18. Performing such other duties as assigned.

References: Faculty Senate Minutes, October 12, 2017; Board of Visitors, June 8, 2018; Minutes of Faculty Senate April 23, 2020.

H. CIVITAE CORE CURRICULUM DIRECTOR AND COORDINATORS

1. Director of the Civitae Core Curriculum

The Civitae Core Curriculum Director oversees the development and implementation of the Longwood University Civitae Core Curriculum and chairs the Civitae Core Curriculum Committee. The Director is appointed by the PVPAA and receives half time release (generally two courses) each semester in addition to compensation (comparable to department chairs) for additional responsibilities and summer work. The term of the appointment is three years and is subject to review annually by the PVPAA. The Director may be re-appointed at the discretion of the PVPAA.

Responsibilities of the Civitae Core Curriculum Director include:

- Coordinates day-to-day operation of the Civitae Core Curriculum by providing students, faculty, departments, and university offices with information relating to the program
- Presides over meetings of the Civitae Core Curriculum Committee, working collaboratively with other voting and ex-officio members of this committee
- Oversees the review, approval, and renewal of Civitae Core Curriculum courses through the Civitae Core Curriculum Committee, including the development of a probationary process for Civitae Core Curriculum courses identified by the committee
- Collaborates with campus offices supporting the Civitae Core Curriculum program (e.g., the Writing Center, Peer Mentors, etc.)
- Works with deans and department chairs to ensure involvement of a diverse and engaged faculty in the teaching of Civitae Core Curriculum courses
- Assists the PVPAA in selection and/or re-appointment of Civitae Core Curriculum coordinators
- Develops and monitors the budget for support of the Civitae Core Curriculum, submitting budgetary requests in accordance with procedures established by Academic Affairs
- Works with the Registrar's Office and department chairs to coordinate the scheduling of Civitae Core Curriculum courses and the pre-registration of students where appropriate
- Maintains a long-term planning schedule for the Civitae Core Curriculum which includes implementation of new courses, assessment and professional development timelines, rotation of themes, terms of leadership, etc.
- Works with the Admissions Office to publicize the Civitae Core Curriculum to prospective Longwood students
- Works with CAFE, DEC and/or other faculty development resources to coordinate opportunities for professional development for Civitae Core Curriculum instructors
- Maintains appropriate data collection
- Works collaboratively with the Director of Assessment, the CTZN 110 Coordinator, the CTZN 410 Coordinator, the Writing Coordinator, and the Speaking Coordinator to evaluate individual Civitae Core Curriculum courses and the effectiveness of the overall Civitae Core Curriculum program
- Serves as one of Longwood's representatives in discussions regarding articulation agreements with the Virginia Community College System (VCCS)
- Writes and submits to the PVPAA required reports on the Civitae Core Curriculum including enrollment data, professional development programming, course-level data, etc.

- Stays actively engaged in contemporary scholarship on general education and attends relevant conferences

2. CTZN 110/Inquiry into Citizenship Course Coordinator

The CTZN 110/Inquiry into Citizenship Course Coordinator oversees and coordinates the development, teaching, and assessment of the first-year CTZN 110 course. Along with the CTZN 410 Coordinator, the CTZN 110 Coordinator is responsible for coordinating the assessment of Critical Thinking (CT) and Civic Engagement (CE), SCHEV competencies. The Coordinator is appointed by the PVPAA in consultation with the Civitae Core Curriculum Director, receives quarter time release (generally one course) each semester, compensation (comparable to program coordinators) for additional responsibilities and summer work, and reports to the Civitae Core Curriculum Director. The term of the appointment is three years and is subject to review annually by the Director of the Civitae Core Curriculum and the PVPAA. The coordinator may be re-appointed at the discretion of the PVPAA.

Responsibilities of the Inquiry into Citizenship Course Coordinator include:

- Presides over meetings of the Inquiry into Citizenship (CTZN 110) faculty
- Coordinates the curriculum and monitors course assessment
- Works collaboratively with the CTZN 410 Coordinator, the Civitae Core Curriculum Committee, and other relevant stakeholders to assess Critical Thinking (CT) and Civic Engagement (CE) as required by SCHEV
- Works with individual faculty on course development
- Confers with the Registrar's Office, the Civitae Core Curriculum Director, and appropriate department chairs regarding the scheduling and staffing of CTZN 110 sections
- Participates actively in the recruitment of CTZN 110 instructors
- Works with CAFE and/or other faculty development resources to provide opportunities for professional development for CTZN 110 instructors
- Plays an active role as a voting member at all meetings of the Civitae Core Curriculum Committee
- Works collaboratively with the Director of Assessment to prepare assessment data and reports for effective review, evaluation, and on-going development of Citizenship courses
- Writes required reports regarding successes and challenges of the Citizenship courses
- Stays actively engaged in contemporary scholarship on civic education at the collegiate level and attends relevant conferences
- Teaches at least one section of the CTZN 110 course during the academic year

3. CTZN 410/Symposium Course Coordinator

The CTZN 410/Symposium Course Coordinator oversees the development, teaching, and assessment of the Symposium course (CTZN 410). Along with the CTZN 110 Coordinator, the CTZN 410 Coordinator is responsible for coordinating the assessment of Critical Thinking (CT) and Civic Engagement (CE), SCHEV competencies. The Coordinator is appointed by the PVPAA in consultation with Civitae Core Curriculum Director, receives three-eighths time release (generally three courses) each year, compensation (comparable to program coordinators) for additional responsibilities and summer work, and reports to the Civitae Core Curriculum Director. The term of the appointment is three years and is subject to review

annually by the Director of the Civitae Core Curriculum and the PVPAA. The coordinator may be reappointed at the discretion of the PVPAA.

Responsibilities of the Symposium Course Coordinator include:

- Presides over meetings of the Symposium (CTZN 410) faculty
- Coordinates the curriculum and monitors course assessment
- Works collaboratively with the CTZN 110 Coordinator, the Civitae Core Curriculum Committee, and other relevant stakeholders to assess Critical Thinking (CT) and Civic Engagement (CE) as required by SCHEV
- Works with individual faculty on course development
- Confers with the Registrar's Office, the Civitae Core Curriculum Director, and appropriate department chairs regarding the scheduling and staffing of CTZN 410 sections
- Participates actively in the recruitment of CTZN 410 instructors
- Works with CAFE and/or other faculty development resources to provide opportunities for professional development for CTZN 410 instructors
- Plays an active role as a voting member at all meetings of the Civitae Core Curriculum Committee
- Works collaboratively with the Director of Assessment to prepare assessment data and reports for effective review, evaluation, and on-going development of the CTZN 410 course
- Writes required reports regarding success and challenges of Symposium sections
- Coordinates the campus-wide Symposium event(s)
- Collaborates with the Civitae Core Curriculum Committee to develop the Symposium theme and review proposals for inclusion within the assigned theme
- Stays actively engaged in contemporary scholarship on integrative education at the collegiate level and attends relevant conferences
- Teaches at least one section of the CTZN 410 course during the academic year

4. Writing Coordinator

The Writing Coordinator oversees and coordinates the development, teaching, and assessment of writing-infused courses in the Civitae Core Curriculum. The Coordinator receives quarter time release (generally one course) each semester, compensation (comparable to program coordinators) for additional responsibilities and summer work, and reports to the Civitae Core Curriculum Director. The term of the appointment is three years and is subject to review annually by the Director of the Civitae Core Curriculum and the PVPAA. The coordinator may be re-appointed at the discretion of the PVPAA.

Responsibilities of the Writing Coordinator include:

- Coordinates the curriculum and monitors course assessment across writing- infused courses
- Collaborates with the ENGL 165 Coordinator on course design and assessment
- Works with individual faculty on course development
- Works with CAFE and/or other faculty development resources to provide opportunities for professional development for instructors of writing- infused courses
- Plays an active role as a voting member at all meetings of the Civitae Core Curriculum Committee

- Works collaboratively with the Director of Assessment to prepare assessment data and reports for effective review, evaluation, and on-going development of writing-infused courses
- Writes required reports regarding successes and challenges of writing-infused courses
- Stays actively engaged in contemporary scholarship on writing at the collegiate level and attends relevant conferences
- Teaches at least one section of a writing-infused course during the academic year

5. Speaking Coordinator

The Speaking Coordinator oversees and coordinates the development, teaching, and assessment of speaking-infused courses in the Civitae Core Curriculum. The Coordinator receives quarter time release (generally one course) each semester, compensation (comparable to program coordinators) for additional responsibilities and summer work, and reports to the Civitae Core Curriculum Director. The term of the appointment is three years and is subject to review annually by the Director of the Civitae Core Curriculum and the PVPAA. The coordinator may be re-appointed at the discretion of the PVPAA.

Responsibilities of the Speaking Coordinator include:

- Coordinates the curriculum and monitors course assessment across speaking-infused courses
- Works with individual faculty on course development
- Works with CAFE and/or other faculty development resources to provide opportunities for professional development for instructors of speaking-infused courses
- Plays an active role as a voting member at all meetings of the Civitae Core Curriculum Committee
- Works collaboratively with the Director of Assessment to prepare assessment data and reports for effective review, evaluation, and on-going development of speaking-infused courses
- Writes required reports regarding successes and challenges of speaking-infused courses
- Stays actively engaged in contemporary scholarship on speaking at the collegiate level and attends relevant conferences
- Teaches at least one section of a speaking-infused course during the academic year

Reference: Faculty Senate, November 3, 2016, April 25, 2019.

I. FACULTY QUALIFICATIONS AND CREDENTIALS

1. The terminal degree for faculty in all departments shall be an earned doctorate from an institution accredited by a recognized regional accreditation body. The degree shall be in the area of specialization taught, or the Ed.D. for those teaching education methods courses or supervising student teachers. The M.F.A. shall be the recognized terminal degree for faculty teaching creative or performance courses in art, music, writing, graphic and animation design, and technical or performance areas of theatre. The terminal degree for librarians shall be a master's from an American Library Association-accredited program in library and information science.
2. While all tenure-track faculty are expected to hold the terminal degree, Longwood University recognizes that the possession of a doctoral degree may not properly measure an individual's capacity for contributing to the intellectual life of the University. Written exemptions from the doctoral degree requirement may be granted on a case-by-case basis at initial appointment by the Provost and Vice President for Academic Affairs (PVPAA) acting at the written recommendation of the faculty member's Dean, Department Chair, and Department Promotion and Tenure Committee. This permanent exemption shall be specified in the initial contract; apply to all levels of consideration for appointment, reappointment, promotion and tenure; and be considered under one or more of the following conditions:
 - a. The department's accrediting agency specifies a degree other than the doctoral degree as the appropriate terminal degree.
 - b. The Dean, the Department Chair, and the Department Promotion and Tenure Committee agree that the faculty member has equivalent experience or competence in the area of specialization.
3. The standard minimum qualification for all faculty teaching courses at the undergraduate level is 18 graduate hours in the teaching discipline; preferably, they should hold a master's or a doctoral degree in the teaching discipline. The standard minimum qualification for faculty teaching courses at the graduate or post-baccalaureate level is an earned doctorate or terminal degree in the teaching discipline from an accredited institution. Exceptions to the standard minimum qualifications must be documented using the other qualifications in item 4 and approved by Academic Affairs prior to hiring.
4. When determining acceptable qualifications for both full-time and part-time faculty, primary consideration is given to a faculty member's highest earned degree in the relevant teaching discipline. Other qualifications include: other graduate coursework, related work experiences in the field, professional licensure and certifications, or other demonstrated competencies and achievements that contribute to effective teaching and achievement of student learning outcomes. Documentation of all faculty credentials will be maintained in Academic Affairs and/or the Office of Accreditation and Compliance.

References: Faculty Handbook 1982, 1986; Organization of Teaching Faculty, March 5, 1987; Longwood College Board of Visitors, July 16, 1982. page 33; Faculty Senate, March 2, 2017, April 26, 2018; Board of Visitors, June 8, 2018; Faculty Senate Minutes, January 23, 2020.

J. SELECTION, APPOINTMENT, AND REAPPOINTMENT OF FACULTY

1. The Provost and Vice President for Academic Affairs (PVPAA) is responsible for determining the number of positions allocated to each college and, with the concurrence of the PVPAA, the college deans are responsible for determining the number of faculty positions assigned to each department. Therefore, when a vacancy occurs, or when new positions become available, the college deans may, with the approval of the PVPAA, delete a vacant faculty position, add a faculty position, or reallocate a faculty position from department to department. Approval from the PVPAA and the college Dean is necessary before the initiation of a search to fill a vacancy or a new position. Flexibility must be maintained in the composition of each department so that the needs of the institution may be met on a continuing basis.
2. Requests for new faculty appointments normally originate with the Department Chair, acting with the concurrence of the department. In particular, the chair consults members of the specific discipline involved for help in defining the nature of the position to be filled and qualifications sought in the appointee.
3. A department committee, appointed by the chair, normally acts in an advisory capacity to the chair on matters pertaining to the position to be filled, hosting candidates for interview and providing candidates with information about the position. All full-time members of the discipline, as well as the Department Chair, the college Dean, and the PVPAA, should have an opportunity to interview the candidates. The selection process shall include assessment of each candidate's compliance with regional and program accreditation requirements.
4. After an appropriate number of candidates (normally more than one) for a position have been interviewed, the Department Chair and the department committee evaluate them and formulate recommendations. Recommendations of both the chair and the committee will be sent by the chair to the college Dean, who then forwards the recommendations to the PVPAA. The PVPAA considers the recommendations and makes appointments in consultation with the college Dean. All appointments must be approved by the President and the Board of Visitors.
5. The PVPAA notifies the new faculty member in writing of his or her appointment. The full details of the appointment including any special conditions are specified in the contract.
6. At the time a faculty member is appointed to a tenure-track position, he/she may seek up to three years credit towards tenure based upon prior college-level teaching, scholarship and service. Such credit may be granted by the PVPAA upon the recommendation of the department chair and the department tenure committee and with the approval of the college Dean. Any credit towards tenure shall be written into the faculty member's initial contract. A faculty member who requests and receives credit towards tenure may not rescind this request and return to a longer probationary period at a later date.
7. If the department chair wishes to seek an exemption to the terminal degree requirement for a candidate for a tenure-track position, the department Promotion and Tenure Committee, the college Dean, and the PVPAA must all approve the exemption. The exemption will be noted in the initial contract.

8. All initial appointments of full-time faculty and librarians shall be on a probationary basis with eligibility thereafter for annual contracts under the following conditions:
 - a. The rank of Instructor is reserved for tenure-track faculty who are appointed ABD. Instructors shall be appointed annually, and may be appointed as probationary faculty, but faculty members may not be tenured at the rank of instructor or reappointed at that rank beyond the seventh year. Review of instructors will follow the procedures and timelines for probationary faculty. If a contract is not to be offered for a subsequent year, notification shall be given as early as possible and no later than March 19. Years that a faculty member is employed at the rank of instructor shall count toward completing that member's probationary period if he/she is later appointed to a tenure-track position.
 - b. Assistant professors, associate professors, and professors shall be reappointed annually during the six-year probationary period, or, if not reappointed for academic, financial, or other reasons shall be notified as early as possible and no later than March 19 for faculty in their first year of service, December 1 for those in their second year of service, and at least twelve months before the expiration of an appointment if this occurs after two or more years of service.
 - c. Librarians are eligible for academic rank, but not tenure, are appointed annually, and may remain at any rank indefinitely. Librarians at the Assistant Professor rank will be given one-year contracts. Librarians at the Associate Professor rank or higher will be offered a two-year rolling contract. If a contract is not to be issued for a subsequent year, notification shall be given as early as possible and not later than March 1.
9. In the event of unforeseen severe financial difficulties, the above guidelines for notification date shall not apply. Regardless of performance the University may, in the exercise of administrative prerogative, choose not to reappoint non-tenured personnel.

References: Faculty Handbook 1982, 1986; Organization of Teaching Faculty, January 19, 1989; Longwood College Council, April 11, 1991 Longwood College Board of Visitors, July 16, 1982; Faculty Senate, April 11, 2013, March 2, 2017, March 3, 2022; Board of Visitors, June 14, 2013.

K. HONORS FACULTY STATUS FOR LECTURERS

1. Classification of Honors Faculty

Full-time instructional faculty members who are lecturers may be designated as Honors Faculty. While all full-time faculty members may potentially teach an honors enhancement or an honors section of a course, Honors Faculty have dedicated responsibilities within the Cormier Honors College (CHC). A significant percentage (at least 50%) of their teaching and service will be devoted to responsibilities associated with the CHC. The remaining percentage of their teaching will be dedicated to the discipline(s) in which the faculty member is qualified to teach. The Dean of CHC and the Department Chair of the department that houses the faculty member's discipline will work together to ensure the faculty member has a full teaching load each semester.

Responsibilities: Honors Faculty are expected to engage actively in the honors program of the university. These faculty members will be assigned professional activities consistent with that participation. Honors Faculty may

- Regularly teach classes designated for honors students, which may include HONS, CTZN, or sections of courses in the discipline(s) in which the faculty member is qualified to teach.
- Develop, manage, or promote activities for current or prospective CHC students.

Term: The term for Honors Faculty is one year. Reappointment to additional terms as an honors faculty is unlimited but dependent on the faculty's continued status in a lecturer or senior lecturer role.

Qualifications: The Honors Faculty designation may be granted only to a full-time instructional faculty member at Longwood University. The primary responsibility for designating Honors Faculty rests with the Dean of the CHC. The Department Chair of the department that houses the faculty member's discipline and the appropriate College Dean must agree with this designation.

2. Evaluation and Review of Honors Faculty

Because of the extensive teaching and service in the CHC, Honors Faculty are evaluated jointly by the appropriate department chair and the Dean of the CHC, both of whom should sign the annual evaluation. Criteria for evaluation will be maintained by both the department chair and the Dean of the CHC, and the Honors Faculty and the appropriate College Dean also will have copies of the evaluation criteria.

As lecturers, Honors Faculty may be eligible for promotion to senior lecturer. In order to review effectively the qualifications and achievements of the faculty member, a joint promotion and tenure committee will be formed. The committee should consist of three members of the full-time tenured faculty, at least one of whom is in the same discipline as the faculty member, and a majority of whom have experience teaching in the CHC. This committee will function according to the procedure and timelines for the appropriate department promotion and tenure committee and according to appropriate department guidelines, as outlined in the FPPM and the department's by-laws.

Reference: Faculty Senate Minutes February 13, 2020.

L. GRADUATE FACULTY

Faculty are determined to be eligible to teach graduate courses by their department chair, College Dean and Academic Affairs in accordance with FPPM III.I. Faculty Qualifications and Credentials. This determination can be made at the time of hire, upon a change in faculty education or experience, and/or upon the offering of newly developed graduate level courses.

Graduate teaching assignments are made by the department chair with assistance from the graduate program director and must be agreed upon by the appropriate College Dean and by the Dean of the College of Graduate and Professional Studies.

The College of Graduate & Professional Studies will maintain a roster, updated in August of each year, of full-time faculty who have met the criteria to teach at the graduate or post-baccalaureate level and are identified to teach graduate coursework in fall, spring or summer of that year. Such faculty are designated “Graduate Faculty”.

Graduate Faculty may:

- instruct students at the graduate level;
- chair or serve on graduate theses, projects, portfolio review, comprehensive examinations, or other culminating evaluations;
- supervise graduate internships, practica, or clinicals;
- serve as a representative on the Graduate Council and/or graduate committees
- attend Graduate Council meetings;
- supervise graduate directed or independent studies;
- advise graduate students;
- serve as a graduate program director, and/or
- serve as graduate faculty representation on committees.

A roster of adjunct/part-time faculty teaching graduate courses will also be maintained by the College of Graduate and Professional Studies, updated at the beginning of each semester, term or session as needed. These adjunct/part-time faculty are not designated Graduate Faculty; however, they may:

- instruct students at the graduate level;
- serve on graduate theses, projects, portfolio review, comprehensive examinations, or other culminating evaluations; and/or
- supervise graduate internships, practica, or clinicals

References: Approved by Board of Visitors, December 3, 2010, June 14, 2013; Minutes of the Faculty Senate, April 20, 2023, October 28, 2010, November 1, 2012.

M. NON-TENURE-TRACK FULL-TIME FACULTY

1. The ranks of clinical educator, senior clinical educator, lecturer, and senior lecturer are full-time, non-tenure-track faculty appointments.
2. **Clinical Educators**
 - a. The rank of clinical educator is intended solely for personnel who meet the academic program's accreditation requirements for education of undergraduate and/or graduate students in clinical areas, but who do not hold the terminal degree (doctorate) in the field. The individual must hold appropriate licensure and certification as required for clinical education in that program. Positions at the rank of clinical educator will not replace tenure-track or tenured positions in a department. The clinical educator position is designated as a "continuing" position.
 - b. Each academic program may designate a specific title for this position that is appropriate for the educational standards of the profession. However, terms associated with faculty rank (instructor, lecturer, senior lecturer, assistant professor, associate professor and professor) may not be used.
 - c. Teaching, clinical education and supervision, advising and mentorship, service and scholarship are expected of the clinical educator. The teaching and clinical education assignment will normally consist of a 12 credit hours semester in an academic year, as established by department standards. A clinical educator may be expected to advise students and engage in committee work and other faculty responsibilities as designated by the department chair. Requirements for scholarly productivity are determined by departmental standards. The clinical educator may also be assigned administrative responsibilities associated with the clinical education of the discipline and department responsibilities. The clinical educator is expected to remain current with developments in the knowledge base and pedagogy of her/his field and to maintain a professional portfolio for review.
 - d. In the sixth year, a clinical educator may seek promotion to senior clinical educator (see [Section III.Z. Promotion to All Ranks](#) and [Section III.AA. Timetable for Tenure and Promotion to All Ranks](#)).
3. **Lecturers**
 - a. The rank of lecturer is intended primarily for temporary appointments. Positions at the rank of lecturer will not replace tenure-track or tenured positions in a department. Unless the position has been designated as a "continuing" lectureship (as in b. below), a lecturer position will normally be converted to a tenure-track position once the need for such a position in a discipline has been established.
 - b. In exceptional circumstances it may be desirable for the University to fill a faculty position on a continuing basis with individuals who do not meet the standard requirements for tenure. Examples of such exceptional circumstances might include:

- i. After repeated national searches, no suitable qualified candidate with the appropriate terminal degree can be found for the job.
- ii. For the particular courses to be taught by the individual, some special professional training, experience or talent is at least as relevant as a terminal degree, while qualified individuals possessing a terminal degree find the job unattractive.

In such circumstances, the department chair, the college dean, and the PVPAA will discuss the long-term staffing of this position.

- c. Teaching is the main expectation for the lecturer. The teaching assignment will normally consist of an average of 15 credit hours a semester in an academic year. A lecturer may be expected to advise students and engage in committee work and other faculty responsibilities as designated by the department chair. All assigned responsibilities other than teaching should include appropriate reductions from the maximum course load. The lecturer is expected to remain current with developments in the knowledge base and pedagogy of her/his area and to maintain a professional portfolio for review.
 - d. In the sixth year a Lecturer in a “continuing” lectureship position, may seek promotion to Senior Lecturer. No one will be employed at the rank of lecturer for more than six years (see [Section III.Z. Procedures for Tenure and Promotion to All Ranks](#) and [Section III.AA. Timetable for Tenure and Promotion to All Ranks](#)).
4. Positions at the rank of clinical educator and lecturer are to be advertised. A national search may be conducted when appropriate. A person appointed at the rank of clinical educator or lecturer must meet regional and program accreditation requirements for teaching in the discipline.
 5. Clinical educators and lecturers will be given one-year, non-tenure track contracts.
 6. A clinical educator, senior clinical educator, lecturer or senior lecturer who is later appointed to a tenure-track position may seek up to three years credit towards tenure based upon prior teaching, scholarship and service as in [Section III.J. Selection, Appointment and Reappointment of Faculty](#) (item 6).
 7. Persons appointed at the rank of clinical educator, senior clinical educator, lecturer, and senior lecturer are eligible for employment benefits accorded to other faculty. Salary will be determined annually and be commensurate with the person's education and experience. Clinical educators, senior clinical educators, lecturers, and senior lecturers will be considered for merit pay increases on the same basis as other continuing faculty.
 8. **Senior Clinical Educators and Senior Lecturers**
 - a. An individual who has been granted the rank of senior clinical educator or senior lecturer will continue to be offered a two-year, non-tenure track rolling contract at that rank except in the following circumstances:
 - i. Employment may be terminated when the position is no longer needed in the department due to curricular change or reevaluation of the exceptional circumstances

described above. A senior clinical educator or senior lecturer will be given at least one academic year's notice before that position is eliminated.

- ii. Employment may be terminated for misconduct as indicated in [Section III.CC. Disciplinary Action and Termination](#).
- iii. A senior clinical educator or senior lecturer who receives two less-than-satisfactory overall annual evaluations within a three-year period may be terminated. A senior clinical educator or senior lecturer who receives one less-than-satisfactory annual evaluation shall be reviewed by both the department chair and the department Promotion and Tenure Committee in the subsequent fall.

References: Approved by Board of Visitors, April 23, 1999, June 18, 2005, March 25, 2011, June 14, 2013; Faculty Senate, February 3, 2011, April 11, 2013, March 2, 2017, April 8, 2021, March 3, 2022.

N. EXTERNAL CLINICAL FACULTY

The designation of external clinical faculty is intended for personnel who are content experts and who provide to academic programs such services including clinical and/or practicum supervision, clinical teaching, and mentoring.

1. Each academic program may designate a specific title for this position that is appropriate for the educational standards of the profession. However, terms associated with faculty rank (instructor, lecturer, senior lecturer, clinical educator, senior clinical educator, assistant professor, associate professor and professor) may not be used.
2. The university may recognize the contribution made by these professionals through a variety of means, including but not limited to: recognition on program's web site, library privileges, opportunity for membership at the health and wellness center at the faculty rate, faculty discounts for athletic tickets and golf course privileges, faculty discount at Longwood bookstore, and tuition waiver for one Longwood course, a maximum of three credit hours, for every two semesters of service as external clinical faculty.

References: Faculty Senate, February 3, 2011; Board of Visitors, March 25, 2011.

O. VISITING FACULTY AND THEIR REVIEW

The titles of Visiting Assistant Professor, Visiting Associate Professor, and Visiting Professor are courtesy titles to be given to faculty visiting from another institution of higher education or with a terminal degree who are on temporary assignment to Longwood University. The title of Visiting Instructor is a courtesy title to be given to faculty without a terminal degree who are teaching the standard tenure-track load and on temporary assignment to Longwood University. A visiting faculty member usually is associated with a department or college for a short time, normally not in excess of one year. Visitors may be researchers, teachers, public service scholars, or any combination thereof. Normally, the visitor is given the equivalent professional rank held at the home institution. Tenure is not awarded to visiting faculty. Individuals appointed at these ranks may be invited to participate in, but are not eligible to vote on, faculty matters. A visiting faculty appointee can become a regular appointee only through a search process after the initial appointment in accordance with the institution's procedures, including adherence to affirmative action guidelines.

Visiting faculty members are not required to undergo an annual evaluation, because merit raises are not available for them. However, the chair should conduct an annual review of the faculty member that addresses areas of teaching, scholarship, and service as relevant to the duties of the visiting faculty member and as defined by departmental standards. The review should be concluded by May 19, and a dated letter should be sent to the visiting faculty member and copied to the Dean of the College by May 24.

References: Faculty Senate April 6, 2017, February 10, 2022.

P. GRANTING OF ACADEMIC RANK TO ADMINISTRATORS

1. The President may offer the concurrent appointment at the faculty rank of lecturer, assistant professor, associate professor, or professor, upon recommendation of the department chair, the department promotion and tenure committee, the college dean, and the Provost and Vice President for Academic Affairs (PVPAA), to administrators (other than academic deans, the PVPAA and the President) who meet the criteria in [Section III.Y. Promotion to All Ranks](#) of the Faculty Policies and Procedures Manual by demonstrating an established record of effectiveness in classroom teaching, in addition to meeting the appropriate criteria under “Specific Criteria for Promotion to Each Rank” in [Section III.Y. Promotion to All Ranks](#) and who have full responsibility for teaching at least three credits in the discipline granting the rank (not including independent study or Longwood Seminar courses) within any two consecutive academic years.
2. Administrators with faculty rank (other than academic deans, the PVPAA, and the President) shall be reviewed in accordance with the [Section III.J. Selection, Appointment and Reappointment of Faculty](#); [Section III.Y. Promotion to all Ranks](#); [Section III.T. Annual Performance Evaluation](#); and [Section III.CC. Disciplinary Action and Termination](#) policies in the *Faculty Policies and Procedures Manual*.
3. No tenure is attached to the academic rank granted to an administrator (other than academic deans, the PVPAA, and the President); administrators with academic rank shall not acquire tenure in such academic rank. Administrators who had previously attained rank or tenure at Longwood while employed as full time faculty, however, shall not forfeit their rank or tenure under this policy.
4. Administrators with faculty rank who were not previously employed at Longwood as full-time faculty (other than academic deans, the PVPAA, and the President) who have not taught a minimum of three credits in any two consecutive academic years shall forfeit their faculty rank.
5. Administrators with faculty rank who move from administrative positions to full-time faculty positions shall not count time spent in the administrative position towards any future promotion or tenure considerations.
6. Awarding of academic rank to administrators does not constitute the awarding of a faculty position, nor will it count in the calculation of the number of faculty positions assigned to departments, colleges or the University. It shall not limit the ability of a department or college to fill positions which become open; the filling of such positions would follow existing rules for [Section III.J. Selection, Appointment and Reappointment of Faculty](#).
7. Awarding of academic rank to administrators does not have an impact on the budget of a department, college or the University.

References: Minutes of the Faculty Senate April 16, 1998; April 30, 1998.

Q. CONTRACTS AND OUTSIDE EMPLOYMENT

1. Continuing faculty will be notified in writing of their reappointment for the coming year by the end of the fiscal year. All contractual offers are subject to approval by the Board of Visitors. The contract can in no way be construed to obligate the Board of Visitors to contract for any financial responsibilities for which funds have not been made available by the State Legislature.
2. A contract will specify the salary for the contract period, the rank, and the tenure status of the faculty member. Any other special provision pertaining to the employment of the faculty member must be specified in the contract.
3. Faculty members are employed beginning two weeks before the first day of fall semester classes and ending two weeks after the last day of spring semester examinations.
4. Full-time faculty members may engage in collateral employment only if prior written approval is obtained from the Provost and Vice President for Academic Affairs (PVPAA). Such written approval must be renewed annually for continued collateral employment. This provision is necessary to comply with the Governor's Executive Order dated December 1, 1974:

"No employee shall engage in any other employment, nor in any private business, nor in the conduct of a profession, during the hours for which he is employed to work for the State, nor outside such hours in a manner or to an extent that affects or is deemed likely to affect his usefulness as an employee of the Commonwealth. It is incumbent on the appointing authority to see that employees are advised of this requirement and to take appropriate action to ensure compliance with this rule."

References: Faculty Handbook 1982, 1986. Faculty Senate, March 13, 2014. Minutes of the Longwood Board of Visitors, July 16, 1982.

R. CRITERIA FOR FACULTY EVALUATION

I. General Criteria for Evaluation and Review

The professional lives of university faculty members traditionally have been characterized by expectations in the broad categories of teaching, scholarship, and service. Ideally the most effective members of the profession blend elements of these three components in many different combinations to achieve the overriding goal of stimulating student learning, which is of prime importance at Longwood University. Therefore, evaluation and review of tenured and tenure-track faculty for annual performance evaluation, post-tenure review, probationary review, tenure, and promotion should focus on continuing efforts by the faculty, throughout their professional careers, to integrate teaching, scholarship and service so as to develop an academic atmosphere in which learning is cherished by faculty and students alike. For the purposes of these criteria, the term “evaluation” refers to the annual performance evaluation conducted by department chairs for all full-time faculty and used for determining merit pay increases and that trigger post-tenure review. The term “review” refers to appraisals of faculty members initiated by both a department promotion and tenure committee and the department chair; faculty are reviewed during the probationary process, for tenure, for promotion, and in cases of post-tenure review.

II. Relationship Between General and Department Criteria

Recognizing that different academic disciplines have unique characteristics and demands, the following criteria for teaching, scholarship, and service are presented as guidelines from which individual departments will develop specific standards for annual performance evaluation, post-tenure review, probationary review, and reviews for tenure and promotion to any rank. (See [Section IV Guidelines for Faculty Evaluation and Review](#).) The Dean of the college and the Provost and Vice President for Academic Affairs (PVPAA) must approve departmental standards for faculty evaluation and review before they are implemented. Copies of the approved standards must be distributed to all departmental faculty in writing.

A. Teaching

In all personnel judgments, high quality teaching is the principal consideration. Each faculty member is expected to continuously refine his or her instructional knowledge base and methodology of delivery, constantly seeking the best way to foster student learning. To this end, data from the student experience and learning form (SELF) may be used, when supported by other indicators of teaching quality (e.g. classroom observations, content-based evaluations) (1) as an indication of faculty improvement or changes in a faculty member’s results in the same class over time, (2) as an indication of the quality of faculty teaching, and/or (3) as an indication of the extent to which faculty use student assessment results to examine their own teaching. Information from the SELF should not be used to make promotion or tenure recommendations without corroboration from other components of the review process. Moreover, results of the SELF should not be used to compare faculty members or collections of faculty members for review purposes. Regardless of the method, all faculty members must present evidence of effective teaching which may be demonstrated by:

1. A current, sound knowledge base in the discipline reflecting continuous revision that improves course content.
2. Organized course preparation, including clear syllabi detailing objectives and expectations.
3. Organized preparation for each class, so that the course delivery flows as a cohesive whole.
4. Employment of a variety of teaching methodologies suited to the characteristics of each course, especially those that encourage discussion, promote skills, and develop critical thinking.
5. Demonstration of the ability to synthesize and correlate information, and to simplify complex topics.
6. Demonstration of effective, clear communication skills, and the ability to stimulate these skills in students.
7. Development of evaluation instruments that accurately assess the achievement of stated course objectives.
8. Consistency in grading, making assignments, and applying rules.
9. Consistency with the time requirements appropriate to the number of credit hours awarded.
10. Responsiveness to students in and outside the classroom.
11. High expectations for student achievement, and the provision of support that helps students meet these expectations.
12. Comprehensive student advising.
13. Enthusiasm for the discipline that transmits the excitement and value of learning.
 - a. Development of new courses and/or new curricula
 - b. Development of more effective measures of student learning
 - c. Development of more effective methodologies of content delivery
 - d. Direction of students in undergraduate research projects, master's thesis research, or internships
 - e. Incorporation into courses of information gained at appropriate professional meetings

B. Scholarship

As a community of scholars, the faculty is expected to impart to students an appreciation of the scholarly activity that forms the basis of knowledge in all disciplines. Recognizing that high quality scholarship takes time to mature, annual publication is not expected.

All tenured and tenure-track faculty members must present evidence of continuing scholarly activity as defined by each academic unit in their annual performance evaluation. Probationary faculty members must document, as part of their professional portfolio, an ongoing research agenda that will lead to peer-reviewed scholarship. Faculty members seeking tenure or promotion to any rank must present evidence of scholarly activity that adds to the pedagogical and/or disciplinary knowledge base and that has been disseminated to the professional community pertinent to their discipline.

The following list is not meant to be all-inclusive. In developing their guidelines, departments should consider other factors, such as accreditation standards and emerging

technologies in publishing and presentation, when developing their departmental standards for scholarship.

1. **Examples of scholarship that adds to the disciplinary knowledge base**
 - a. Presentation of new disciplinary knowledge at appropriate professional meetings
 - b. Publication of new disciplinary knowledge in appropriate journals, especially those that are refereed
 - c. Publication of books that add to disciplinary knowledge
 - d. Performances or shows, especially juried or invitational, that are presented to public constituencies
 - e. Design and execution of workshops that disseminate knowledge to public constituencies
 - f. Successful development of grants
 - g. Presentations open to the public, such as colloquia, that share new disciplinary knowledge
 - h. Editing of a professional disciplinary journal
 - i. Organizing and implementing a disciplinary lecture series
 - j. Serving as a reviewer of professional journal articles and/or books
2. **Examples of scholarship that adds to the pedagogical knowledge base**
 - a. Presentation of innovative teaching techniques at appropriate professional meetings
 - b. Active participation in workshops and conferences for faculty development designed to invigorate teaching.
 - c. Publication of innovative teaching techniques in appropriate journals, especially those that are refereed
 - d. Publication of pedagogically related books
 - e. Design and execution of workshops to improve teaching
 - f. Successful development of grants
 - g. Presentations open to the public, such as colloquia, that share new pedagogical knowledge
 - h. Editing a professional journal devoted to pedagogy
 - i. Organizing and implementing a lecture series related to pedagogy
 - j. Serving as a reviewer for pedagogical journal articles and/or books

C. Service

Faculty members have a further obligation to share their expertise with students, their colleagues, and public constituencies in a variety of service settings. Faculty members undergoing annual performance review, post-tenure review, probationary review, and reviews for tenure and promotion to any rank must document activities that render service to the institution, community, and/or society at large, which may be represented by:

1. Consulting work, or presentations, to organized entities such as schools, industries, businesses, civic organizations, and clubs that adds to the knowledge base of these entities.

2. Participating membership on departmental, college wide, university wide, or professionally related committees.
3. Participation in University governance, including attendance at departmental, college, and university faculty meetings.
4. Holding office in state, regional, or national professional organizations.
5. Serving as the sponsor/advisor for student organizations.
6. Participation in activities that create, foster, and support connections among student groups, and between student groups and external constituencies.
7. Participation in activities that promote skill development in students outside the classroom.
8. Serving as coordinator of a program or interdisciplinary minor.
9. Coordinating assessment and/or accreditation activities.
10. Active participation in the recruiting of students.
11. Responsibility for a university facility.
12. Effective execution of special assignments requested by department chairs, deans, or other individuals associated with the University.

III. Evaluation of Reassigned Time for Administrative or Supervisory Duties

A number of faculty serve in administrative or supervisory capacities that involve the reassignment of their time from teaching duties to other duties. The evaluation of faculty with reassigned time for other duties should acknowledge this additional dimension of performance with an additional set of criteria. These criteria will vary, depending on the nature of the duties performed by the faculty member. If the supervisor of the reassigned time is different from the department chair, then the faculty member, the department chair, and the person supervising the reassigned time will establish appropriate alternate criteria, which may be reflected in the goals of the evaluation. This may involve an annual evaluation from the department chair and separate assessment of the reassigned time by the person supervising it. In the case where alternate criteria are reflected in the annual evaluation goals, the department chair and faculty member will both receive copies of a separate assessment, if written. These alternate criteria will be given to the faculty member, chair, person supervising the reassigned time, college dean, and the PVPAA. This sort of reassigned time should not be given to non-tenured tenure track faculty except in exceptional circumstances. If the reassigned time is outside the department, then the person supervising the reassigned time will see that the department gets additional resources if necessary to cover duties previously performed by the faculty member.

IV. Evaluation of Faculty on Sabbatical Leave or in Faculty Connections

If a faculty member is granted a sabbatical or a connections leave in an upcoming academic year, then the faculty member and the Department Chair will establish appropriate criteria for evaluation at the end of the current academic year. Establishing these criteria may involve lowering minimum percentages of teaching, scholarship, and/or service in a typical faculty evaluation; the Chair and the college Dean must approve any such reductions. All criteria will be in writing, and a copy of these criteria will be given to the faculty member, Chair, college Dean and PVPAA.

If the sabbatical is for the full contract year, then the evaluation should be based exclusively on the parameters of the approved sabbatical. If the sabbatical is for one-half the contract year or the faculty member is part of the Connections program, then the evaluation of areas of teaching, scholarship, and/or service that are not related to the sabbatical or Connections will occur solely for the semester in which the faculty member is not on sabbatical or Connections. For areas of teaching, scholarship, and/or service that are part of the sabbatical or Connections, evaluation must include elements of faculty performance during both semesters.

V. Evaluation of Faculty on Other Types of Leave and/or Who Stop the Tenure Clock

When a faculty member goes on another type of leave (e.g., parental leave) and is seeking altered responsibilities, the faculty member should include these responsibilities in the request.

When a faculty member submits a request to stop the tenure clock (whether in conjunction with a leave or not), the request should include any altered responsibilities in the request. The faculty member and the Department Chair will establish (or modify, depending on the timing of the request) appropriate criteria for evaluation at the end of the relevant academic year.

Altered criteria may involve lowering minimum percentages of teaching, scholarship, and/or service in a typical faculty evaluation; the Chair and the college Dean must approve any such reductions. All criteria will be in writing, and a copy of these criteria will be given to the faculty member, Chair, college Dean, and PVPAA.

References: Longwood Board of Visitors, April 23, 1999, June 8, 2018; Faculty Senate, March 2, 2017, November 30, 2017, February 1, 2018, April 8, 2021, February 10, 2022, April 24, 2025.

S. PROFESSIONAL PORTFOLIO AND CURRICULUM VITAE

Professional Portfolio: Each faculty member shall establish in his or her first year of service, and shall update annually, a professional portfolio for the use of the committees and individuals involved in review. The portfolio shall contain evidence of the candidate's credentials, teaching proficiency, and professional growth, including (where applicable):

1. The candidate's curriculum vitae in a form consistent with department guidelines. These guidelines must include, at a minimum, education, academic employment, scholarship (e.g., research, publications, contributions to the arts, presentations), service (e.g., professional responsibilities to the department, college, university, and profession). A statement of current rank, date of appointment, rank at appointment, date(s) of part-time employment at Longwood (if any), and date(s) of leave of absence from Longwood (if any).
2. Up to five samples from the last five years of items listed under Scholarly Activities in the curriculum vitae.
3. The most recent syllabus for each course taught regularly.
4. All previously exchanged letters from both the Department Promotion and Tenure Committee and the Department Chair that have been forwarded to the appropriate Dean and the PVPAA (excluding those faculty applying only for promotion to Professor).
5. The computer summaries of data from the student experience and learning form (SELF) for the entire probationary period. For faculty applying for promotion to Professor, only the previous two years of data from the SELF are included.
6. Such supplements and documentation as the written department procedures may specify.
7. No more than fifteen pages of additional material submitted by the candidate.
8. A self-evaluation of professional teaching development and a statement of teaching philosophy. These documents should address faculty improvements or changes over the review period.

The portfolio may be in written or electronic format (see [Section III.U. Probationary Review of Tenure-Track Faculty](#)).

Curriculum Vitae: The curriculum vitae is to be maintained by the faculty member or librarian for use in promotion, probationary review, or tenure considerations. It becomes part of the candidate's professional portfolio and is to be returned to the candidate after consideration of promotion, probationary review, or tenure has been completed.

Reference: Minutes of the College Council, April 11, 1991; Faculty Senate, March 2, 2017, September 3, 2020, April 24, 2025.

T. ANNUAL PERFORMANCE EVALUATION

Annual evaluations are a part of an on-going process of faculty development and goal setting and are used to inform decisions about merit pay increases and post-tenure review. Annual evaluations must be conducted every year regardless of budgetary conditions surrounding merit pay increases. These annual evaluations do not supersede probationary, promotion, or tenure review decisions. However, faculty members should expect that the feedback from a department chair in an annual evaluation will reflect strengths and weaknesses highlighted in probationary, promotion and tenure letters, and vice versa.

Annual evaluations are based upon the accomplishments of faculty members in the areas of teaching effectiveness (including academic mentorship/advising); scholarship and professional activity; and service during the academic year preceding the time of evaluation. Data from the Student Experience and Learning Form (see [Section IV.R. Student Feedback on Course Experiences and Learning](#)) may be used to indicate areas of development in teaching.

Utilizing the format at the end of this section, the Faculty Member shall outline/list his or her goals for Teaching (instructional delivery and academic mentorship/advising), Scholarship (research/performance/editorial work and professional activity), and Service (departmental, college and university) based on previous evaluations. A minimum weight of 50% for teaching, 10% for scholarship, and 10% for service must occur; the remaining 30% shall be distributed among the categories as determined by the Department Chair and the faculty member. For clinical educators and senior clinical educators, the minimum percentages should be 50% teaching, with the other 50% determined by other duties assigned and/or the goals of last year's evaluation. For lecturers and senior lecturers, the minimum percentages should be 90% teaching effectiveness, with the other 10% determined by other duties assigned and/or by the goals of the previous year's evaluation.

The form shall be submitted to the Department Chair in electronic format by May 30. The Faculty Member has the option of requesting a meeting to clarify any issues. The Chair shall request a meeting with the Faculty Member if he or she has any concerns or questions about the goals. Failure of the Department Chair to request this meeting within two weeks of their submission implies the goals are acceptable and appropriate.

Before September 15 and during the first week of the spring semester, faculty may request a realignment of weightings and adjust goals. The Chair shall request a meeting with the Faculty Member if he or she has any concerns or questions about the goals.

Between April 1 and April 15 (specific date to be established by individual Department Chairs), the faculty member shall update the [annual evaluation form](#) and explain how each goal was accomplished and/or offer brief explanations of the status of each goal and send it electronically to the Department Chair. The Department Chair will respond to each criterion and provide an appropriate rating. Quality teaching, scholarship, and service will be evaluated as defined by university and departmental standards in [Section IV. Guidelines for Faculty Evaluation and Review](#).

An overall rating of Fails to Meet Expectations, Meets Expectations, or Exceeds Expectations will be determined by examining all of the criteria and their respective weightings. The

expectations referred to in the overall rating are based on the previous year's goals as well as departmental and university standards for quality teaching, scholarship, and service. The overall rating will serve as the basis for raises (if available) and post-tenure review. The Chair's completed evaluation will be provided to the faculty member by May 15. The Chair **MUST** schedule a meeting with the faculty member if any area receives a score of "Fails to Meet Expectations" or if the Faculty Member requests it. That meeting must be completed by May 26.

Any Faculty Member who receives an overall rating of "Fails to Meet Expectations" in an annual performance evaluation shall work with the Department Chair to develop goals for the upcoming year to address relevant issues. If the Faculty Member is receiving an overall score of "Fails to Meet Expectations" for the second time in three years, he or she will be placed in Post-Tenure Review. (Refer to [Section III.BB. Post-Tenure Review.](#))

College Deans are responsible for ensuring equitable application of standards among college departments, and the Provost and Vice President for Academic Affairs (PVPAA) is responsible for ensuring the same equity throughout the University. The PVPAA and the Deans consider all available funds for faculty raises. Following the determination of available funds, the Deans shall, in consultation with their Department Chairs, develop specific monetary recommendations for salary increases.

Academic Year Timeline for Faculty Annual Performance Evaluation

<i>Date</i>	<i>Action</i>
September 15	Faculty Member may request a realignment of weightings and adjust goals submitted in May.
First week of spring semester	Faculty Member may request a realignment of weightings and adjust goals.
April 1 – April 15 (specific date to be established by individual Department Chairs)	Faculty Member shall submit the annual evaluation indicating their accomplishments or progress on each goal.
May 15	Department Chair shall address each criterion on the annual evaluation and return it to the Faculty Member .
May 26	Deadline for a Faculty Member to meet with the Department Chair about aspects of the annual evaluation, including ratings.
May 30	In preparation for the next academic year, Faculty Member shall outline goals and submit them electronically to the Department Chair , utilizing the annual evaluation form.
June 2	Copies of annual evaluations will be sent to the appropriate college Dean . In the case of an overall evaluation of "Fails to Meet Expectations," a copy will also be sent to the PVPAA .
July 1	Faculty contracts issued.

References: Faculty Senate, April 1999, March 14, 2013; Board of Visitors, April 23, 1999; June 15, 2001, March 2, 2017, June 8, 2018.

Form for Faculty Annual Performance Evaluation

FACULTY ANNUAL PERFORMANCE EVALUATION

May 13, 20____ - May 12, 20____

NAME (printed and signed)_____

The overall rating will serve as the basis for raises (if available) and post-tenure review. Thirty percent shall be distributed among the categories as determined by the Department Chair and the faculty member. When establishing the 30% allocation, the Department Chair and faculty member will consider the requirements of external accrediting agencies or other factors specific to the Department and/or College. This may affect the overall weights and therefore final rating. Department-specific criteria are available in Section IV.

[SECTION IV. – GUIDELINES FOR FACULTY EVALUATION AND REVIEW.](#)

Mid-year hires should be evaluated on the performance of the spring semester. For lecturers and senior lecturers, the minimum percentages should be 90% teaching, with the other 10% determined by other duties assigned and/or the goals of last year's evaluation. For clinical educators and senior clinical educators, the minimum percentages should be 50% teaching, with the other 50% determined by other duties assigned and/or the goals of last year's evaluation.

Department Chairs shall submit a copy of this form to the Dean.

I. TEACHING (Weight 50% + _____ %)

- A. Instructional Delivery
- B. Academic Mentorship/Advising

1. Faculty goals/accomplishments

2. Chair's response and rating:

Exceeds expectations
Meets expectations
Fails to meet expectations

II. SCHOLARSHIP (Weight 10% + _____ %)

- A. Research/Performance/Editorial Work

B. Professional Activity

1. Faculty goals/accomplishments

2. Chair's response and rating:

Exceeds expectations
Meets expectations
Fails to meet expectations

III. SERVICE (Weight 10% + _____ %)

Departmental, College, University, Professional, and Community

1. Faculty goals/accomplishments

2. Chair's response and rating:

Exceeds expectations
Meets expectations
Fails to meet expectations

IV. OVERALL RATING – Chair's response/rating:

Exceeds expectations
Meets expectations
Fails to meet expectations

Department Chair's suggested goals for implementation (not required):

References: Minutes of the Faculty Senate March 14, 2013, March 2, 2017.

U. PROBATIONARY REVIEW OF TENURE-TRACK FACULTY

The standard probationary period for new faculty members is six years but may be altered at the time of appointment. Regardless of the length of the probationary period, all newly appointed faculty will be evaluated under the criteria for First-Year Review and the [Timetable for Probationary Review of Tenure-Track Faculty in Their First Year of the Probationary Period and for Review of Clinical Educators and Lecturers](#).

Because instructors reside in tenure-track lines, the review of instructors follows the procedures and timelines below. Refer to [Section III.J. Selection, Appointment and Reappointment of Faculty](#) for more information.

The purpose of this review is to evaluate the probationary faculty member's professional skills and to enable the reviewing committee to make accurate and constructive recommendations to the candidate, the Department Chair, the Dean, and the Provost and Vice President for Academic Affairs (PVPAA). The Department Promotion and Tenure Committee and the Department Chair review probationary faculty under the conditions described below. Probationary faculty seeking promotion or tenure in the current academic year must follow the procedures outlined in [Section III. Z. Procedures For Tenure And Promotion to All Ranks](#) instead of those in [Section U. Probationary Review of Tenure-Track Faculty](#).

1. **Professional Portfolio:** Each probationary faculty member shall establish in his or her first year of service, and shall update annually, a professional portfolio for the use of the committees and individuals involved in review. The portfolio shall contain evidence of the candidate's credentials, teaching proficiency, and professional growth. Details about the items to be included in the portfolio are in [Section III.S. Professional Portfolio and Curriculum Vitae](#).
2. **Electronic Portfolio:** Departments may choose to allow or require electronic submission of materials for the portfolio. The format chosen for submission of electronic portfolios by the department must conform to privacy policies established by the University. Access must be limited at each stage of the process to those with authority in the promotion and tenure process at that point (the candidate, members of the Department Promotion and Tenure Committee, Department Chair, Dean, PVPAA, President, Board of Visitors). When electronic portfolios are used, letters from the Department Promotion and Tenure Committee, Department Chair, Dean, PVPAA, President, and Board of Visitors will be provided in hard copy as well as electronically.
3. **First-Year Review:** During the first semester, the Department Promotion and Tenure Committee meets with the probationary faculty member to set expectations and to discuss the probationary review process. The Department Chair may assign a faculty member to mentor the probationary faculty member during the first year. The first-year review shall be limited to a consideration of teaching effectiveness and participation in department activities as defined by departmental standards in [Section IV. Guidelines for Faculty Evaluation and Review](#). The timetable for the first-year review is found at the end of this section.
4. **Review Criteria:** The Department Promotion and Tenure Committee and the Department Chair shall separately review the probationary faculty member during the first, second, third,

fourth, and fifth years of full time teaching. The review shall discuss the candidate's credentials and performance, identifying strengths and making suggestions for improvement. Except for the first year, the review shall be in terms of the following criteria:

- a. Possession of the recognized terminal degree.
 - b. Quality teaching, service and scholarship as defined by University and departmental standards in [Section IV. Guidelines for Faculty Evaluation and Review](#).
5. All probationary reviews shall be conducted by the dates specified on the timetable found at the end of this section. Probationary faculty members may not decline probationary reviews nor prevent the specified communication of the results of those reviews.
 6. **Classroom Performance:** In addition to reviewing materials contained in the candidate's professional portfolio, the Department Promotion and Tenure Committee members and the Department chair, when feasible, shall observe the candidate's classroom performance within the following guidelines:
 - a. Normally, classroom visits should be scheduled in advance. The full class period should be observed. The candidate may wish to brief the visitor concerning the plans for that period.
 - b. The recommendations shall include a detailed report on the observation(s).
 7. Members of the department, including the chair, may provide signed information in writing to the Department Promotion and Tenure Committee on the candidate's performance and activities. The committee shall share such information with the candidate.
 8. The Department Chair and the Department Promotion and Tenure Committee address their letters of recommendation to the faculty member. Each letter shall contain at least the findings as to the probationary faculty member's professionally relevant strengths and any aspects of the member's performance which might discourage the eventual making of an offer of tenure if not corrected, including classroom observation feedback. In first-year review, the review will be confined to the considerations set forth above.
 9. The Department Chair's and the Department Promotion and Tenure Committee's letters shall contain explicit recommendations as to whether the probationary faculty member's contract should be renewed.
 10. The chair and the committee exchange these letters and the Department Chair forwards copies of both letters to the faculty member. Following any necessary reconsiderations or appeals as specified below and in the timetable, the Department Chair forwards copies of the final recommendation letters to the appropriate dean and the PVPAA. These copies will be maintained in those offices and become part of the professional portfolio.
 11. **Reconsideration of Review:** A probationary faculty member may request that the Department Promotion and Tenure Committee and/or the Department Chair reconsider their respective conclusions before the letters are forwarded to the Dean. The faculty member may also enter a statement of exception or clarification into the professional portfolio, and such letter shall become a part of the portfolio.

- a. The reconsideration of review process shall follow the schedule set forth in either the Timetable for Probationary Review of Tenure-Track Faculty in Their First Year of the Probationary Period and for Review of Clinical Educators and Lecturers or the Timetable for Probationary Review of Tenure-Track Faculty in Their Second through Fifth Years of Probationary Period (Timetable) as applicable.
- b. If requested, the Department Promotion and Tenure Committee and/or Department Chair shall meet with any probationary faculty member, clinical educator, or lecturer receiving a negative recommendation by the date specified in the appropriate Timetable.
- c. A request for a reconsideration must be made in writing by the date set forth in the applicable timetable. The request shall be delivered to the committee chair if the committee's letter is to be reconsidered or to the department chair if the chair's report is to be reconsidered. A written reply to the request for reconsideration shall be provided by the dates specified in the applicable timetable. If no amendment to the review letter is made, the written reply indicating such will become part of the professional portfolio. No initial letter is to be forwarded to the Dean or PVPAA before the date specified in the applicable timetable. If amendments to the initial letter(s) of the committee and/or chair are ultimately made, the amended letter shall become part of the portfolio and the original letter, request for consideration, and written reply to the request for reconsideration shall be purged immediately.

12. Access to Documents: Probationary faculty members shall have access to the documents which comprise their review according to the following provisions:

- a. The faculty member involved may retain originals or copies of all probationary review documents. The department chair shall retain copies or originals, which were submitted to or gathered by the department tenure committee during the course of the reviews.
- b. Except when needed by the Department Promotion and Tenure Committee/s, the Dean, and/or the PVPAA for purposes of either considering whether to renew a probationary contract or for purposes of a promotion or final tenure review, all such retention by the Department Chair shall continue until at least such time as:
 - (1) The probationary faculty member is promoted or is awarded tenure, or
 - (2) All procedures or opportunities, whether provided by the University directly or otherwise under state law, for appealing a final decision not to award tenure or a continuing probationary contract have expired, been exhausted, or been waived by the faculty member, whichever occurs last.
- c. Prior to the destruction of any documents associated with the review, they shall be offered without charge to the faculty member for his or her own purposes; in the case of materials submitted electronically, documents will be archived.
- d. The faculty member shall have access to, and may make copies of, all other materials obtained by the Department Promotion and Tenure Committee during the course of its probationary reviews of that faculty member.
- e. No person or organization other than the probationary faculty member, the members of the Department Promotion and Tenure Committee, the Department Chair, the primary

department secretary, the Dean, the PVPAA, the President, the members of the Board of Visitors, or the University's legal representation may have access to the portfolio without the written consent of the faculty member.

References: Faculty Handbook, 1982, 1986; Organization of Teaching Faculty, December 5, 1985; December 4, 1986; March 5, 1987; January 14, 1988; November 10, 1988; Longwood College Board of Visitors, July 16, 1982; April 7, 1988, April 23, 1999; Board of Visitors, June 15, 2001, June 18, 2004, June 14, 2013; Faculty Senate, April 8, 2004; April 26, 2012, April 11, 2013; February 4, 2016, March 2, 2017, April 5, 2018, February 11, 2021, April 8, 2021, April 21, 2022.

***Timetable for Probationary Review of Tenure-Track Faculty in Their
First Year of the Probationary Period and for Review of Clinical Educators and Lecturers***

If any date falls on a weekend or University recognized holiday, the due date is the next business day.

<i>Fall Semester</i>	<i>Action</i>
Beginning of contract period	Department Chair gives all new faculty copies of department policies on and observation timeframe for probationary review. Department Promotion and Tenure Committee meets with the probationary faculty member during the first semester to set expectations and to discuss the probationary review process.
By August 29	Department Chair provides to Chair of Department Promotion and Tenure Committee a list of tenure-track faculty in their first year of teaching, clinical educators and lecturers.
By December 9	Probationary candidates submit portfolio to Department Chair (or to Chair of the Department Promotion and Tenure Committee if candidate is the Department Chair).
By December 10	Department Chair provides the Chair of the Department Promotion and Tenure Committee the portfolio of probationary tenure-track faculty in their first year of teaching, clinical educators, and lecturers.
By December 15	Department Promotion and Tenure Committee circulates portfolios of probationary review faculty, clinical educators and lecturers, to members and notifies probationary faculty members of any missing items. All missing materials must be submitted by the candidate within one week of notification.
By December 22	The portfolio is now considered complete; no new materials may be added except for a letter of exception or clarification as provided in 11b above, and data from the Student Experience and Learning Form as soon as they are available.
<i>Spring Semester</i>	<i>Action</i>
By January 27	Department Chair and Department Promotion and Tenure Committee exchange letters of recommendation for first-year probationary tenure-track faculty members, clinical educators or lecturers. The recommendation letter is to be addressed to the faculty member. Department Chair forwards copies of both letters to the probationary faculty member.
By February 3	Department Promotion and Tenure Committee and/or Department Chair meets with any first-year probationary faculty member, clinical educator, or lecturer receiving negative recommendation, if requested.

By February 8	Candidate files written request of reconsideration of a negative recommendation with Department Promotion and Tenure Committee and/or Department Chair .
By February 15	Department Promotion and Tenure Committee and/or Department Chair replies in writing to any written requests for reconsideration of negative recommendations. If no amendments are made to an initial letter, the written reply becomes part of the professional portfolio. If amendments to an initial letter are ultimately made, the original letter, request for reconsideration, and written reply to the request for reconsideration shall be purged immediately.
By February 21	Copies of final review letters from the Department Chair and the Department Promotion and Tenure Committee for first-year probationary faculty members, clinical educators, or lecturers are sent by the Department Chair to the Dean and PVPAA .
By February 28	If recommending that a contract not be renewed for tenure-track faculty in their <i>first year</i> of employment, the Dean writes a letter to the PVPAA with a copy to the candidate, Department Chair , and Department Promotion and Tenure Committee .
By March 5	Candidate may file a written request for reconsideration of terminating contract with Dean .
By March 12	Dean replies in writing to any written request for reconsideration. Dean sends letters of recommendations and portfolios to the PVPAA .
By March 19	For candidates who have not filed for reconsideration of their cases, the PVPAA sends contract recommendations to the President , with a copy to the candidate, Department Chair , Department Promotion and Tenure Committee Chair , and respective Dean . For candidates with a recommendation from the Dean for a terminating contract or for not renewing a contract, the PVPAA completes recommendation and writes letter to candidate, Department Chair , Department Promotion and Tenure Committee Chair , and respective Dean . Letters are to be addressed to the candidate.
March Board Meeting	Board of Visitors acts on contract recommendations from President .
By March 24	If applicable, candidate files written request for reconsideration of terminating contract with PVPAA .
By March 31	PVPAA replies in writing to any written request for reconsideration of terminating contract.

By April 5	Candidate may request a hearing by the Faculty Status and Grievances Committee regarding the recommendation for terminating contract.
By April 20	If the Faculty Status and Grievances Committee has granted a hearing, it provides its report to the President , with a copy to the PVPAA . If the candidate has requested a hearing by April 5, but the Status and Grievances Committee believes it will be unable to complete its report by April 20, the Committee and the candidate may jointly ask for a delay. In such cases, the PVPAA and the President will normally postpone action on the case until the Status and Grievances Committee has completed its report, and the Board of Visitors will postpone action on the case until its summer Board meeting.
By April 27	PVPAA sends contract recommendation to the President , with a copy to the candidate, Department Chair, Department Promotion and Tenure Committee Chair , and the respective Dean .
By May 1	Completion of any delayed appeal by candidate(s) to PVPAA or President . Completion of election of members and officers of Department Promotion and Tenure Committee for following year.
By May 2	PVPAA provides Dean of the college and Department Chair list of faculty eligible for promotion and/or tenure the following year, and Department Chair provides list to department members and Chair of Department Promotion and Tenure Committee .
By May 5	President notifies candidate, Department Chair, Department Promotion and Tenure Committee Chair , and the respective Dean of the disposition of the case. The letter is to be addressed to the candidate.
Summer Board Meeting	Board of Visitors acts on contract recommendations from President .

***Timetable for Probationary Review of Tenure-Track Faculty in Their
Second through Fifth Years of Probationary Period***

If any date falls on a weekend or University recognized holiday, the due date is the next business day.

<i>Fall Semester</i>	<i>Action</i>
Beginning of contract period	Department Chair gives to all faculty copies of the department policies on probationary review and promotion and tenure review. Department Promotion and Tenure Committee meets with probationary faculty members during the first semester to set expectations and to discuss the probationary review process.
By August 29	Department Chair provides to Chair of Department Promotion and Tenure Committee a list of tenure-track faculty in their first year of teaching, faculty in the probationary review period, and faculty who wish to be considered for tenure and promotion.
By September 3	Promotion and tenure candidates and probationary candidates in their second through fifth year submit portfolios to Department Chair (or to Chair of the Department Promotion and Tenure Committee if candidate is the Department Chair).
By September 13	Department Promotion and Tenure Committee circulates portfolios of promotion and tenure candidates and probationary candidates to members and notifies candidates of any missing items. All missing materials must be submitted by the candidate within one week of notification.
By September 20	Portfolios are now considered complete; no new materials may be added except for a letter of exception or clarification as provided in 11b above.
By October 22	Department Promotion and Tenure Committee returns portfolio of probationary candidates to Department Chair .
By October 29	Department Chair and Department Promotion and Tenure Committee exchange letters of recommendation for probationary faculty members in their second through fifth years. Department Chair forwards copies of both letters to the probationary faculty member. The recommendation letter is to be addressed to the probationary faculty member.
By November 3	Department Promotion and Tenure Committee and/or Department Chair meets with any probationary faculty member receiving negative recommendation, if requested.
By November 10	Probationary candidate files written request for reconsideration of a negative recommendation with Department Promotion and Tenure Committee and/or Department Chair .

By November 17	Department Promotion and Tenure Committee and/or Department Chair replies in writing to any written requests for reconsideration of negative recommendations. If no amendments are made to an initial letter, the written reply becomes part of the professional portfolio. If amendments to an initial letter are ultimately made, the original letter, request for reconsideration, and written reply to the request for reconsideration shall be purged immediately.
By November 23	Copies of final probationary review letters from the Department Chair and Department Promotion and Tenure Committee for probationary faculty members in their second through fifth years are sent by the Department Chair to the Dean and PVPAA , accompanied by any letters of exception or clarification provided by the candidate.
By November 30	If recommending that a contract not be renewed for tenure-track faculty in their <i>second year</i> of employment, or if recommending a terminating contract for tenure-track faculty in their third through fifth years of employment, the Dean writes a letter to the PVPAA with a copy to the candidate, Department Chair , and Department Promotion and Tenure Committee .
By December 7	Probationary candidates may file a written request for reconsideration of terminating contract with Dean .
By December 14	Dean replies in writing to any written requests for reconsideration of terminating contracts for probationary candidates. Dean sends recommendations and portfolios to the PVPAA .
<i>Spring Semester</i>	<i>Action</i>
By January 4	For candidates in their second through fifth year with a recommendation for a terminating contract or for not renewing a contract from the Dean , the PVPAA completes recommendation and writes letter to candidate , Department Chair , Department Promotion and Tenure Committee Chair , and respective Dean . Letters are to be addressed to the candidate.
By January 7	If applicable, candidate files written request for reconsideration of terminating contract with PVPAA .
By January 12	PVPAA replies in writing to any written request for reconsideration of terminating contract.
By January 17	Candidate may request a hearing by the Faculty Status and Grievances Committee regarding the recommendation for terminating contract.

By February 7	If the Faculty Status and Grievances Committee has granted a hearing, it provides its report to the President , with a copy to the PVPAA . If the candidate has requested a hearing by January 17, but the Status and Grievances Committee believes it will be unable to complete its report by February 7, the Committee and the candidate may jointly ask for a delay. In such cases, the PVPAA and the President will normally postpone action on the case until the Status and Grievances Committee has completed its report, and the Board of Visitors will postpone action on the case until its summer Board meeting.
By February 12	PVPAA sends contract recommendation to the President , with a copy to the candidate, Department Chair, Department Promotion and Tenure Committee Chair , and the respective Dean .
By February 17	President notifies candidate, Department Chair, Department Tenure Committee Chair , and the respective Dean of the disposition of the case. The letter is to be addressed to the candidate.
March Board Meeting	Board of Visitors acts on contract recommendations from President .
By May 1	Completion of any delayed appeal by candidate(s) to PVPAA or President . Completion of election of members and officers of Department Promotion and Tenure Committee for following year.
By May 2	PVPAA provides Dean of the college and Department Chair list of faculty eligible for promotion and/or tenure the following year, and Department Chair provides list to department members and Chair of Department Promotion and Tenure Committee .

V. REVIEW OF CLINICAL EDUCATORS AND LECTURERS

1. Persons employed as clinical educators and lecturers are not eligible for tenure and are therefore not classified as "probationary faculty." However, all clinical educators and lecturers shall be reviewed by the Department Promotion and Tenure Committee and the Department Chair.
2. The review of clinical educators and lecturers shall be defined by departmental standards in [Section IV. Guidelines for Faculty Evaluation and Review](#).
3. Reviews of lecturers and clinical educators will be carried out on the same timetable as those for probationary tenure track faculty in their first year of employment. The timetable is found in [Section III.U. Probationary Review of Tenure Track Faculty](#).
4. In the event that the semester during which the clinical educator or lecturer is to be reviewed occurs other than during the regular academic year, the chair of the relevant department may arrange with the appropriate college Dean for an alternate review schedule.
5. Senior Lecturers and Senior Clinical Educators only need to be evaluated as outlined in the Faculty Policies and Procedures Manual's Annual Performance Review sections [III. R.](#), [III. S.](#) and [III. T.](#) The conditions of Faculty Policies and Procedures Manual section [III.M.8.](#) still apply. Department Chairs may still require the periodic submission of an up-to-date professional portfolio for licensure and/or accreditation purposes.
6. The Department Chair and the Department Promotion and Tenure Committee shall also transmit at that time a copy of their respective reviews and a copy of the recommendation to the clinical educator or lecturer involved. The Department Chair and the Department Promotion and Tenure Committee shall transmit to the appropriate dean (a) a letter that contains their respective reviews, and (b) a recommendation regarding the possible future employment of the lecturer or clinical educator by the University. After review, the Dean shall transmit these materials to the PVPAA.

References: Faculty Handbook, 1982, 1986; Organization of Teaching Faculty, December 5, 1985; December 4, 1986; March 5, 1987; January 14, 1988; November 10, 1988; Faculty Senate; April 6, 2023, February 3, 2011, March 2, 2017, April 8, 2021, March 5, 2026; Longwood College Board of Visitors, July 16, 1982; April 7, 1988, April 23, 1999; Board of Visitors, March 25, 2011.

W. REVIEW OF ADJUNCT AND PART-TIME FACULTY

1. Persons employed as adjunct faculty and Longwood administrative and professional faculty who are teaching on a part-time basis are not eligible for tenure and are therefore not classified as "probationary faculty." However, all adjuncts and part-time faculty shall be reviewed annually by the Department Chair (or her/his designee).
2. Review of adjunct and part-time faculty members is required each year (Fall, Spring, Summer). All adjunct and part-time faculty members are evaluated by the Department Chair (or his/her designee) in the first semester that they teach of any given year (Fall, Spring, Summer).
3. The review of the adjunct and part-time faculty shall be limited to a consideration of teaching effectiveness as defined by departmental standards available from the department chair (see [Section III.R. Criteria for Faculty Evaluation and Review](#), item I) and of appropriate participation in department activities.
4. The chair shall review adjunct and part-time faculty within his or her department according to the time schedule below. The chair shall transmit a recommendation letter to the adjunct or part-time faculty member, copied to the appropriate dean. Each recommendation letter will include (a) a summary of the chair's review, including the methods used to determine the adjunct's qualifications and suitability, and (b) a recommendation regarding the possible future employment of the adjunct or part-time faculty member by the University in a teaching capacity.

References: Faculty Handbook, 1982, 1986; Organization of Teaching Faculty, December 5, 1985; December 4, 1986; March 5, 1987; January 14, 1988; November 10, 1988; Faculty Senate, February 3, 2011, April 24, 2014, April 24, 2015, March 2, 2017, April 8, 2021; Longwood College Board of Visitors, July 16, 1982; April 7, 1988, April 23, 1999; Board of Visitors, March 25, 2011.

Timetable for Review of Adjunct and Part-Time Faculty

Dates given below are for all semesters, and should be adapted to meet each individual case. If any date falls on a weekend or University recognized holiday, the due date is the next business day.

<i>Fall Review</i>	<i>Action</i>
By January 26	Department Chair completes review of fall semester adjunct and part-time faculty.
By January 31	Department Chair sends a recommendation letter to each such adjunct and part-time faculty member , copied to the Dean of the college.
<i>Spring Review</i>	<i>Action</i>
By May 19	Department Chair completes review of spring semester adjunct and part-time faculty who were not evaluated in the previous fall.
By May 24	Department Chair sends a recommendation letter to each such adjunct and part-time faculty member , copied to the Dean of the college.
<i>Summer Review</i>	<i>Action</i>
By August 26	Department Chair completes review of summer adjunct and part-time faculty who weren't evaluated in either the previous fall or the previous spring.
By August 31	Department Chair sends a recommendation letter to each such adjunct and part-time faculty member , copied to the Dean of the college.

X. TENURE

1. **General Provisions:** An appointment with tenure is an appointment by Longwood University which is continuous and permanent in nature. Tenure must be earned and awarded and is not a right accrued by employment at the University for any period of time. Tenure may be terminated by the University for cause, such as but not limited to, serious misconduct or incompetence, retirement, or academic or financial exigency. Academic exigency is defined as an academic need which cannot be met by existing departmental personnel.
2. Vice presidents, deans, department chairs, directors, and faculty assigned to administrative offices or duties shall not acquire tenure in such offices and duties, and relief from such assignments, per se, shall not affect the teaching status and tenure of those individuals. Persons appointed to the positions of Provost and Vice President for Academic Affairs (PVPAA) or Dean may be granted faculty tenure on appointment if so recommended by the appropriate Department Promotion and Tenure Committee and Department Chair. This tenure review shall be completed prior to the position being offered to a finalist.
3. Each department in the University shall establish a standing Promotion and Tenure Committee consisting of at least three full-time, tenured faculty members. In the event that a department has fewer than three eligible members, the department shall select committee members from the tenured faculty at large (except its own chair). This committee shall review probationary faculty members, applications for promotion, and non-tenure track full-time faculty members.
4. Tenure review is based on a significant period of full-time teaching, scholarship and service. Tenure review is a one-time process. A candidate may withdraw but may not reenter the process. The probationary period for tenure shall be six years. Successful candidates are normally awarded tenure at the beginning of their seventh year of full-time employment. Exceptions to this policy must be specified in a faculty member's initial contract.
5. For faculty members without prior college-level teaching experience, the award of tenure is to be concurrent with promotion to the rank of Associate Professor.
6. The criteria for tenure include the recognized terminal degree, six years of effective teaching, scholarly activity and service. The candidate's record must indicate a continuing pattern of success in these criteria areas and potential for further growth and achievements. Tenure evaluation will be based on:
 - a. Possession of the recognized terminal degree.
 - b. Quality teaching, scholarship and service as defined by University and departmental standards in [Section IV. Guidelines for Faculty Evaluation and Review](#).
 - c. Evidence of a record of scholarly activity recognized by disciplinary peers outside the institution, including one peer-reviewed contribution relevant to the discipline, and potential for further professional and scholarly growth. Peer-reviewed contribution means notable creative work and/or notable professional publication or achievement as defined by each academic unit.

7. Procedures for tenure consideration are outlined in [Section III.Z. Procedures for Tenure and Promotion to All Ranks](#). All parties involved in the decision making process shall follow these procedures, and the time table specified below. Each department may draft and formally approve additional policies and procedures for the evaluation of faculty members. Approval by the PVPAA is required before implementation.

POLICY ON STOPPING THE TENURE CLOCK

1. **General Provisions:** Tenure-track faculty members normally have a probationary period between the time they begin employment and the tenure decision. Modifications in the length of this period from that specified in the letter of offer take the form of a one-year *stop in the tenure clock*, in which the employee
 - a. postpones the next scheduled reappointment review for a year, and
 - b. agrees to a one-year postponement in the latest date for the tenure decision.

No more than one extension of the probationary period shall be granted.

2. **Reasons for stopping the clock:** Stops in the clock are neither routine nor automatic. They are possible only in certain exceptional cases. There are essentially two criteria for stopping the clock:
 - a. Childbirth or adoption of a child. One or both parents or guardians may apply.
 - b. Other factors beyond the employee's control that significantly detract from the employee's academic record. Although it is not possible to enumerate all of these factors, a few examples include (a) severe illness or disability, (b) natural disasters such as floods or fires, and (c) faculty who have taken leave under the Family Medical Leave Act.
3. Failure to make adequate progress toward tenure is not an adequate justification for stopping the clock.
4. **The Process:** Stopping the clock requires an explicit, written request from the affected employee submitted to the Department Promotion and Tenure Committee and the Department Chair simultaneously. The request must specify the reason for stopping the clock. The written request need not reveal highly personal details; however, the employee should be willing to provide enough information to make a persuasive case under one of the criteria listed above. Part of the written request must include any alterations to the criteria for the annual faculty evaluation. Altered criteria may involve lowering minimum percentages of teaching, scholarship, and/or service in a typical faculty evaluation; the Chair and the college Dean must approve any such reductions. The Department Chair must then forward the request, with the independent recommendations of the Department Promotion and Tenure Committee and the Department Chair, to the college Dean. The Department Promotion and Tenure Committee should not address any requested alterations to the annual evaluation criteria. The college Dean then forwards the request, with a recommendation, to the Office of Academic Affairs. The PVPAA shall notify the employee in writing of the

decision, and send copies of the decision to the Dean, Department Chair, and Department Promotion and Tenure Committee. All decisions shall be handled expeditiously.

Additional Information: The following remarks may help answer some questions that frequently arise about stopping the clock.

- a. Academic Affairs will not approve requests retroactively. The request must be made within one year after commencement of the exceptional circumstances and prior to the submission of the tenure portfolio.
- b. The fact that an employee's tenure clock has been stopped has no bearing on the tenure decision other than its timing. In particular, there is no penalty for stopping the tenure clock.
- c. It is the employee's responsibility to request a clock stop. However, no employee is compelled to ask for or accept a stop in the clock. Department chairs and deans may notify employees of the university's policy when a particular employee encounters an event fitting one of the criteria listed above.
For example, it is reasonable to remind a woman who is expecting a child that she can stop the tenure clock.
- d. The clock will not automatically stop during a leave of absence without pay. An employee taking leave without pay may request a clock stop, provided at least one of the criteria listed above applies. In this case the normal procedure is to request the clock stop before the leave of absence begins.

POLICY ON EXTENDING THE TENURE CLOCK FOR COVID-19

Faculty members employed as tenure-track faculty in 2019-20 and continuing as tenure-track faculty in 2020-21 have the option to extend the timeline of their decision for tenure and promotion to associate professor (hereafter, tenure decision date) by one year. This option is intended to ameliorate any negative effects on research and service caused by the COVID-19 pandemic. This provision does apply to faculty who have previously negotiated shortened tenure decision dates.

Eligible faculty wishing to choose this one-year extension to their tenure decision date must elect to do so in written format to the chair of their department promotion and tenure committee, their department chair, their college dean, and the Provost and Vice President for Academic Affairs (PVPAA). The written choice to extend the tenure decision date must be received in Academic Affairs prior to August 1, 2020 (for those faculty whose tenure decision date is 2020-21) or December 15, 2020 (for all other eligible faculty). Academic Affairs will acknowledge receipt of the choice. This one-year extension to the tenure decision date will be reflected in future contracts. Once chosen, this option cannot be revoked.

Faculty choosing this one-year extension:

- will still undergo promotion and tenure review in each year they are on the tenure-track.
- will have no adverse effects or penalties at any level of the promotion and tenure decision process placed on them because of this choice.
- may also separately utilize the policy on stopping the tenure clock. That policy's

restriction of only one extension via that policy remains in effect but has no bearing on this COVID-19 extension.

References: Faculty Handbook 1982, 1986; Organization of Teaching Faculty, December 5, 1985; April 24, 1986; March 5, 1987; January 14, 1988; November 10, 1988; College Council, January 23, 1992; Longwood College Board of Visitors, July 16, 1982; April 7, 1988; February 3, 1992, April 23, 1999, June 13, 2009, June 14, 2013; Faculty Senate 2000, 2009, April 11, 2013, March 2, 2017, February 1, 2018, April 5, 2018, April 23, 2020; Board of Visitors, June 10, 2017, June 8, 2018.

Y. PROMOTION TO ALL RANKS

1. General Provisions:

Promotion decisions are made by the Provost and Vice President for Academic Affairs (PVPAA), subject to approval by the President and the Board of Visitors, upon the recommendation of the appropriate college Dean, the Department Chair, and the Department Promotion and Tenure Committee. These recommendations must comply with the criteria in this section and follow the timetable in [Section III.AA. Timetable for Tenure and Promotion to All Ranks](#) and the procedures set forth in [Section III.Z. Procedures for Tenure and Promotion to All Ranks](#). Candidates may withdraw from consideration at any time prior to final action by the Board of Visitors upon written notification to the department chair, who shall notify the appropriate parties.

- a. Each department in the University shall establish a standing Promotion and Tenure Committee to review faculty for promotion, tenure and probationary review. Departments may choose to establish a separate committee consisting only of Professors to review a promotion application for a candidate to Professor. In the year a faculty member is seeking promotion to Professor, if there is not a separate committee for review of candidates for Professor, he or she shall not serve on the Department Promotion and Tenure Committee.
 - b. At the beginning of the fall semester, each department chair shall provide to the Department Promotion and Tenure Committee a list of those to be considered for promotion.
 - c. Separate written recommendations shall be made by the Department Chair and the Department Promotion and Tenure Committee. Both recommendations shall be transmitted to the candidate by the date specified in Section III.AA. Timetable for Tenure and Promotion to All Ranks.
 - d. The candidate is notified of the recommendations at each level of review, and may withdraw from consideration at any level.
 - e. The Department Chair transmits the recommendations of the Promotion and Tenure Committee and the Department Chair, accompanied by the professional portfolio, to the Dean.
 - f. These recommendations and the portfolio are reviewed by the Dean. The recommendations of the Dean, the Department Chair, and the Department Promotion and Tenure Committee are transmitted by the Dean to the PVPAA, whose decision, subject to approval by the President and Board of Visitors, is final.
 - g. Each department may draft and formally approve standards for the evaluation of faculty members, which must be approved by the Dean of the college and the PVPAA before implementation. Copies of the approved standards must be distributed to all departmental faculty in writing.
2. For faculty members without prior college-level teaching experience, the award of tenure is to be concurrent with promotion to the rank of Associate Professor.
 3. **General Criteria for Promotion to All Ranks:**
 - a. Possession of the recognized terminal degree.

- b. Quality teaching, service and scholarship as defined by University and departmental standards available from Department Chair. ([See Section III.R. Criteria for Faculty Evaluation](#))
 - c. Employment as a member of the faculty at Longwood University for no less than one academic year prior to consideration for promotion.
4. **Specific Criteria for Promotion to Each Rank (including Librarians):**
- a. **Associate Professor** -- In addition to meeting the general criteria for promotion, the candidate shall provide evidence of professional achievement which is recognized outside the institution, and potential for further professional growth. The candidate must have completed five years of full-time tenure-track college teaching (or academic librarianship in the case of librarians) prior to beginning the application process with the time table; exceptions must be specified in the faculty member's initial contract.
 - b. **Professor** -- In addition to meeting the general criteria for promotion, the candidate shall have produced creative work, professional publication or achievement, or quality research judged significant by peers outside the institution. The candidate must have completed eleven years of full-time tenure-track college teaching, including five years of full-time tenure-track college teaching (or academic librarianship in the case of librarians) at the rank of associate professor, prior to beginning the application process with the time table; exceptions must be specified in the faculty member's contract.
 - c. **Senior Clinical Educator** -- A Clinical Educator may seek promotion to the rank of Senior Clinical Educator in the sixth year of employment. Any requirements for teaching, scholarly productivity and service are determined by departmental standards.
 - d. **Senior Lecturer** -- An individual in a designated "continuing" Lecturer position must apply for promotion to Senior Lecturer in order to continue employment beyond his/her sixth year. Any requirements for teaching, scholarly productivity and service are determined by departmental standards.
5. **Special Provisions for Promotion to Associate Professor and Professor for All Faculty (including Librarians):** Credit may be given toward satisfying the length-of-teaching experience criteria specified in sections 3 and 4 above in recognition of time spent on an academically relevant, grant-supported or otherwise funded leave (e. g., Fulbright or National Science Foundation grant or Longwood sabbatical or Connections). Decisions to give credit or not to give credit shall be made by the PVPAA.

References: Faculty Handbook 1982, 1986; Organization of Teaching Faculty, January 19, 1989; Longwood College Board of Visitors, July 16, 1982; April 7, 1988, Faculty Senate, February 19, 1998, April 23, 1999; March 18, 2010, February 3, 2011, March 2, 2017, April 5, 2018, April 8 2021, March 3, 2022; Board of Visitors, June 18, 2005, June 10, 2010, March 25, 2011, April 11, 2013, June 10, 2017, June 8, 2018.

Z. PROCEDURES FOR TENURE AND PROMOTION TO ALL RANKS

The procedures in this section only apply to faculty in academic years when they are seeking promotion or tenure consideration. Probationary faculty not seeking promotion or tenure consideration in the current academic year must follow the procedures outlined in Section U. The text in Section Z is summarized in [Section III. AA. Time Table for Tenure and Promotion to All Ranks](#).

1. Candidate's Responsibilities

- a. Each faculty member has the primary responsibility for providing material in support of his or her application for promotion and/or tenure.
- b. The candidate must follow the timetable for tenure and/or promotion found in [Section III.AA. Timetable for Tenure and Promotion to All Ranks](#).
- c. Candidates for tenure must provide evidence of professional achievement that is recognized beyond the institution, and potential for further professional growth.
- d. Each faculty member shall establish in his or her first year of service a professional portfolio as outlined in [Section III.S. Professional Portfolio and Curriculum Vitae](#). The candidate shall submit this professional portfolio to the Department Chair. A Department Chair who wishes to apply for promotion shall submit his or her professional portfolio to the chair of the appropriate Department Promotion and Tenure Committee (see 2 below).
- e. If notified by the Department Promotion and Tenure Committee of missing items in the professional portfolio, the candidate should provide the missing items by the date stated in the timetable. Once this portfolio, with the addition of any previously missing items, has been submitted to the Department Chair and Department Promotion and Tenure Committee for their consideration, the portfolio is considered complete. Except for inclusion of a letter of exception or clarification as provided for in item i. below, the professional portfolio cannot be modified or added to after its final submission at the department level until the entire promotion and/or tenure review process has been completed.
- f. The candidate shall have access to all materials relating to his or her candidacy except the detailed results of secret ballots of the Department Promotion and Tenure Committee.
- g. If the candidate seeks a reconsideration at the department level, a written request for such reconsideration must be filed with the appropriate committee or person after a negative recommendation has been received. An appeal can be carried to the Committee on Faculty Status and Grievances only after the faculty member has appealed the decision through all appropriate channels short of the President.
- h. With the exception of applications for tenure concurrent with promotion to Associate Professor, the application process may be terminated under the following conditions:
 - (1) If one or both department-level recommendations are negative, and if the candidate still wishes to advance the application, the candidate must file a written request to that effect with the Department Chair (or, if the candidate is a department chair, with the chair of the special department-level review committee, if any – see 2 below). If no such request is filed, the application process will be terminated.
 - (2) If the candidate wishes to withdraw from promotion consideration at any point during the application process, a written request must be filed with the Department Chair. The chair will notify the other appropriate individuals.

Department chairs who wish to withdraw their own applications for promotion shall file such a written request with the chair of the special department-level review committee, who will notify other appropriate individuals.

- i. Whether or not any candidate seeks a reconsideration or pursues an appeal for promotion and/or tenure decisions, and regardless of the result of any such reconsideration or appeal, the candidate shall be permitted to enter a letter of exception or clarification relevant to the recommendation of either the Department Chair, the Department Promotion and Tenure Committee, the Dean, the Provost and Vice President for Academic Affairs (PVPAA), or any combination of them. Copies of the letter shall be provided by the faculty member to all persons who had previously participated in that particular review. Such letter of exception or clarification (a) may be entered into the candidate's portfolio at any time prior to the President's actual consideration of the application, (b) becomes an integral part of the portfolio, and shall accompany any summary of the contents of the portfolio which is provided to either the Dean, the PVPAA, or the President, and (c) is not to be considered part of the fifteen pages of additional material in the professional portfolio.

2. Tenure and/or Promotion Consideration of a Department Chair

- a. As a candidate for tenure and/or promotion, a department chair may:
 - (1) Rely solely on his or her Department Promotion and Tenure Committee and its recommendation, or,
 - (2) Ask for a special department-level review committee to be formed, consisting of three members of the Department Promotion and Tenure Committee to be specially elected by the department and three teaching faculty members selected by the Dean. This special department-level committee shall follow the general procedures which apply to all Department Promotion and Tenure Committee, except as modified by any special procedures which had been proposed by the candidate's department and approved by the Dean. The special committee shall have access to all materials normally available to the Department Promotion and Tenure Committee.
- b. The special committee will send its final recommendation regarding the application (the initial one in the absence of an appeal, or the one based upon an appeal meeting, if any) to the Dean of the appropriate college.

3. Department Promotion and Tenure Committee's Responsibilities

- a. All deliberations of the committee and all materials submitted by the candidate shall be held in the strictest of confidence.
- b. The committee must follow the timetable for tenure and/or promotion found in the appropriate section and address its letter to the candidate.
- c. The committee chair shall be responsible for ensuring that the committee adheres to University promotion and tenure policies and procedures and any additional policies and procedures which have been formally approved by the department and the Dean.
- d. Each department shall establish a standing Promotion and Tenure Committee consisting of at least three full-time, tenured faculty members. The committee shall be elected by the full-time faculty members of the department by secret written ballot. The department may elect to stagger committee members' terms and shall set the length of service on the committee. Soon after its election in the spring semester, the full committee shall meet to

elect a chair and secretary. The secretary shall keep minutes of meetings, the committee's correspondence, and shall make available, upon a candidate's request, any materials directly related to that candidacy except the detailed results of secret ballots.

- e. Candidates should be observed in the classroom by a majority of the members of the committee, unless the candidate requests such observations by all of the committee members. Normally, classroom visits should be scheduled in advance.
- f. Each committee member shall have access to the candidate's professional portfolio.
- g. All committee members must formally meet to discuss and vote on candidates. Abstentions are not acceptable. An affirmative recommendation for tenure and/or promotion shall be based on a vote of two-thirds or greater of the Department Promotion and Tenure Committee. The voting shall be by secret, written ballot and the committee secretary shall keep such ballots, together with minutes and correspondence related to the candidate, in a secure location for three years.
- h. The letter of response by the Department Promotion and Tenure Committee to the tenure and/or promotion candidate should be addressed to the candidate and copied to the Department Chair, to the appropriate college Dean and to the PVPAA.

4. Department Chair's Responsibilities

- a. The Department Chair shall provide all newly appointed department faculty members with a copy of all departmental policies on promotion.
- b. The Department Chair shall observe candidates' classroom performance.
- c. The Department Chair must follow the timetable found in [Section III.AA. Timetable for Tenure and Promotion to All Ranks](#) and address his or her letter to the promotion candidate.
- d. In the spring, the Department Chair shall provide to the department, the Department Promotion and Tenure Committee chair(s), and the Dean, a list secured from the PVPAA of all candidates eligible for consideration for promotion and/or tenure in the forthcoming fall semester. Eligibility for promotion to Professor is based on possession of the terminal degree and years in rank only. At the beginning of the following fall semester, the Department Chair shall provide the department members, the Department Promotion and Tenure Committee chair, and the Dean a list of those candidates who have expressed a desire to be considered for promotion to Professor by submitting their professional portfolio.
- e. The Department Chair shall develop a recommendation for each candidate and shall exchange written recommendations with the Department Promotion and Tenure Committee chair in accordance with [Section III.AA. Timetable for Tenure and Promotion to All Ranks](#).
- f. The Department Chair shall transmit both recommendations to the Dean. The Department Chair shall notify the Department Promotion and Tenure Committee of all actions taken on department promotion and/or tenure candidates at all levels beyond the department. Materials to be submitted in support of an application for promotion and/or tenure shall include only the following:
 - (1) The candidate's professional portfolio.
 - (2) Final letters from (a) the Department Chair, and (b) the chair(s) of the Department Promotion and Tenure Committee. These letters should justify positive or negative recommendations and should include judgments of teaching, scholarship, and service to the University and the community. The Department Chair's and the

Department Promotion and Tenure Committee's letters summarizing their reviews shall contain explicit recommendations as to whether the faculty member should be granted tenure and/or promoted.

- (3) Copies of recent publications or other major scholarship as defined by department standards from the last five years.
- (4) Such other materials which are specifically requested by the college Dean.
- g. The Department Chair shall notify all appropriate parties if a candidate withdraws from consideration for promotion not concurrent with tenure.

5. Dean's Responsibilities

- a. The Dean shall recognize the primacy of the review process at the department level.
- b. The Dean shall act to maintain the fair and uniform application of promotion and tenure standards across departments, while recognizing valid differences between departments (e.g., publication in the sciences vs. performances or exhibition in the arts).
- c. The Dean must follow the timetable for promotion and/or tenure specified in [Section III.AA. Timetable for Tenure and Promotion to All Ranks](#).
- d. The candidate's materials received shall be considered only by the Dean of the college from which they emanated.
- e. A recommendation on each application shall be completed and communicated by the Dean in a letter addressed to the candidate.
- f. In the event that the Dean concludes a negative recommendation, the reason or reasons for such recommendation shall be reported in writing to the candidate involved, to the Department Chair of the candidate's department, and to the chair of the candidate's Department Promotion and Tenure Committee.
- g. The candidate's portfolio, the Department Promotion and Tenure Committee recommendations, and the recommendations of the Dean shall be forwarded to the PVPAA except in the cases of those candidates who withdraw their applications.
- h. In the event that a dean's participation in the review of any application for promotion and/or tenure might constitute a conflict of interest as defined in the State and Local Government Conflict of Interest Act, such dean shall not participate in such review.
- i. If for any reason a dean does not review an application for promotion and/or tenure presented by the faculty member in his or her college, no substitute for the Dean shall be named in this regard. Instead, the candidate's portfolio; shall be forwarded from the Department Promotion and Tenure Committee and the Department Chair directly to the PVPAA, unless the candidate for promotion to Professor withdraws the application.

6. PVPAA's Responsibilities

- a. The PVPAA shall recognize the primacy of the review process at the department level.
- b. The PVPAA shall act to maintain the fair and uniform application of promotion and tenure standards across departments, while recognizing valid differences between departments (e.g., publications in the sciences vs. performances or exhibition in the arts).
- c. The PVPAA must follow the timetable for promotion and/or tenure specified in [Section III.AA. Timetable for Tenure and Promotion to All Ranks](#).
- d. The PVPAA may confer only with the candidate's Dean, Department Chair, Department Promotion and Tenure Committee, and/or the candidate himself or herself for purposes of reviewing the application for promotion and/or tenure.

- e. The candidate shall be invited to attend any such meeting between the PVPAA and the Dean, the Department Chair, and/or the Department Promotion and Tenure Committee. In the event that the candidate declines to attend any such meeting, the meeting may be conducted in the candidate's absence, but a written summary of the events of the meeting shall be provided to the candidate.
- f. The PVPAA shall complete his or her individual review of the applications for promotion and/or tenure which have been separately forwarded by the individual deans, and shall communicate his or her own recommendations to the individual candidates in a letter addressed to the candidate.
- g. In the event that the PVPAA determines a negative recommendation, the reason or reasons for the negative recommendation shall be reported in writing to the candidate involved, to the Department Chair of the candidate's department, to the chair of the candidate's Department Promotion and Tenure Committee, and to the Dean of the candidate's college.
- h. Positive and negative recommendations by the PVPAA shall be communicated to the President of the University except in the cases of those candidates who withdraw their applications for promotion.
- i. The PVPAA shall communicate the result of the eventual Board of Visitors actions on continued applications as soon as possible to the respective candidates, the Department Chairs of their departments, and to the Deans of the candidates' colleges.

7. President's Responsibilities

- a. The President shall consider all applications for promotion and/or tenure which have been forwarded by the PVPAA and shall conclude a recommendation regarding each of them. In the event of a negative recommendation, the President should advise the candidate, in writing, of that fact by the last day of February.
- b. Except in the cases of those candidates who withdraw their applications, the President shall communicate his or her recommendations to the Board of Visitors in time for the Board to act on them at its March meeting.

8. Conclusion of Appeals

If a faculty member appeals a negative promotion and/or tenure recommendation by the PVPAA or the President of the University, all action regarding such appeal shall be completed by March, unless further delay is due to actions or requests submitted by the candidate.

References: Faculty Handbook 1982, 1986, [1987 rev.]; Organization of Teaching Faculty, November 8, 1984; December 5, 1985; April 24, 1986; January 14, 1988; November 10, 1988; Longwood College Council, April 11, 1991. Faculty Senate September 7, 2000; March 18, 2010, April 26, 2012, March 2, 2017, April 5, 2018, April 8, 2021, April 21, 2022; Board of Visitors, June 8, 2018.

AA. TIME TABLE FOR TENURE AND PROMOTION TO ALL RANKS

If any date falls on a weekend or University recognized holiday, the due date is the next business day.

<i>Fall Semester</i>	<i>Action</i>
Beginning of contract period	Department Chair gives to all faculty copies of the department policies on probationary review and promotion and tenure review.
By August 29	Department Chair provides to Chair of Department Promotion and Tenure Committee a list of faculty who will be considered for tenure and promotion.
By September 3	Candidates submit portfolios to Department Chair (or to Chair of the Department Promotion and Tenure Committee if candidate is the Department Chair).
By September 13	Department Promotion and Tenure Committee circulates portfolios of candidates to members and notifies candidates of any missing items. All missing materials must be submitted by the candidate within one week of notification.
By September 20	Portfolios are now considered complete; no new materials may be added except for a letter of exception or clarification as provided in Section III.Z. Procedures for Promotion and Tenure , item 1.i.
By October 14	Department Chair and Department Promotion and Tenure Committee exchange letters of recommendation. Department Chair provides copies of both letters to candidate. Both letters are to be addressed to the candidate. All candidate portfolios are returned to Department Chair or assigned location.
By October 21	Department Promotion and Tenure Committee and/or Department Chair meets with any candidate receiving negative recommendation, if requested.
By October 27	Candidate files written request for reconsideration with Department Promotion and Tenure Committee and/or Department Chair .
By November 3	Department Promotion and Tenure Committee and/or Department Chair replies in writing to any written requests for reconsideration.
By November 4	Department Chair sends to college Dean candidate's portfolios and final recommendations from both the Department Chair and the Department Promotion and Tenure Committee.
By November 27	Dean completes recommendation and sends letter to candidate , Department Chair , and Department Promotion and Tenure Committee Chair . The recommendation letter is to be addressed to the candidate.

By December 4	Candidate may file a written request for reconsideration of terminating contract with Dean .
By December 10	Dean replies in writing to any written requests for reconsideration.
By December 11	Dean sends recommendations and portfolios to the PVPAA .
<i>Spring Semester</i>	<i>Action</i>
By January 5	PVPAA completes recommendation and sends letter to candidate , Department Chair , Department Tenure Committee Chair , and respective Dean . The recommendation letter is to be addressed to the candidate.
By January 12	If applicable, candidate files written request for reconsideration of negative recommendation with PVPAA .
By January 14	PVPAA replies in writing to any written request for reconsideration of negative recommendation.
By January 17	Candidate may request a hearing by the Faculty Status and Grievances Committee regarding a negative recommendation.
By February 7	If the Faculty Status and Grievances Committee has granted a hearing, it provides its report to the PVPAA . If the candidate has requested a hearing by January 17, but the Status and Grievances Committee believes it will be unable to complete its report by February 7, the Committee and the candidate may jointly ask for a delay. In such cases, the PVPAA and the President will normally postpone action on the case until the Status and Grievances Committee has completed its report, and the Board of Visitors will postpone action on the case until its summer Board meeting.
By February 10	PVPAA sends his/her recommendation to the President .
By February 28	President completes recommendation and sends letter to candidate , Department Chair , Department Promotion and Tenure Committee Chair , and the respective Dean . The recommendation letter is to be addressed to the candidate.
March Board Meeting	Board of Visitors acts on recommendation from President .
By May 1	Completion of any delayed appeal by candidate(s) to PVPAA or President . Completion of election of members and officers of Department Promotion and Tenure Committee for following year.
By May 2	PVPAA provides Dean of the college and Department Chair list of faculty eligible for promotion and/or tenure the following year, and Department Chair provides list to department members and Chair of Department Promotion and Tenure Committee .

BB. POST-TENURE REVIEW

1. Definition of Post-Tenure Review

The purpose of the post-tenure review (PTR) is to provide a mechanism for faculty peers and administrators to review and evaluate a colleague's work and to assist those faculty members whose performance fails to meet expectations. It is not a re-tenuring process. Rather, post-tenure review is designed to ensure that all members of the faculty, regardless of status or length of service, are performing their duties conscientiously and with professional competence. (Excerpt from William & Mary policy) Any tenured faculty member who receives two overall annual performance evaluations of "fails to meet expectations" in a three-year period shall be placed in post-tenure review (PTR).

2. Post-Tenure Review Initiation Procedures

- a. The faculty member will learn that the PTR process has been initiated during the individual meeting with the Department Chair to address the Annual Performance Evaluation, as required in the [Section III.T. Annual Performance Evaluation](#). The chair will also provide the faculty member with a letter that states that the PTR process has been initiated. A copy of that letter is provided to the college Dean and Provost and Vice President for Academic Affairs (PVPAA).
- b. The Department Chair must meet with the Department Promotion and Tenure Committee after issuing the final annual evaluation. Once the PTR process is initiated, the Department Promotion and Tenure Committee will become the Post-Tenure Review Committee for this faculty member. If the Post-Tenure Review Committee unanimously disagrees with the Chair's recommendation, that committee must write a letter of disagreement that will become part of the faculty member's record with a copy to the Dean and the PVPAA. The Post-Tenure Review Committee cannot override the Chair's decision.
- c. The Dean and the PVPAA will review the evaluation to ensure that policies and procedures have been followed. If the Dean and PVPAA agree that policies and procedures have not been followed, then the case will be referred to the Faculty Status and Grievances Committee. In all other cases, the PVPAA will notify the faculty member in writing by June 1 of the faculty member's status with regard to PTR. This notification will be copied to the Department Chair, the Post-Tenure Review Committee, and the Dean. If a faculty member is placed in PTR, that status will appear in the faculty member's contract. Continued employment will be contingent upon satisfactory completion of all of the following steps.

3. Post-Tenure Remedial Action Plan

Any faculty member who is placed in PTR shall develop a remedial action plan (RAP) designed to remedy performance deficiencies. The RAP will be developed in consultation with the department chair and the Post-Tenure Review Committee by June 15.

The RAP will:

- a. Identify specific weaknesses;
- b. Define specific actions to help the tenured faculty member overcome those weaknesses;
- c. Indicate measures to assess improved performance;

- d. Identify institutional resources that may be used to assist the tenured faculty member in achieving the specified improvement;
- e. Set an appropriate timeline for improvement to be achieved as soon as possible. In no case shall this remediation period be less than one year or more than two years following the end of the evaluation period in which PTR was triggered.

4. Approval of the Remedial Action Plan

The RAP shall be approved by July 1 by the department chair and the Post-Tenure Review Committee who will each sign the approved RAP and provide the original to the faculty member and copies to the college Dean and PVPAA as well as retain a copy in the departmental files.

5. Review of Faculty Member's Progress on the Remedial Action Plan

- a. End of Semester Review: The Department Chair and the Post-Tenure Review Committee members shall meet with the faculty member at the end of each semester of the remediation period to review the faculty member's progress on the RAP. Following that meeting, the department chair and the Post-Tenure Review Committee shall arrive at their findings. The faculty member will receive a letter that addresses all components of the RAP and this becomes part of the faculty member's annual review. Copies of this letter are sent to the college Dean and PVPAA.
- b. Lack of Progress Toward PTR: At any point in the PTR process either the department chair or the Post-Tenure Review Committee can initiate an interim review of the faculty member's progress on the RAP if they perceive that insufficient progress is being made to address the issues defined in the RAP or if other issues arise that require attention. The results of that review shall be shared with that faculty member in writing and in person.
- c. Lack of Good Faith Effort: If at any point in the PTR process, in the opinion of the department chair and the Post-Tenure Review Committee, the faculty member is making minimal or no progress in the goals of the RAP they may conclude that the faculty member is not making a good-faith effort. They shall meet with the faculty member and then report that to the college Dean. In such case, the Dean may recommend to the PVPAA that the PTR process be halted and that termination proceedings be initiated immediately in accordance with [Section III.CC. Disciplinary Action and Termination.](#)

6. Completion of Post-Tenure Review

- a. At the end of the remediation period, the Department Chair and the Post-Tenure Review Committee shall review the faculty member's performance according to the terms of the RAP. Within two weeks, they will meet with the faculty member and provide a letter that addresses all of the components of the RAP, along with their recommendation about whether or not the faculty member has successfully completed PTR. Copies of this letter are sent to the college Dean and PVPAA. If the Department Chair and the Post-Tenure Review Committee arrive at different recommendations, the college Dean will meet jointly with the Department Chair and the Post-Tenure Review Committee to try to resolve the differences. If the differences cannot be resolved, the college Dean shall consider the evidence and make his or her recommendation to the PVPAA. In all cases, within two weeks following the meeting of the faculty member, Department Chair and Post-Tenure Review Committee, the PVPAA will make the final decision as to whether the faculty member successfully completed PTR and notify the faculty as defined below.

- b. Successful Completion of PTR: If the PVPAA determines that the faculty member has successfully completed PTR, the PVPAA will send a letter to the faculty member notifying him or her of this decision and that no further action is required. This letter will be copied to the department chair, Post-Tenure Review Committee, and the Dean.
- c. Unsuccessful Completion of PTR: If the PVPAA determines that the faculty member has not successfully completed PTR, the PVPAA will send a letter to the faculty member notifying him or her of this decision and a one-year terminating contract will be issued. This letter will be copied to the department chair, the Post-Tenure Review Committee, and the Dean. In this case, the PVPAA will consider administrative reassigned time for the faculty member to ensure that students will not be negatively affected by an underperforming faculty member continuing in the classroom during the period of the one-year terminating contract.

Approved by the College Council and the Board of Visitors April 1995; Board of Visitors, June 14, 2013; Faculty Senate, April 1999, April 11, 2013, March 2, 2017, April 8, 2021, April 6, 2023.

CC. DISCIPLINARY ACTION AND TERMINATION

1. Provisions for censure or dismissal of faculty.
 - a. Tenure is not a license for misconduct or incompetence (see item 3 for examples of these). Disciplinary action up to and including dismissal may be taken against a faculty member for serious misconduct or incompetence. A complaint involving serious misconduct or incompetence may be initiated by any member of the faculty or administration by submitting a written complaint to the Provost and Vice President for Academic Affairs (PVPAA).
 - b. When a complaint is lodged against a member of the faculty, the PVPAA must inform the member of the nature of the complaint, the identity of the complainant, and the member's right to have an investigative committee appointed to determine the validity of the complaint.
 - c. A faculty member who desires the appointment of an investigative committee must inform the PVPAA in writing within seven days of being notified of the complaint. The PVPAA shall then appoint a committee of three tenured members of the faculty (at least one of whom shall normally be from the faculty member's department) and designate one to serve as chair. The committee shall investigate the complaint and report to the PVPAA. The report shall include a statement of the complaint, a determination of its validity, and a recommendation for appropriate action to be taken. The PVPAA shall review the complaints and the committee findings and shall take appropriate action.
 - d. If the faculty member does not formally request the appointment of an investigative committee, the PVPAA may either:
 - (1) investigate the complaint and take appropriate action, or
 - (2) appoint an investigative committee in the same manner as if the faculty member had formally requested such an appointment.
 - e. Should a complaint arise against a Department Chair as a member of the faculty, the complainant shall register the complaint in writing with the PVPAA, who shall then follow the preceding procedure of informing the chair of the nature of the complaint, the identity of the complainant, and the chair's right to have an investigative committee appointed. If the chair does not request such an appointment within seven days, the PVPAA shall investigate the matter or appoint an investigative committee in the same manner as above.
2. The Investigative Committee
 - a. The authority of the committee is to seek and evaluate evidence pertinent to the specific complaint.
 - b. If any of the following procedures need modification in a particular case, the committee shall specify them in writing to all involved parties before the investigation begins.
 - c. All deliberations of the committee are confidential, and all materials reviewed by the committee shall be held in confidence.
 - d. All meetings shall be attended by the full membership of the committee.
 - e. The deliberations of the committee shall be restricted to facts from the record and by direct testimony. The committee shall keep confidential records of the evidence examined. The faculty member and the administration will have the right to confront and

cross-examine all witnesses. Where the witnesses cannot or will not appear, but the committee determines that the interests of justice require admission of their statements, the committee will identify the witnesses and provide for interrogatories. The hearing committee will not be bound by strict rule of legal evidence, and may admit any evidence which is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available.

- f. The committee members may ask questions of any party to clarify the evidence.
- g. The recommendation of the committee shall be determined by majority vote. The vote shall be by secret ballot.
- h. A letter approved by the whole committee shall make recommendations to the PVPAA. The letter shall contain all reasons for the recommendations agreed to by a majority of committee members. A minority report may accompany the majority report.
- i. In the event of an appeal to the Committee on Faculty Status and Grievances and/or the Board of Visitors, the Committee records shall be made available to the appeal body.

3. Examples of Serious Misconduct and Incompetence

The following lists are intended as guidelines and are not intended to be all-inclusive.

Misconduct

- a. Repeated defamation of colleagues, students, departments, members of the administration, the Board of Visitors or its members, or the University.
- b. Repeated violent emotional or physical outbursts.
- c. Regular use of obscene language or gestures.
- d. Intoxication or dispensing of or use of drugs in ways adversely affecting the University.
- e. Sexual harassment.
- f. Disrupting orderly conduct of classes or meetings.
- g. Falsifying or forging an official document or record.
- h. Lying, cheating, plagiarizing, or stealing.
- i. Repeated intimidation of another person.
- j. Intentionally injuring another person.
- k. Wanton misuse or destruction of personal or University property.
- l. Conviction of a felony adversely affecting professional performance or the University.

Incompetence

- a. Failure to present effectively the content of a course as described in the catalog.
- b. Failure to evaluate adequately student achievement.
- c. Repeated unreasonable assignments in terms of length or prior notice.
- d. Failure to maintain discipline.
- e. Failure to perform teaching duties and other departmental or University responsibilities.
- f. Failure to correct professional problems brought to the attention of the individual through accepted channels such as committees, department chair, school dean, and the PVPAA.

4. Termination of Employment due to Academic or Financial Exigency

- a. Tenured and non-tenured faculty members may be terminated in cases of academic or financial exigency. Academic exigency is defined as an academic need which cannot be met by existing department personnel. Such an exigency arises when a change in enrollment or offerings in curricula or departments requires review and reduction of faculty staffing levels. A financial exigency is a financial condition which threatens the well-being of the institution as a whole or in part and which cannot reasonably and responsibly be alleviated by any less drastic means than terminating tenured faculty.
- b. If the problem confronts the whole institution, the Executive Committee of the Senate shall meet with the President prior to the decision that an exigency exists or is imminent. The Executive Committee of the Faculty Senate shall then appoint an ad hoc committee on exigency to recommend to the PVPAA criteria for identifying positions to be terminated, and this committee shall make any other appropriate recommendations to the PVPAA.
- c. If the exigency applies to a department or discipline within the University, that department or discipline should recommend to the PVPAA criteria for identifying positions to be terminated.
- d. In either case, the PVPAA shall meet formally with the committee, department, or discipline to discuss their recommendations before any formal action.
- e. If the administration notifies a particular member of its intention to terminate employment because of financial or academic exigencies, the faculty member shall:
 - (1) Have a right to a full hearing before the Committee on Faculty Status and Grievances. The Committee on Faculty Status and Grievances shall consider the existence and extent of the condition of exigency, and the administration shall provide to the committee information that demonstrates the validity of the condition of exigency. The committee may offer alternative plans for resolving the exigency. The Committee on Faculty Status and Grievances will ascertain that the criteria for identification of positions to be terminated were properly applied in the individual case.
 - (2) Be given by the PVPAA a written statement of the grounds for terminating employment.
 - (3) Have the right to appeal the decision to the President.
 - (4) Be given a terminating contract of one academic year if the faculty member is tenured.
 - (5) Not have the position filled by a replacement within a period of two years, unless the released faculty member has been offered reinstatement and a reasonable time in which to accept or decline it.
- f. If a decision to terminate employment is reversed, the PVPAA shall so state in writing to the faculty member and shall place a copy of this letter in the faculty member's file.

References: Longwood Faculty Handbook 1982, 1986; minutes of the Board of Visitors, July 16, 1982; Faculty Senate, February 2, 1998, March 2, 2017.

DD. RETIRED AND EMERITI FACULTY

1. All retiring faculty should be honored at an alumni reunion weekend. After retirement, all retired faculty should:

- a. Be on a mailing list to receive appropriate notices, bulletins, and invitations.
- b. Have full access to university facilities on the same basis as full-time faculty.
- c. Be permitted to serve on university committees as non-voting members.

2. **Emeriti faculty.** The honorary rank of Emeritus is awarded to the retiring faculty member who has made exceptional contributions to Longwood and his/her discipline. It is not an expectation to be awarded upon retirement. To be considered for the rank of Emeritus a faculty member should have been above average in two of the three areas on which faculty are evaluated (teaching, service, and scholarship) and exceptional in at least one of these areas through much of his or her career. In addition a faculty member will usually have at least 20 years of service to Longwood University and have attained at least the rank of Associate Professor.

Only the faculty member's department may initiate the nomination for Emeritus rate. The nominations will be submitted through the appropriate College Dean to the Provost and Vice President for Academic Affairs (PVPAA), who will make recommendations to the Board of Visitors.

Emeriti faculty may:

- Attend meetings of the Faculty Senate as non-voting members.
- March in academic processions.
- When feasible, be given office space and research facilities.
- Present guest lectures on invitation.
- Be listed in the Faculty Roster and in the University Catalog as Emeriti faculty.
- Be invited, where appropriate, to serve on master's thesis and honors committees.
- Be eligible to audit one course per semester.

References: Minutes of the Longwood College Faculty, April 16, 1979; Faculty Senate, December 1, 2016; Board of Visitors, May 4, 1979.

EE. SICK LEAVE

Those faculty hired before July 1, 1993, who chose to stay with the old sick leave plan will accumulate sick leave at a rate of 10 hours per month for ten months, with unlimited accumulation. The maximum amount of family sick leave an employee may use for minor or brief periods of disability, or following the death of immediate family members is limited to 48 total work hours in a leave year.

Faculty hired after July 1, 1993, must participate in the Longwood Sick Leave Plan and automatically receive 120 days of sick leave per year upon their date of hire. No more than 120 days of sick leave can be used in a contract year.

Faculty hired after January 1, 1999, sick leave plan will depend upon the employee's retirement plan election (Optional Retirement Plan (ORP) or Virginia Retirement System (VRS)).

- Optional Retirement Plan: If ORP is elected the employee will be enrolled in the Longwood Sick Leave Plan.
- Virginia Retirement System: If VRS is elected the employee may choose either the Longwood Sick Leave Plan or the Virginia Sickness and Disability Program (VSDP).

Longwood Sick Leave Plan: Provides 120 days (960 hours) of sick leave at the beginning of appointment or reappointment. Sick leave can be used for family sickness. Family Sick Leave will be limited to a maximum of forty (40) hours per occurrence with an annual maximum of eighty (80) hours, to care for immediate family members. Immediate family includes parents (including step-parents), spouse, children (including step-children and foster children), siblings (including step-siblings), or any other relative, by blood or marriage, domiciled indefinitely with the employee.

The Virginia Sickness and Disability Program: Provides income protection during periods of partial or total disability due to most medical conditions whether work-related or non-work related. The program includes sick leave and family and personal leave credits, and up to 125 workdays of short-term disability, long-term disability benefits, and long-term care insurance coverage. The program encourages rehabilitation to help you return to gainful employment as soon as medically appropriate. Employees hired after July 1, 2009 must complete one year of continuous employment before becoming eligible for short-term disability coverage for non-work-related illnesses or injuries. The Commonwealth of Virginia's leave year for VSDP leave is January 10 of the current year through January 9 of the next year.

Please make a note of the following:

1. Any absence greater than five (5) days may require a doctor's statement attesting to disability.
2. Time missed because of illness must be reported to the Office of Human Resources. Time missed is defined as a four hour segment of a day during which (a) the responsibility for teaching, attending meetings and/or advising must be assumed by another member of the

faculty or staff, or (b) classes, meetings, and/or office hours must be canceled or missed, as a consequence of an illness or injury suffered by a faculty member. The following points of clarification have been adopted.

- a. The "day" is broken into 3 four-hour segments: 8 a.m. - 12 noon, 1 p.m. - 5 p.m., and 6 p.m. - 10 p.m. The time is charged, in units of four hours, according to the number of segments of the day during which the faculty misses a class or classes, not on the length or number of the classes missed.
- b. No more than 8 hours of leave time can be charged to a person per day, regardless of how many classes or segments are missed.
- c. After the second consecutive day of absence due to illness or injury, leave time is charged in units of 8 hours per work day until the faculty member returns to his/her duties, regardless of how his/her teaching schedule is arranged. A maximum of 40 hours of sick leave time can be charged per week of absence.
- d. Classes which span more than one segment shall be charged only to the segment in which they either start or end, not both.
- e. Sick leave must be charged for faculty members who go to see a doctor and/or who must go for treatment during and after their illness or injury and miss academic obligations as a result.
- f. Sick leave is not reported if tasks have been pre-assigned to classes whereby the students use the class time to perform the tasks. However, if someone else must teach, pass out the assignment or meet with the class, sick leave must be counted.
- g. Sick leave is not reported if days missed have no university related responsibilities to be performed, such as snow days, holidays, etc.
- h. It is the responsibility of the faculty member's department chair to ensure conformity with the sick leave policy.

References: Board of Visitors, December 12, 1967, Longwood College Council, March 28, 1991. Board of Visitors, April 15, 1994; Updated, July 2011, June 2014.

FF. MATERNITY AND PARENTAL LEAVE

Definitions:

Maternity Leave: Maternity leave is a type of paid sick leave and is intended to allow pregnant faculty members to attend to the immediate demands precipitated by the birth of a child.

Parental Leave: Parental leave is a type of paid leave of up to 8 weeks provided to parents of a child through birth, fostering, or adoption of a child under 18 years for the purpose of bonding and adjustment to the significant family change.

Family Medical Leave Act: The Family Medical Leave Act (FMLA) is a federal law that provides for up to 12 weeks of unpaid or paid family and medical leave per year to eligible employees.

Eligible faculty: For maternity leave eligible faculty include all full-time faculty. For parental leave, eligible faculty include full-time tenured and tenure-track faculty, senior lecturers, and senior clinical educators. Lecturers, clinical educators, and visiting faculty of any rank who are eligible for FMLA are also eligible for parental leave.

Rationale:

Longwood University recognizes that birth mothers require leave that is associated with the birth process itself and the consequent recovery period, and that all parents of newborn, adoptive and foster children need time to bond with the new addition to the family and to manage this significant life change. The policy addresses these needs, and strives to ensure that such leave is managed to minimize negative effects on students' educational progress; and to comply with Virginia Code 2.2-1210 with regards to parental leave.

Maternity Leave: As faculty teaching obligations generally fall into two distinct fifteen-week semesters during an academic year, the timing of maternity leave will have a bearing whether a faculty member should be excused from all teaching responsibilities during a semester in order to allow for planning to minimize disruption to students' educational experiences.

1. **Fall Semester:** In cases where the birth is expected prior to the thirteenth week of the fall semester, the faculty member will be excused from classroom duties for the fall semester. When the due date falls after the thirteenth week of the fall semester the faculty member normally will be expected to teach her usual course load for fall course assignments and be excused from classroom duties during the spring semester.
2. **Spring Semester:** When the due date falls prior to the thirteenth week of the spring semester, the faculty member will be excused from classroom duties for the spring semester. When the due date falls after the thirteenth week of the spring semester, the faculty member will be expected to teach her usual course load for spring course assignments.
3. **Summer:** When the due date falls after the thirteenth week of the spring semester and prior to July 15th, the faculty member is expected to have completed maternity leave prior to the beginning of the fall semester. In such cases the birth mother may be entitled to

parental leave that affects her teaching and other duties during the fall semester (see policy statement on parental leave below). When the due date falls after July 15, the faculty member will be excused from classroom duties for the fall semester.

If the due date is in the last two weeks of a 15-week semester, the faculty member, in consultation with the department chair, dean, and Registrar, may schedule some classes early in the term in anticipation of possibly missing classes late in the term. The department chair and dean will work with the faculty member to ensure that classes are covered and examinations are given in accordance with the schedule of the university.

Prior to the due date, based on consultation between the faculty member, the department chair and the dean, the faculty member will be expected to participate in select non-classroom duties that do not require the faculty member to be on campus, such as directing independent studies, course preparation, pedagogical research, scholarship and other duties that faculty normally carry out beyond the classroom (when medically capable).

Parental Leave: Eligible faculty are entitled to 8 weeks of parental leave. Parental leave is separate from maternity leave.

The leave must be taken consecutively during a period within the first six calendar months after the birth, adoption, or placement occurs. All parental leave must be completed by the end of the six-month period. Parental leave of up to 8 weeks shall be only taken once in a 12-month period and only once per child.

Similarly, to maternity leave, the timing of parental leave may have an impact on a faculty member's availability during a regular semester. Arrangements for parental leave and replacing faculty during their absence should strive to minimize disruption to students' classroom instruction and learning. Thus, parental leave should be taken to coincide with the beginning or end of a semester, rather than in the middle of the semester. Additionally, two parents in the same department are encouraged to work with the department chair on scheduling leave to minimize any harm to the students' educational experience.

Faculty will be expected to participate in classroom and non-classroom duties to the fullest extent possible during that portion of the semester when they are not on leave.

Parental leave may include time between semesters. Faculty will not receive any compensation for being unable to teach course(s) during any period of parental leave taken outside of the usual fall and spring semesters.

Faculty on parental leave may not continue to work and receive compensation from external grants and contracts managed through Longwood University. Longwood will not replace any stipend/salary that would have been earned by the faculty member through the grant/contract during the faculty member's leave.

Maternity and Parental leave in the same semester and over the summer:

1. Fall semester: If a birth mother who has been excused from classroom duties for the fall

semester gives birth and completes her medical recovery period by the 12th week of that semester, she shall take her eight weeks of parental leave so that the end of the leave is prior to the beginning of classes for the following spring semester. In such cases, the faculty member will inform the department chair of the beginning date of her eight-week period of parental leave.

2. Spring semester: If a birth mother has been excused from classroom duties for the spring semester, she shall take her eight weeks of parental leave to conclude prior to the beginning of the fall semester.

Procedures:

Request for Leave: With the exception of unexpected circumstances, faculty members must notify their department chair in writing (copying the Department of Human Resources) of their request for maternity and/or parental leave at least 90 days prior to the date the leave is to begin.

Development of a Plan: In consultation with their department chair, the faculty member should develop a plan that contains details of faculty duties, addressing teaching, scholarship, and service, in that particular semester when the faculty member is on leave. Some examples of such altered duties might include:

- Teaching two courses (if a faculty member teaches a four course load) on an accelerated seven-week timeline.
- Team teaching some courses during the semester with another faculty member teaching while the person is on leave, and taking over teaching responsibilities when not on leave.
- Taking on additional significant service duties when not on leave.
- Revised expectations for scholarship productivity.

Faculty with significant service/non-teaching duties that are part of their contracts (e.g., department chairs, program coordinators, assistant deans, etc.), and whose duties would need to be covered during their absence while on leave, also should consult with their supervisors to devise strategies for coverage of these duties.

Faculty who have commitments to external grants or contracts should consult with the project director/principal investigator, the Associate Provost for Research and Academic Initiatives, and with the grant/contract sponsor when applicable to ensure adequate management of the sponsored activity during the faculty member's leave.

Interaction with Annual Evaluation: Any alterations to the criteria for the annual faculty evaluation should be included as part of the plan. Altered criteria may involve lowering minimum percentages of teaching, scholarship, and/or service in a typical faculty evaluation. The department chair and college dean must approve the plan for altered criteria, including any potential reductions in percentages.

Approvals and Notifications: The dean must approve the plans for coverage of duties developed by the department chair and faculty member. For those faculty on maternity leave, the department chair will notify the dean of the request and make any necessary adjustments to the class schedule for the following semester, making every effort to find faculty coverage for

courses that were to be taught by the faculty member on leave rather than canceling the class. The dean will notify and work with the Provost and Vice President for Academic Affairs to ensure that the department chair will have adequate funding to pay for course coverage. The dean also will notify the Provost and Vice President for Academic Affairs of approved parental leave requests planned for the semester, along with the approved plan for activities during the portion of the semester off leave.

Interaction with Tenure: In accordance with the “Policy on Stopping the Tenure Clock,” the faculty member requesting leave may also request a stop of the tenure clock at the onset of the approved leave.

Interaction with Family Medical Leave Act: Eligible faculty may apply to Human Resources to take unpaid leave through the Family Medical Leave Act in addition to maternity and/or parental leave. However, the paid leave shall run concurrently with leave provided under the Family and Medical Leave Act.

Reference: Faculty Senate, March 8, 2012, February 1, 2018, February 11, 2021. Board of Visitors, June 2012, June 8, 2018.

GG. LEAVES OF ABSENCE

1. Sabbatical Leave Program.

The term “Sabbatical Leave” at Longwood University describes leave that enables a faculty member to undertake writing, research, curriculum development, and other creative endeavors that would not be possible in the course of normal college responsibilities. The President of the University may grant sabbatical leave to a tenured member of the faculty as recognition of excellent service and scholarly achievement. The leave is to be used for further professional development, which may involve research, formal study, or other pertinent activity to enhance the competence of the faculty member; however, such leave may not be used for degree completion.

The faculty member on leave remains on contract to Longwood University, enjoying the same rights and privileges and adhering to the same constraints as when the faculty member engages in full-time teaching. Sabbatical leaves may be granted for the full contract year at half the stated salary or for one-half the contract year at full salary. Employee benefits other than salary (e.g., insurance and retirement plan contributions) shall continue during the period of the leave for the faculty member on leave on the same basis as for other faculty members not on leave.

a. Eligibility. A sabbatical leave may be granted to a tenured faculty member who has completed not less than six years of full-time service with the University and who has completed at least six years of full-time service since receiving any previous sabbatical or faculty connections leave. Faculty are eligible to apply for a sabbatical during their sixth year while being reviewed for tenure, but all approved sabbatical leaves are contingent on approval of tenure by the Board of Visitors.

b. Timeline: A completed application for sabbatical must be received by the chair of the Committee on Faculty Development by October 1st. Since this application must have prior approval by the appropriate department chair and dean, the applicant must provide the chair and dean with copies of the proposal well in advance of the deadline (at least 7 working days prior to the application deadline) Applicants will be notified by the second Monday in December whether a leave will be granted.

c. Application Procedure: A candidate for a sabbatical leave must submit a proposal to the Committee on Faculty Development. The proposal form for faculty sabbaticals is located on the Faculty Research and Development Committee website located here:

<http://solomon.longwood.edu/offices--departments/faculty-development--research-committee/>

Any additional procedures or guidelines for proposals will be distributed by the Committee on Faculty Development within the first two weeks of the fall semester and will also be available in the office of the Provost and Vice President for Academic Affairs (PVPAA).

A sabbatical leave proposal must be approved by the candidate’s department chair and dean. This approval is indicated by a completed sign off Sheet for Sabbaticals and Faculty Connections Proposal Approval. The sign off sheet is located within the proposal form for faculty sabbaticals on the Faculty Research and Development Committee website located here:

<http://solomon.longwood.edu/offices--departments/faculty-development--research-committee/> (If

a department chair is applying for a sabbatical leave, applications for sabbatical leave from members of that department require only the dean's prior approval.) If a sabbatical leave is not recommended by a department chair, dean, or the Committee on Faculty Development, a written rationale for the decision must be provided to the applicant and the applicant may provide a written response. Any rationale must be based solely on the merits or detriments of the sabbatical application, excluding any reference to the tenure process if the applicant is up for tenure review. The written rationale and response must be included in the application packet and forwarded to the Committee with all other materials for consideration.

d. Evaluation of sabbatical applications:

The Committee on Faculty Development will evaluate applications and submit a rank order list of acceptable proposals, with recommendations, to the PVPAA. The PVPAA will consult with the candidates and appropriate department chairs and deans before forwarding his or her recommendations, along with those of the Committee on Faculty Development, to the President. The President makes the final decision on granting sabbatical leaves and provides written notification of this decision to the candidates, the PVPAA, the appropriate deans and department chairs, and the Committee on Faculty Development.

Evaluation of sabbatical proposals will center on the following criteria that are required elements of the proposal:

Qualifications: Before beginning a sabbatical leave, a faculty member must be tenured with at least six years of full-time service at Longwood University and must have completed at least six years of full-time service since receiving any previous sabbatical or faculty connections leave. An applicant cannot apply for a sabbatical and a faculty connection during the same year.

Cover and Sign Off Sheets: The application must include the cover sheet and completed sign off sheet for Sabbaticals and Faculty Connections Proposal Approval. These are located within the proposal form on the Faculty Research and Development Committee website:

<http://solomon.longwood.edu/offices--departments/faculty-development--research-committee/>

Previous Awards. If the applicant has received previous awards (Sabbatical, Faculty Connection, grants), give the dates and amounts. Indicate the outcome of any such award: Did the applicant fulfill his/her obligations and meet the expectations set forth in the original proposal? If not, why not?

Goals. Describe project goals with attention to specificity, clarity, creativity, and originality. Describe your expectations for the completion of the project. If the project will not be completed during the sabbatical leave, explain how and when the project will be completed. Clearly indicate which semester(s) you wish to take the sabbatical.

Justification for Sabbatical Leave. Explain why this project could not be undertaken in the course of normal university responsibilities.

Benefit to Longwood. Explain the value of your project to you and your profession in terms of teaching, research, scholarship, and/or service, your department, to Longwood University, and to

your students in terms of your research, scholarship, teaching and/or service. Include any additional information that the faculty member believes will support his or her application, including the benefit to the faculty member in terms of professional development.

Vita. An up-to-date vita must be submitted with the sabbatical application.

Style. Proposals should be clear and well written.

e. Obligations upon Program Completion. A sabbatical leave is granted on the condition that, at the conclusion of the leave, the faculty member is obligated to render service to the University for at least one contract year or to refund the money received in salary during the leave. Details of current provisions for repayment are available in the Office of Human Resources. A faculty member who has been granted a sabbatical leave will be required to write a brief but detailed report on the work accomplished during the time on leave. This report must be submitted to the PVPAA by January 30 following a fall semester's leave and by September 1 following a spring semester's or full year's leave. Faculty members who fail to submit a written report will not be eligible to receive further grants/awards/leaves until all previous reports have been submitted, and must wait one year before applying again once the backlog reports are received.

f. Notice regarding any changes to the proposal forms. The proposal forms, located on the Faculty Research and Development Committee Website, remain the property of Faculty Senate and any changes to these forms must be approved by Faculty Senate.

2. Ordinary Leaves.

Longwood University recognizes that further study, research at other institutions, and travel are necessary to maintain the effectiveness of the faculty. Requests for leaves of absence are initiated by the faculty member in writing to the department chair. The department chair makes a recommendation to the appropriate college dean, who makes a recommendation to the PVPAA, to whom has been delegated the authority for granting leaves of absence.

3. Advanced Study Leaves.

Under the provision of the state personnel system, Longwood may, in certain circumstances, grant a faculty member a leave with partial salary to continue work for an advanced degree.

4. Faculty Connections Program.

The faculty connections program provides tenured members of the Longwood University faculty with opportunities to use their talents, background and expertise in the world outside of the university in organizations or other educational settings. Benefits accrue to the organizations that have use of the particular faculty member's expertise on site. Faculty members receive benefits by being involved in contextual situations outside the classroom.

A faculty member selected for this program will work for the outside organization on a full-time basis for one academic semester, fall or spring, with no reduction of salary or benefits. Summer sessions are not included in this program.

a. Eligibility. A faculty connections leave may be granted to a tenured faculty member who has

completed at least three years of full-time service with the University and who has completed at least six years of full-time service since receiving any previous sabbatical or faculty connections leave. Faculty are not eligible for a sabbatical leave and a faculty connections leave during the same academic year.

b. **Timeline.** A completed application for faculty connections leave must be received by the chair of the Committee on Faculty Development by the first day of spring semester. Since this application must have prior approval by the appropriate department chair and dean, the applicant must provide the chair and dean with copies of the proposal well in advance of this deadline at least 7 working days prior to the application deadline. Applicants will be notified by the third Monday of February whether a leave will be granted.

c. A candidate for a faculty connections leave must submit a proposal to the Committee on Faculty Development. The faculty connections leave proposal must be approved in advance by the candidate's department chair and dean. This approval is indicated by a completed Sign Off Sheet for Sabbaticals and Faculty Connections Proposal Approval. These are located in the Faculty Connections Proposal form that can be found on the Faculty Research and Development Committee website: <http://solomon.longwood.edu/offices--departments/faculty-development--research-committee/>. Faculty members selected for this program will present to their department chair proof that they have, in fact, been approved to work in their selected organizations. This proof may be in the form of a letter indicating that the faculty member has been approved by the organization for the time indicated, with a firm beginning date. A contract binding the faculty member, the outside organization, and Longwood University will be prepared and signed by all concerned. Once a signed contract for participation is received, the academic dean can finalize hiring of any adjunct faculty required to perform the academic duties of the faculty member on leave.

d. **Evaluation Guidelines.** The Committee on Faculty Development will evaluate applications and submit a rank order list of acceptable proposals, with recommendations, to the PVPAA. The PVPAA will consult with the candidates and appropriate department chairs and deans before forwarding his recommendations, along with those of the Committee on Faculty Development, to the President. The President makes the final decision on granting faculty connections leaves and provides written notification of this decision to the candidates, the PVPAA, the appropriate deans and department chairs, and the Committee on Faculty Development.

Evaluation of faculty connections proposals will center on the following criteria that are required elements of the proposal:

Cover and Sign Off Sheets. The application must include the cover sheet and a completed Sign Off Sheet for Sabbaticals and Faculty Connections Proposal Approval. The cover sheet and sign off sheet can be found in the proposal application located on the Faculty Research and Development Committee website: <http://solomon.longwood.edu/offices--departments/faculty-development--research-committee/>

Previous Awards. If the applicant has received previous awards (Sabbatical, Faculty Connection, grants), give the dates and amounts. Indicate the outcome of any such award: Did

the applicant fulfill his/her obligations and meet the expectations set forth in the original proposal? If not, why not?

Goals. Describe project goals with attention to specificity, clarity, creativity, and originality. Describe reasonable expectations for the project. State the organization(s) that you would work for and what that work would entail. Clearly indicate which semester(s) you wish to take the faculty connection leave.

Justification for Faculty Connection Leave. Explain why this project could not be undertaken in the course of normal university responsibilities. Explain any additional expenses, up to \$1,000, that the faculty member expects to incur as a result of having to travel away from Farmville or having to stay in another geographic area. Expenses of this type will not affect the faculty member's proposal negatively, but must be included in the overall funding request.

Benefit to Longwood. Explain the value of your project to you and your profession in terms of teaching, research, scholarship, and/or service your department, to Longwood University, and to your students in terms of your research, scholarship, teaching, and/or service. Include any additional information that the faculty member believes will support his or her application, including the benefit to the faculty member in terms of professional development.

Style. Proposals should be clear and well written.

e. **Obligations Upon Program Completion.** A faculty member who has completed a faculty connections leave will be required to prepare a report about the experience with the outside organization. This report must be approved by the outside organization. No organization-sensitive information is to be included. After it has been approved by the outside organization, this report will be presented to the appropriate department chair, dean, and the PVPAA by January 30 following a fall semester's leave and by September 1 following a spring semester's leave. Faculty members who fail to submit a written report will not be eligible to receive future sabbatical or faculty connections leaves until all previous reports have been submitted, and must wait one year before applying again once the backlog reports are received.

Faculty members are also encouraged to present their faculty connections leave findings to members of the faculty and/or members of other organizations outside the university community.

5. Repayment Of Leaves.

Faculty members receiving ordinary, advanced study, or faculty connections leaves are required to teach at Longwood, upon their return, for a period commensurate with the amount of salary received. If a faculty member fails to fulfill this obligation, repayment of the amount received will be made. Details of current provisions for repayment are available in the Office of Human Resources.

6. Leave Without Pay.

Upon the recommendation of the department chair and the appropriate college dean, and with the approval of the PVPAA, a leave of absence without pay may be granted. A leave of absence is granted for a period not greater than one year, although in certain instances a renewal may be

granted as the first year comes to an end. Under no circumstances will a leave of absence be granted for more than two years. When a leave of this nature is granted, the faculty member should check with the Office of Human Resources with regard to the continuation of faculty benefits.

7. Notice regarding any changes to the proposal forms. The proposal forms, located on the Faculty Research and Development Committee Website, remain the property of Faculty Senate and any changes to these forms must be approved by Faculty Senate.

References: Minutes of the Organization of Teaching Faculty, April 6, 1989; Longwood Administrative Handbook, Faculty Senate, 1998, Board of Visitors, April 23, 1999. Faculty Senate, November 16, 2023, October 13, 2022; October 12, 2000; March 19, 2009; March 18, 2010, April 27, 2017, February 1, 2018. Board of Visitors, March 24, 2001, June 13, 2009; June 10, 2010, June 8, 2018, April 11, 2019.

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Changes to department or college guidelines must be approved by the dean and the PVPAA. Proposed changes to these guidelines should be received by your dean by March 1 to be considered for next year's FPPM.

A. COLLEGE OF BUSINESS AND ECONOMICS

Please note: The following criteria and procedures are in addition to the guidance provided all faculty via the Faculty Policies and Procedures Manual. All participants in this process are bound by the timelines specified in the FPPM in [III. AA. Time Table for Tenure and Promotion to All Ranks](#).

1. Minimum Criteria for:

a. Tenure and/or Promotion to Associate Professor.

- i. Five (5) intellectual contributions, covering topics and issues related to the discipline, or use of the knowledge, tools, or techniques developed in one's field of study. Interdisciplinary research is recognized, supported, and encouraged, including publishable work with students. Of the five intellectual contributions at least three (3) must be articles published in journals included in the CBE Quality Journals List, in the five (5) year period prior to consideration.*
- ii. Annual evidence of ongoing and significant research activity.
 1. Candidate must provide a Statement of Intellectual Contribution Significance. For each intellectual contribution, evidence of impact must be supplied. Examples of evidence include, but are not limited to documentation supporting the significance of intellectual contributions (e.g., citations of articles, external grants for funding, journal rankings, h-index, impact factors, acceptance rate, number of downloads / reads, and articles utilized in the classroom).

iii. Annual evidence of quality teaching.

1. Candidate must provide a Statement of Teaching and Learning. Regardless of location or delivery format (face to face, online or hybrid) the candidate must address continuous improvement in teaching via evidence of an ongoing commitment to engaged student learning. Examples of evidence will be written up in a report demonstrating changes to course practices that have been implemented in teaching to enhance the student experience.

iv. Annual evidence of service (college, university, profession, business community, etc.)

- v. Faculty must be qualified as a AACSB Scholarly Academic or Practice Academic as operationalized in the CBE by-laws.

b. Promotion to Full Professor.

- i. Seven (7) intellectual contributions, covering topics and issues related to the discipline, or use of the knowledge, tools, or techniques developed in one's field of study. Interdisciplinary research is recognized, supported, and encouraged, including publishable work with students. Of the seven intellectual contributions at least three (3) must be refereed journal articles within the CBE Quality Journals List, in the five (5)

year rolling period prior to consideration.* A fourth (4th) publication is required and could include another refereed publication within the CBE Quality Journals List, or a text book (or significant part thereof), a refereed case, a refereed proceedings at a national or international meeting in the discipline.

ii. Annual evidence of ongoing and significant research activity

1. Candidate must provide a Statement of Intellectual Contribution Significance. For each intellectual contribution, evidence of impact must be supplied. Examples of evidence includes, but are not limited to documentation supporting the significance of intellectual contributions (e.g., citations of articles, external grants for funding, journal rankings, h-index, impact factors, acceptance rate, number or downloads / reads, and articles utilized in the classroom).

iii. Annual evidence of quality teaching

1. Candidate must provide a Statement of Teaching and Learning. Regardless of location or delivery format (face to face, online or hybrid) the candidate must address continuous improvement in teaching via evidence of an ongoing commitment to engaged student learning. Examples of evidence will be written up in a report demonstrating changes to course practices that have been implemented in teaching to enhance the student experience.

iv. Annual evidence of service (college, university, profession, business community, etc.)

1. Must include University-level service
2. Must include ongoing service to the profession over a period of at least four years prior to application for promotion to Full Professor. Service to the profession includes, but is not limited to, reviewing for a scholarly journal, reviewing for a conference, serving as an officer in a professional organization, or serving on committees for a professional organization.

v. Faculty candidate must be qualified as a Scholarly Academic based on the CBE operationalization of AACSB criteria

2. Procedures

The following procedures will be utilized by the CBE Promotion and Tenure Committee in conjunction with the process outlined in the Faculty Policy and Procedure Manual:

- i. Candidates will submit a portfolio that is structured to follow the specifications in R. PROFESSIONAL PORTFOLIO AND CURRICULUM VITAE (R. Specs) of the FPPM.
- ii. For item 6 in the R. Specs, candidates will submit the following:

1. no more than a one to two page Statement of Intellectual Contribution Significance justifying the significance of their published and/or ongoing research as part of the candidate's professional portfolio.
 2. a Statement of Teaching and Learning addressing continuous improvement in teaching as part of the candidate's professional portfolio.
- iii. Professional portfolios will be kept by the Dean's office in a secure location so they may be accessed only by the P&T Committee members, Department Chairs, and the Dean. Portfolios will be returned to the faculty member at the end of the academic year.
 - iv. Review activities will include four key components described in detail below:
 1. Classroom visitation.
 2. Review of professional file.
 3. Review of Statement of Intellectual Contribution Significance.
 4. Review of Statement of Teaching and Learning.
 - v. P&T Chair will set interim deadlines and will manage assignments for classroom visitation as follows:
 1. All committee members will visit classrooms of candidates up for tenure and/or promotion.
 2. A minimum of three (3) committee members will visit classrooms of candidates in review years one (1) through five (5).
 - vi. P&T Committee members will use the CBE approved Classroom Observation Form when visiting classes. A completed and signed copy will be given to the Committee Chair for inclusion in the P&T Committee master file. A copy will be given to the candidate, and a PDF copy will be provided to the Dean's Administrative Assistant for the Dean's P & T master file.
 - vii. P&T Committee members will evaluate the professional files of all candidates.
 - viii. P&T Committee members will investigate any publication that does not appear to meet the qualifications for a refereed journal. All documentation should be kept in the P&T Committee Master File.
 - ix. The P&T Committee members will draft letters to all candidates that address research and professional development, teaching effectiveness, and service to the CBE, university, and community. Letters will be signed by all members of the P&T Committee.

- x. Minutes of all P&T meetings will be taken. Copies of minutes will be distributed to P&T members and to the Dean's Administrative Assistant within seven (7) days of each meeting. Minutes will be kept in the P&T Committee master file.
- xi. P&T Committee master files will be organized and content will be consistent from year to year. The following information will be compiled, in the following order:
 - 1. Letter from Chair for candidate
 - 2. Letter from P&T committee for candidate
 - 3. Statement of Intellectual Contribution Significance for candidate
 - 4. Review of Statement of Teaching and Learning for candidate
 - 5. Classroom Observation Forms for candidate (a minimum of two (2))
 - 6. Review of Professional File form for candidate
 - 7. Any other relevant documentation (for example, investigation of journals)
- xii. A copy of the P&T Committee master PDF file must be forwarded to the Dean's Administrative Assistant for filing.
- xiii. All P&T Committee documentation for each candidate for a given academic year will be placed by the P&T Committee Chair in a separate electronic folder that is clearly labeled, and a new folder will be created for each academic year.

*The five (5) year period prior to the sixth (6th) year consideration includes the previous five academic years and the full calendar year for the first year. For example, if a candidate is under review in October 2020 (sixth (6th) year), the time frame for consideration would start on January 1, 2015.

Approved by College of Business and Economics Faculty Feb 25, 2020

Approved by College of Business and Economics Dean Feb 26, 2020

Approved by Provost and Vice President of Academic Affairs Aug 04, 2020

B. CORMIER HONORS COLLEGE FOR CITIZEN SCHOLARS

Faculty Review and Evaluation Guidelines

These specific standards supplement the university standards outlined in the Longwood University Faculty Policies and Procedures Manual (FPPM); faculty members and administrators will follow timetables outlined therein.

Full-time instructional faculty designated as Honors Faculty in the FPPM are reviewed and evaluated using the criteria in the document below. Though other Longwood faculty members teach Honors courses, these review and evaluation guidelines are specific to full-time instructional faculty in the Cormier Honors College (CHC). The teaching of AP faculty and classified staff members credentialed to teach honors classes is evaluated as outlined in the adjunct review policy in the FPPM.

Honors Faculty are teacher-scholars who serve their students as models of advanced inquiry and engagement. They engage students as partners in teaching and learning that cross disciplinary boundaries, and they embrace experimentalism and intelligent risk-taking in the classroom and in other scholarly work. They seek to make important contributions across the areas of teaching, service, scholarship, and community engagement, understanding that 1) the latter two are broadly defined, 2) vary among the diverse disciplines represented in the CHC, 3) many efforts may cross boundaries and therefore support more than one area, and 4) these activities in the CHC have fundamental linkages to citizen leadership.

Diversity, inclusion, and equity are fundamental values of the CHC. In this document, the gender-neutral pronoun group of their, they, them, etc. is used to capture all gender identities.

I. Contents of the professional file

Prior to the beginning of the first semester of teaching, the faculty member must provide to the Office of Academic Affairs documentation of an appropriate graduate degree earned from an accredited institution.

Each candidate must assemble a professional file that may be presented in hard copy or in a digital format. It must include all information listed in the FPPM section about the Professional Portfolio. It should additionally include:

1. A statement of scholarly agenda, including the candidate's reflection on the development and outcomes of their scholarly work;
2. A statement on mentoring and student engagement that takes place outside of regular teaching activities, including the candidate's reflection on their contributions to the intellectual, professional, and personal development of students.

II. Effective teaching, scholarship, and service

Honors Faculty will present evidence of effective teaching, scholarship, and service. These must include the following:

A. Teaching

University policies and procedures governing all faculty reviews are appropriate for the needs of the CHC in the area of teaching (See Criteria for Faculty Evaluation in FPPM).

Teaching excellence is an expectation of all Honors Faculty, and they make contributions by teaching courses in their disciplinary homes, in all levels of the Civitae Core Curriculum, and in dedicated Honors course sections. Honors courses are contexts in which new pedagogical approaches can be piloted, and Honors sections can serve as incubators for new courses. Honors pedagogies build on excellent teaching practices, and Honors Faculty are expected to understand and implement such practices in their classrooms. Growth as a teacher-scholar who embraces experimentalism and intelligent risk-taking is supported by meaningful professional development, which should be documented in the candidate's vita.

Each candidate will have their teaching effectiveness reviewed by the CHC Promotion and Tenure Committee. The committee's composition must include at least one faculty member who is not an Honors Faculty but is in the same discipline as the faculty member, and a majority of whom have experience teaching in the CHC.

B. Service

All Honors Faculty are required to:

1. Make meaningful contributions to co-curricular activities that support students' intellectual, professional, and personal growth (examples include but are not limited to film series, reading groups, opportunities for students to integrate their learning through field experiences, etc.);
2. Beginning in the second year, serve on and contribute to at least one standing CHC committee and/or university-wide committee; and
3. Participate in CHC recruiting activities, including open houses, individualized campus visits, etc.

All Honors Faculty are expected to participate in university governance, including attendance at CHC, university, and, as appropriate, department faculty meetings. Other forms of service, including professional service in community settings and service to professional organizations, are important and valued.

C. Scholarship

All Honors Faculty are expected to be engaged teacher-scholars who maintain meaningful connections to their disciplinary communities. As noted above, scholarship is broadly defined (e.g., Boyer 1990) and may include work that connects academic work to issues in our communities and to community partners. All Honors Faculty must present evidence of an on-going record of scholarly engagement in the discipline and/or relevant educational research. Disseminated work (i.e., presented orally, in traditional print, or in web-based

format) should include the author's affiliation with Longwood University. As appropriate, Honors Faculty should consider pathways for engaging students in their scholarly work.

III. Application for Senior Lecturer status

Candidates for promotion to the rank of Senior Lecturer are required to demonstrate:

- A. Excellence in teaching as evidenced by the development of rigorous and creative courses; emphasis on learner-centered, active pedagogies; integrative and/or interdisciplinary course activities; and/or integration of experiential learning opportunities (e.g., service-learning, community-based research, field experiences);
- B. A record of meaningful service contributions in the Cormier Honors College, the broader university community, and professional service in the local community; and
- C. A record of mature scholarly engagement, as outlined below.

With respect to mature scholarly engagement, a candidate for promotion to Senior Lecturer must provide evidence of having completed scholarly activities that sum to total a minimum of five points.

List A: 5 points

- Publication of a peer-reviewed article
- Publication of a refereed book or manual
- Award of a significant grant or donor funding for research and/or student support on which the candidate was at least a co-principal investigator
- Producer or co-producer of a documentary under the auspices of an organization credible in the candidate's field
- Performances or shows, live or mediated, juried or invitational, in which academic scholarship and research is presented to public constituencies
- National or international theatre (acting, directing, design, production, vocal and/or movement coaching)
- National or international exhibitions (invited, group, or solo)

List B: 3 points

- Oral presentation at a regional or national meeting or conference
- Publication of a chapter or other significant portion of a book or manual
- Editor for a book, book series, or publication
- Invited performances (solo or ensemble) directed by a faculty member (i.e., conferences, special concerts, etc.)
- Authorship, co-authorship, or editorship of a government report
- Publication of a technical report
- Editing of a composition or publication
- Completion of a recording that adds to the knowledge base of the discipline
- Regional theatre (acting, directing, design, production, vocal and/or movement coaching)

- Regional exhibitions (invited, group, or solo)

List C: 2 points

- Commentator on a presentation at a regional or national conference
- Poster presentation at a regional or national meeting or conference
- Engaging in musical, performance, or artistic activities that bring positive recognition to the CHC and the institution
- Supplying online data sets
- Directing a Senior Honors Thesis
- Online exhibition (invited, group, or solo)
- Scholarly workshop presentation at Longwood
- Authorship of entries in a refereed scholarly encyclopedia or encyclopedia(s) significant in the candidate's field
- Curatorial involvement in art exhibitions
- Invited presentation at another academic institution
- Securing a small grant
- Applying expertise and knowledge on the behalf of a client, industry, or government
- Contribution of essays to exhibition catalogs and books
- Book review published in a refereed scholarly outlet

List D: 1 point

- Active participation in a professional meeting or workshop that results in evidence of improved performance or positive changes within the CHC
- Mentor undergraduate students in research that contributes original knowledge to their discipline (one point regardless of number of students or number of semesters in which such collaborations took place)

Updated July 2020.

C. DEPARTMENT OF BIOLOGICAL AND ENVIRONMENTAL SCIENCES

Faculty Evaluation Guidelines

These specific standards are to supplement university standards in the Longwood University *Faculty Policies and Procedures Manual (FPPM)*. For the performance reviews mandated for each category (i.e., probation, tenure, promotion, and post-tenure), faculty members and administrators will follow the published timetables. Faculty members will present documentation of having met the following minimum requirements appropriate for each type of review.

- I. All professional files submitted to the promotion and tenure committees must include the following:
 - A. Documentation of possession of a terminal degree in an appropriate field by an accredited institution,
 - B. The candidate's curriculum vitae in a form consistent with the model found in the FPPM,
 - C. Up to five samples from the last five years of items listed under Scholarly Activities in the curriculum vitae,
 - D. The most recent syllabus for each course taught regularly,
 - E. All previously exchanged letters from both the Department Promotion and Tenure Committee and the Department Chair that have been forwarded to the appropriate Dean and the PVPAA (excluding those faculty applying only for promotion to Professor),
 - F. All previous annual evaluation letters from the department chair (or the Dean, when appropriate). For faculty applying for promotion to Professor only the evaluations since the previous promotion shall be included,
 - G. The computer summaries of data from student evaluation forms for the entire probationary period. For faculty applying for promotion to Professor, only the previous two years of student evaluations are included,
 - H. A self-evaluation of professional teaching development and a statement of teaching philosophy,
 - I. Statement of research agenda,
 - J. No more than fifteen pages of additional material submitted by the candidate.
- II. The faculty member must present evidence of effective teaching, professional scholarship, and service. These must include the following:
 - A. Teaching

The department believes that the University policies and procedures governing all faculty reviews for the University are appropriate for the unique needs of the department in the area of teaching. (See Criteria for Faculty Evaluation in FPPM)

Any candidate who believes that his/her teaching effectiveness is best assessed by evaluations by peers in the same field of scientific specialty may request an external evaluation of teaching effectiveness by such a peer. When so requested, the candidate will nominate three evaluators within the field of specialty from outside the department; the department's tenure and promotion committee will select one of those nominated. The results of this outside peer evaluation will be submitted directly to the committee for inclusion in the candidate's portfolio.

B. Service

1. With the exception of first-year faculty members, all faculty in the department are required to
 - a. Participate in comprehensive academic advising and
 - b. Serve on and contribute to a departmental committee each academic year; and
 - c. Serve on and contribute to a college-wide or university-wide committee prior to consideration for promotion.
 - d. Faculty at the associate and full professor level are expected to be engaged in their professional community outside the university through suitable service or scholarly activities.

Evidence for such engagement includes but is not limited to the following:

- i. consulting work
- ii. presentations to organized entities outside of the University (such as schools, industries, businesses, civic organizations, and clubs) that adds to the knowledge base of these entities
- iii. holding office, serving on a committee, or sitting on an executive board of a professional organization
- iv. providing professional training or outreach
- v. serving on a thesis committee
- vi. acting as an external reviewer for an individual, a department, or another such entity
- vii. serving as an editor or reviewer for a scholarly journal
- viii. editing or reviewing a book or book chapter
- ix. reviewing grant or scholarship applications

- x. serving as an organizer or reviewing proposals for a professional conference
- 2. All faculty in the department are expected to participate in university governance, including attendance at department, college, and university faculty meetings.
- 3. Faculty in the department also recognize the importance of other forms of service as described in the University's Criteria for Faculty Evaluation.

C. Scholarship

- 1. The candidate must present evidence of scholarship having been accomplished at Longwood University during the probationary period. Each scholarly activity must add to either the disciplinary knowledge base or the pedagogical base of the candidate's discipline. Any disseminated work (i.e., presented orally, in traditional print, or in web-based format) must include the author's affiliation with Longwood University.

The department and University recognize that scientific research is possible only when adequate resources (i.e., laboratory facilities, library holdings, equipment, funding, staff support, and stimulating colleagues who are in similar or related disciplines) are available. As such, the University recognizes that it may be necessary or beneficial for the faculty member to conduct research off the Longwood University campus. Research conducted off campus will be equivalent to work done on the campus. If the University provides the facilities and necessary support, the research should be moved back to the Longwood University campus if possible so that students may participate. Because our dedication to the development of Citizen Leaders often involves mentoring students in research activities that may not result in peer-reviewed dissemination of data, the department and University recognize mentoring as part of scholarship.

- 2. Faculty members are encouraged, but not required, to involve undergraduate and graduate students in their research.
- 3. Candidates for tenure and promotion to the rank of Associate Professor are required to demonstrate an on-going record of scholarly activity prior to promotion, including at least one peer-reviewed publication. Candidates for promotion to Professor are required to demonstrate an on-going record of scholarly activity, including two peer-reviewed publications. Scholarly activities that apply toward promotion to Professor must be accomplished after promotion to Associate Professor.

The lists below indicate typical acts of scholarship:

- a. Peer-reviewed scholarship
 - i. Peer-reviewed article
 - ii. Publication of a book or manual
 - iii. Publication of a chapter or other significant portion of a book or manual
- b. Other acts of on-going scholarship

- i. Peer-reviewer of a professional article, either in printed or electronic format
 - ii. Peer-reviewer of a book, chapter, or software, cited in the book or software
 - iii. Paid peer-reviewer of a book, chapter, or software, not cited in the book or software
 - iv. Editor for a book, book series, or publication
 - v. Peer-reviewer of a grant application
 - vi. Submission and/or award of a peer-reviewed grant
 - vii. Active participation in a professional meeting or workshop
 - viii. Oral or poster presentation at a professional meeting, conference, or another academic institution
 - ix. Invited oral or poster presentation at a professional meeting, conference, or another academic institution
 - x. Workshop presentation
 - xi. Participation in research involving undergraduate or graduate students
- c. Other dissemination of scholarly work
- i. Creation of a website to make scholarship available to peers and the general public
 - ii. Supplying online data sets
 - iii. Supplying information to media outlets (newspapers, television, radio, websites)

It is acknowledged that the listed activities are not inclusive of all possible scholarly activities. A faculty member may therefore obtain written agreement with the Department Chair or Dean to include activities not listed above. Further, as some scholarly activities are particularly time and labor intensive, a candidate may seek written agreement with the appropriate administrator to count an activity as more than one act of scholarship. For example, books may be counted as two or more publications, so long as they exceed the amount of material presented in two or more standard journal articles or equivalent publications.

- d. There are no departmental policies that would preclude any faculty member from requesting review for promotion at the time of any other performance review so long as all time-in-rank requirements as specified in the FPPM have been met.

Expectations for the Position of Lecturer and Senior Lecturer
 Department of Biological and Environmental Sciences
 [Revised 2-5-2019]

According to Longwood University Policy, **LECTURESHIPS** are one-year positions that may be extended up to five years beyond the original appointment. In the Department of Biological and Environmental Sciences (BES), teaching is the main expectation of lecturers; they teach an average 15 credits per semester. Given this heavy teaching load and the temporary nature of the position, service expectations are minimal. Lecturers are voting members of the department and are expected to attend monthly department meeting. There are no research expectations for lecturers.

In extraordinary circumstances, such as when it would not be reasonable to find another individual with similar qualifications (see FPPM Section III.L.3.b.), faculty who have served at the rank of lecturer for six years may attain senior lecturer status. Potential candidates should understand the department's extremely high standards for promotion to senior lecturer. To be considered, applicants will need to demonstrate exemplary teaching, a strong record of service to the department and/or university, evidence of continuing professional development, and evidence of maintaining currency in their discipline – perhaps including scholarly contributions - during time as a lecturer at Longwood. Evidence of maintaining currency/examples of scholarship must include at least three intellectual contributions from the list of Examples of Scholarship and/or Examples of Professional Development found below. Applicants who wish to be considered for senior lecturer status are advised to notify the BES Department Chair by year three of employment. Applicants should follow the application process outlined in the FPPM.

According to Longwood University Policy, **SENIOR LECTURESHIPS** are two-year positions that may be extended indefinitely (FPPM Section III.L.8). In the Department of Biological and Environmental Sciences (BES), teaching is the main expectation of senior lecturers; they teach an average 15 credits per semester. Senior lecturers are voting members of the department and are expected to attend monthly departmental meetings. Additionally, to be considered for reappointment, senior lecturers are expected to serve on committees at the department, college, and/or university levels and are expected to provide evidence of professional development and ongoing scholarship to maintain currency in the field. Examples of evidence of scholarship, professional development, and service can be found on the list below.

Examples of Scholarship

- 1) See list in FPPM section IV.B.III.C.3.a and IV.B.III.C.3.b
- 2) Attending disciplinary conference
- 3) Attending disciplinary-pedagogical conference
- 4) Obtaining or maintaining discipline-related certification

Examples of Professional Development

- 1) Teaching-related workshops and training offered by Longwood. Examples include:
 - a. Attend workshops provided by the Center for Faculty Enrichment (CAFE)

- b. Attend Digital Education Collaborative (DEC) LOTI training
 - c. CAPS diversity training
 - d. Diversity and Inclusion workshops
- 2) Attend conference professional development workshop
 - 3) Earn a professional certification from an outside organization

Examples of Service

- 1) Departmental faculty meetings
- 2) Departmental area meetings
- 3) Departmental committees
- 4) College and University committees
- 5) Regional and National service contributions
- 6) Public service outreach
- 7) Dissemination of scholarly work to peers and general public (e.g., website creation, contributing to news outlets, supplying data sets that are used for research)

It is acknowledged that the above lists of activities are not inclusive of all possible scholarship, maintaining currency, professional development, or service. A faculty member may therefore obtain written agreement from the Department Chair or Dean of the Cook-Cole College of Arts and Sciences to include activities not listed above for consideration to promotion to Senior Lecturer or for reappointment of the Senior Lecturer position.

D. DEPARTMENT OF CHEMISTRY AND PHYSICS

Faculty Evaluation Guidelines

The discipline-specific standards listed below are meant to clarify the University standards set forth in [Section III.R.](#) (Criteria for Faculty Evaluation) of the *Longwood University Policies and Procedures Manual (FPPM)*.

I. Teaching

Candidates for tenure and promotion must present evidence of effective teaching, which may be demonstrated by the following (the list given below is not all-inclusive and only represents acceptable examples of effective teaching):

- A. current, sound knowledge base in the courses taught
- B. organized course preparation (including clear syllabi, objectives, expectations, explicit grading scale)
- C. use of appropriate teaching methodologies, which encourage discussion, promote learning, and develop critical thinking
- D. development of assessment materials that accurately and fairly measure the achievement of stated objectives and expectations
- E. consistency in grading, making assignments, and applying rules
- F. a willingness to revise course content and improve instruction
- G. maintaining adequate office hours and being available outside of class to assist students

II. Scholarship

For tenure and promotion to Associate Professor, a candidate must demonstrate evidence of continuing scholarly activity, which must include one (1) peer-reviewed publication and four (4) other acceptable examples of scholarly activities (see non-all-inclusive list below).

For promotion to Full Professor, a candidate must demonstrate evidence of continuing scholarly activity, which must include two (2) peer-reviewed publications and six (6) other acceptable examples of scholarly activities (see non-all-inclusive list below) beyond that presented for promotion to the rank of Associate Professor.

Faculty are encouraged to involve students in their research.

- A. publication of additional peer-reviewed journal articles
- B. submission of a peer-reviewed grant proposal
- C. publication of a book or manual (this includes a chapter or other significant portion of a book or manual)

- D. oral or poster presentation (contributed or invited) at a professional meeting, conference, or other academic institution
- E. directing an undergraduate senior honor's thesis
- F. active participation in a professional meeting or workshop
- G. peer-reviewer of manuscripts for publication in a scientific journal
- H. peer-reviewer of grant proposals
- I. editor of a book, book series, or publication

III. **Service**

Candidates considered for tenure and/or promotion must demonstrate professional service rendered to the department, university, and/or society at large. It is expected that, on average, faculty will serve on one departmental and, when possible, one university committee each semester (after the first year). Sponsorship of student organizations requires at least as much time and effort as committee work, therefore; such service can be considered the equivalent of membership on a departmental or university committee. Student advising also satisfies a service requirement.

Updated: September 2023

E. DEPARTMENT OF COMMUNICATION STUDIES

Communication Studies Faculty Evaluation and Review Guidelines

I. Preface

The Communication Studies program values faculty who work to empower students to thrive as leaders and innovators in today's evolving communication fields. Our rigorous curriculum combines research, cutting-edge technology, and best practices to provide students the essential knowledge, values, and experiences needed to excel.

As a department, we value:

- *Diversity*: We embrace thoughtful and deliberate communication that is inclusive of and empowering toward all experiences and identities.
- *Ethics*: We embrace the practice of ethical principles and reasoning to guide decisions in all personal and professional settings.
- *Innovation*: We embrace changes in technology and utilize communication tools to create, deliver, and exchange communication.
- *Professional Development*: We embrace mentoring, coursework, internships, and other activities that promote communication skills to help students work toward post-graduate success.

We work to be successful teachers by infusing our departmental values in the courses we teach. In addition, we strive to align our courses to support our program's learning outcomes of mastery in oral communication, written communication, critical thinking, and research and inquiry with individual course learning outcomes.

To provide a rigorous, academic experience for our students, as faculty we embrace the three tenets of the profession: teaching, scholarship, and service. Based on university expectations, these criteria and standards recognize the specificity of the discipline.

- *Teaching*: Excellence in teaching includes well-designed and well-delivered content that is accurate, current, inclusive, and ethical. The department expects ongoing reflection on pedagogical practices to update content and address evolving student learning needs. At a minimum, teaching should demonstrate the basic qualifications listed in Section III below.
- *Scholarship*: We expect faculty to produce scholarship that follows guidelines set forth by the university's Institutional Review Board and contributes to the knowledge base of the discipline or improves teaching. Scholarship expectations can be found in Section IV below.
- *Service*: The department expects faculty members to engage in service to the department and the college, university, discipline and/or community. Service expectations can be found in Section V below.

II. Promotion and Tenure

In addition to the criteria outlined in the FPPM under Section III. R. Criteria for Faculty Evaluation, X. Tenure, and Y. Promotion to All Ranks:

A candidate for tenure and promotion to the rank of associate professor must provide evidence of:

- Exhibiting essential elements of teaching as well as consistently demonstrating excellence in teaching components, as described in Section III below.
- Five scholarly contributions from the list of scholarly activities as described in Section IV below, to include at least one refereed (peer reviewed) publication or one refereed documentary.
- Serve on a minimum of two departmental committees annually, and college and university service opportunities are strongly encouraged as described in Section V below.

A candidate for promotion to the rank of full professor must provide evidence of:

- Exhibiting essential elements of teaching as well as consistently demonstrating excellence in teaching components, as described in Section III below.
- Five scholarly contributions from the list of scholarly activities in Section IV below, including a minimum of two refereed publications, while in the rank of associate professor. A scholarly refereed book published by a company with an established reputation, other major refereed scholarly contributions, or a refereed documentary, may count in place of one of the required publications. The refereed documentary can be used with advance written approval by the department chair and P&T committee chair, to replace one refereed publication.
- Proof of leadership in multiple service opportunities, with at least one at the department level and at least one at the college or university level as listed in Section V below.
- Serving as an academic advisor for students with a workload as assigned by chair. Advisors are expected to work with the department chair to remain updated on university and departmental advising materials and information.

A candidate for promotion to the rank of senior lecturer (see Section III. M. Non-Tenure-Track Full-Time Faculty) must provide evidence of:

- A candidate consistently demonstrating excellence in teaching (as referenced in Section III below).
- Demonstrable commitment to departmental service activities.
- Continuing professional development and/or scholarly activities.
- Serving as an academic advisor for students with a workload as assigned by chair. Advisors are expected to work with the department chair to remain updated on university and departmental advising materials and information.

III. Teaching

Teaching is the most important work faculty undertake for the department and university. Within evaluation, reappointment and promotion materials, departmental faculty will reflect on their teaching activities throughout the year.

Essential expectations for teaching:

- A. Meet required course contact hours.
- B. Include required information on syllabi as determined by the FPPM II. B. Syllabus/Office Hours.
- C. Create clear student learning outcomes that are both challenging and attainable.

- D. Align course assignments with student learning outcomes.
- E. Include all required department and/or Civitae level learning outcomes and assignments for courses taught (if applicable).
- F. Use the university's learning management system by providing syllabus information, assignment descriptions, due dates, and grades for each course taught.
- G. Use rubrics for grading on significant class assignments.
- H. Make a good faith effort to collect a majority of student evaluations in the fall and spring semesters by allowing adequate time for students to complete in class.
- I. Respond to student inquiries in a timely manner.
- J. Meet university requirements for office hours (See FPPM II. B. Syllabus/Office Hours).
- K. Communicate content clearly with students.
- L. Implement regularly-revised content and pedagogical techniques that are current, rigorous, and relevant.
- M. Create and promote an ethical, diverse, inclusive, and equitable learning environment.
- N. Model and foster critical, analytical, and creative thinking.
- O. Give timely, useful, and equitable feedback on activities and assignments.
- P. Engage, challenge, and support students.
- Q. Act with integrity and respect toward students.
- R. Any additional criteria referenced in the FPPM.

In addition to meeting the essential expectations noted above, excellence in teaching is demonstrated through consistent fulfillment of essential expectations and evidenced from the following categories. The list is not all-inclusive.

- A. Engage in research and creative projects (outside of regular teaching load) with students, including mentoring and/or supervising undergraduate or graduate research projects.
- B. Peer review and/or mentor other instructors.
- C. Serve on and contribute to undergraduate or graduate student thesis committees.
- D. Engage in ongoing pedagogical development through seminars, conferences, workshops, CAFE's Dynamic Learning Dialogue session, or the like.
- E. Integrate guest lecturers in courses.
- F. Participate as a guest lecturer in other courses.
- G. Make periodic adjustments to curriculum design as recommended by assessment data and current best practices or thinking in the discipline.
- H. Participate in honors course development or enhancements.
- I. Participate in LOTI training or other pedagogical certifications.
- J. Earn teaching awards or honors sponsored by the university, governmental agencies, or other established professional associations.
- K. Implement innovative teaching technologies that are in line with course learning outcomes to enhance student learning. This may include, but is not limited to, project-based learning, service-learning projects, place-based learning, gamification, on-demand microlearning units, flipped classrooms, or use of advanced collaboration tools.
- L. Research, develop, and pilot new courses that expand disciplinary knowledge and/or meet program needs in consult with department chair.

IV. Scholarship

All discipline-based, peer-reviewed scholarship items must include a description of the substantial work the candidate completed as part of the contribution.

- A. Authorship or co-authorship of a refereed book.
- B. Producer or co-producer of a refereed documentary under the auspices of an organization credible in the candidate's field. Must include disciplinary knowledge.
- C. Authorship or co-authorship of an article of new disciplinary and/or pedagogical knowledge in refereed journals.
- D. Mediated performances, presentations, or shows that share new, original disciplinary knowledge with audiences. Must be refereed.
- E. Authorship or co-authorship of a chapter in a refereed book.
- F. Editorship, co-editorship, or associate editorship of a refereed scholarly journal, book, or selection of essays or readings within the candidate's field.
- G. Authorship, co-authorship, or editorship of a government report.
- H. Authorship or co-authorship of a substantial and successful grant proposal of importance to the candidate's field that yields at least \$5,000.
- I. Serve as a reviewer of professional journal articles, books, or professional conference submissions.

V. Service

All full-time departmental faculty are expected to participate in at least one departmental committee annually.

Excellence in service can be evidenced by the following activities. The list below is not all-inclusive.

- A. Actively participate in two or more departmental committees, with leadership of one or more of those committees.
- B. Actively participate within, or lead, college-level and university-level committees.
- C. Serve on, contribute, and/or provide leadership for university administrative committees that involve teaching, program coordination, or curriculum development.
- D. Actively participate within, or lead, community committees related to disciplinary activities.
- E. Plan and/or facilitate workshops for the public.
- F. Plan and/or facilitate educational programs for students.
- G. Organize a disciplinary lecture series.
- H. Organize a refereed film festival.
- I. Participate in departmental recruiting efforts.
- J. Mentor student organizations in an official role.
- K. Serve as a member of an academic or professional-related communication organization's committee.
- L. Serve as an advisor or committee member for research projects when not the instructor of record.
- M. Act as a professional consultant related to disciplinary-related knowledge.
- N. Organize or lead extra-curricular tutoring opportunities.
- O. Facilitate student connections to alumni.

- P. Engage in outreach or service activities that connect the university to the broader community such as organizing community service projects with Longwood students, faculty, or staff or partnering Longwood with local schools, nonprofits, or businesses.

F. DEPARTMENT OF EDUCATION AND COUNSELING

Guidelines for Probationary, Promotion, and Tenure Review

Promotion and tenure policies in the Department of Education and Counseling are critical to achieving the mission of the University where faculty excel in teaching, scholarship, and service to foster exceptional student learning, scholarship, and achievement. Thus, the purpose of the following guidelines is to aid the departmental Promotion and Tenure Committee in making informed decisions and the strongest possible case for recommending departmental candidates to the next review level. Tenure-track faculty and lecturers will be reviewed annually in accordance with the university timeline, [Section III.U.](#)

The guidelines are intended to supplement the General Criteria for Faculty Evaluation located in [Section III.R.](#) of the *Longwood University Faculty Policies and Procedures Manual*. Candidates for probationary review should first read carefully [Section III.U.](#); for tenure, [Section III.X.](#); and for promotion, [Section III.Y.](#) All candidates should consult the General Criteria as well as [Section III.U. Time Table for Promotion and Tenure Review](#). Candidates should then consult [Section III.AA. Time Table for Tenure and Promotion to All Ranks](#). For more specific criteria or for additional information that the department requires, see the guidelines below.

Through submission of a professional portfolio and observations by the department Promotion and Tenure Committee and the Department Chair, the faculty member will provide evidence in each of the following areas.

- I. Teaching Effectiveness-** The candidate must demonstrate teaching effectiveness through the submission of evidence and classroom performance.

A. Content Knowledge

1. Has up-to-date knowledge of subjects taught
2. Provides syllabi which are current and updated according to each discipline's accreditation standard prior to the implementation of the course
3. Provides syllabi which are aligned with the University/department mission statement
4. Provides syllabi which follow the format given in the FPPM, [Section II.B.](#)
5. Provides clear syllabi and expectations
6. Provides understandable objectives and lectures

B. Presentation of Material

1. Presents material in a clear and organized way
2. Demonstrates purposeful presentation of material
3. Employs a variety of teaching methods

C. Assessment and Evaluation

1. Communicates expectations for student achievement
2. Provides constructive feedback on students' work
3. Promptly returns students' work
4. Provides assignment/exams reflecting the course content

D. Positive Learning Environment

1. Is available to assist students
2. Encourages students to ask questions and express their knowledge
3. Is enthusiastic and energetic

For review of **Lecturers**, the P&T Committee and the Chair will observe lecturers following the FPPM guidelines in [Section III.M.](#) and [III.V.](#) Teaching will be the primary area of review for all department lecturers.

II. Scholarship

The candidate must present evidence of scholarship having been accomplished at Longwood University during the probationary period. Each scholarly activity must add to either the disciplinary knowledge base or the pedagogical base of the candidate's discipline. Any disseminated work (i.e., presented orally, in traditional print, or in web-based format) must include the author's affiliation with Longwood University, unless otherwise approved.

The department and University recognize that scholarly research is possible only when adequate resources (i.e., laboratory facilities, library holdings, equipment, funding, staff support, and stimulating colleagues who are in similar or related disciplines) are available. Therefore, the University recognizes that it may be necessary or beneficial for the faculty member to conduct research off the Longwood University campus. Because our dedication to the development of Citizen Leaders often involves mentoring students in research activities that may not result in peer-reviewed dissemination of data, the department recognizes mentoring students in research as part of scholarship activities.

For tenure and/or promotion to **Associate Professor**, a candidate must demonstrate evidence of continuing scholarly activity, which must include at least **one (1) peer-reviewed publication and four (4) other acceptable examples of scholarly activities (three other acceptable examples if the peer-reviewed publication is a book)** (see list of typical acts of scholarship below) within the probationary period.

For promotion to **Full Professor**, a candidate must demonstrate evidence of continuing scholarly activity, which must include at least **two (2) peer-reviewed publications and six (6) other acceptable examples of scholarly activities (five other acceptable examples if one of the peer-reviewed publications is a book)** (see list of typical acts of scholarship below) while in the rank of Associate Professor.

The list below indicates typical acts of scholarship:

- Publication of an additional peer-reviewed article
- Publication of a peer-reviewed book or manual
- Publication of a chapter or other significant portion of a peer-reviewed book or manual
- Submission of a peer-reviewed grant proposal
- Peer-reviewer (paid or unpaid) of a manuscript, professional article, either in print or electronic format, book, chapter, software, grant application, etc.
- Editor for a book, book series, or publication

- Chair or committee member of research involving undergraduate or graduate students
- Conducts original research and disseminates information at professional meetings and/or conferences
- Coordination of professional meeting, conference, workshop, or in-service
- Active participation in professional meetings or conferences
- Design and delivery of workshops, presentations, or forums for dissemination of knowledge to public constituencies
- Oral or poster presentation (contributed or invited) at professional meetings, conferences, or workshops
- Creation of a website to make scholarship available to peers and to general public
- Dissemination of discipline-related information to the public

III. Service

Candidates considered for tenure and/or promotion must demonstrate professional service rendered to the department, college, and University. Contributions to society at large may also be provided as evidence of service.

For tenure and/or promotion to **Associate Professor**, a candidate must demonstrate evidence of service which must include active involvement on at least one departmental committee each year (except the first year) and one of the following options:

- Serve on one college/University committee each academic year
- Serve as Department Chair or program coordinator/director
- Serve as chair of a department, college, or University committee
- Complete a minimum of **two (2)** other service activities on average per academic year during the probationary period (see list of typical acts of service below)

C. For promotion to **Full Professor**, a candidate must demonstrate evidence of service which must include active involvement on at least one departmental committee each year and one of the following options:

- Serve on one college/University committee each academic year
- Serve as Department Chair or program coordinator/director
- Serve as chair of a department, college, or University committee
- Complete a minimum of **four (4)** other service activities on average per academic year during the preceding five-year period (see list of typical acts of service below)

The list below indicates typical acts of service:

- Sponsors student organizations, academic clubs, honor societies, or student governance
- Supervises professionals seeking certification and/or licensure
- Supervises and supports internship and clinical experiences
- Participates in academic student recruiting
- Participates in tutoring program
- Leads study groups and manages course study initiatives
- Assists development of off-campus, evening, and summer programs
- Advises students and monitors progress accurately
- Develops existing or new courses, course content, or programs

- Participates in honors course development
- Develops appropriate library holdings
- Participates in University-community outreach efforts
- Designs and manages assessments for academic/educational program guidance
- Provides professional consultation to schools, organizations, agencies, etc. that seek to enrich their knowledge and skill base
- Works with a program or departmental professional advisory group to the University
- Facilitates University to community connections at the national and/or international level
- Performs special assignments

Submission of Evidence

The faculty member applying for probationary review, promotion, or tenure must provide specific identifiable evidence in support of their preparedness and eligibility. The faculty member is encouraged to use specific examples of criteria regarding teaching, scholarship, and service (listed below) and to cite where that evidence is located in the professional portfolio. The candidate is also required to complete a self-evaluation narrative of their performance in all three categories using the following descriptors: Fails to meet expectations, Meets expectations, Exceeds expectations. This self-evaluation narrative will be included in the professional portfolio. The faculty member will submit all evidence in an electronic portfolio through the university's learning management system (e.g., Canvas) following the structure provided by the Department Promotion and Tenure Committee.

Professional Portfolio

Candidates seeking tenure/promotion must submit an electronic professional portfolio containing the following evidence in the order given below:

1. Current schedule of classes
2. Teaching philosophy statement
3. Self-evaluation narrative
4. Curriculum Vitae - Follow the format listed below
5. Teaching section – The most recent syllabus for each course taught regularly
6. Scholarly activities section
7. Academic service and advising section
8. Letters from P&T Committee for each probationary year
9. Letters from Department Chair for each probationary year
10. Annual Performance Evaluations from Department Chair
11. Other materials - You may include up to 15 pages of additional material

Department of Education and Counseling Curriculum Vitae Format

Faculty Contact Information

- I. Education (include university, date, dissertation title, thesis title, etc.)
 - A. Terminal degree
 - B. Other graduate degree(s)
 - C. Undergraduate degree(s)
- II. Professional Licensure
 - A. Areas of licensure and/or endorsements
 - B. Related certifications
- III. Academic Employment
 - A. A statement of current rank, date of appointment, rank at appointment, date(s) of part-time employment at Longwood (if any), and date(s) of leave of absence from Longwood (if any)
 - B. All relevant employment listed chronologically
- IV. Professional Awards and Commendations
- V. Teaching
 - A. Courses taught at Longwood (at least the last 6 years) including modality (face-to-face, hybrid, online, etc.)
 - B. Previous courses taught and/or other teaching experience
- VI. Scholarly Activities (list chronologically in APA format with your name bolded)
 - A. Research agenda
 - B. Current research project(s) and publications under review
 - C. Publications (bolded name)
 1. Peer reviewed
 2. Non-peer reviewed
 - D. Conference presentations (local, state, national, international designation)
 - E. Professional development and conference attendance
 - F. Grant proposals and awards
 - G. Other scholarly activities (journal reviewer, etc.)
- VII. Academic Service and Advising (list chronologically)
 - A. Department
 - B. College
 - C. University
 - D. Profession (local, state, national, international designation)
 - E. Other service activities (guest lectures, etc.)

G. DEPARTMENT OF ENGLISH AND MODERN LANGUAGES

Guidelines for Promotion and Tenure Evaluation

The purpose of the following guidelines is to aid the departmental Promotion and Tenure Committee in making informed decisions and also in making the strongest possible case for departmental candidates to the next review level. The guidelines are intended to supplement the General Criteria for Faculty Evaluation located in [Section III.R.](#) of the *Longwood University Faculty Policies and Procedures Manual*. Candidates for probationary review should first read carefully [Section III.U.](#); for annual performance review, [Section III.T.](#); for tenure, [Section III.X.](#); and for promotion, [Section III.Y.](#) All candidates should consult the [General Criteria](#); then they should consult the guidelines below for more specific criteria or for additional information that the department requires.

The General Criteria and those specified in the departmental guidelines are the sole criteria by which candidates shall be judged. Simply meeting the listed criteria does not assure tenure or promotion; the candidate is expected to exhibit not only competence, but also excellence, and will be expected to show evidence of professional work that is current and of high quality. All members of the departmental promotion and tenure committee have a serious obligation to prevent the introduction of inappropriate or irrelevant considerations, which are defined as any considerations not clearly related to the criteria specified in the faculty manual or in these guidelines.

However, it is important that department members recognize that their position requires that they observe the ethics of the profession. An adaptation of the Statement of Professional Ethics of the American Association of University Professors was adopted by the Longwood Faculty in 1981; it appears in [Section I.B.](#) of the faculty manual.

I. Departmental Criteria

A. Teaching

1. Specific departmental criterion: availability to students, particularly through the maintenance of regular office hours and conference periods
2. Evidence of meeting the general criteria must include the following
 - a. Representative syllabi, sample assignments, and/or tests and examinations
 - b. A statement of grading policies and a breakdown of grade distributions by course for all courses taught since the last review
 - c. Recent student evaluations
3. All members of the departmental Promotion and Tenure Committee shall observe the candidate's classroom performance during the semester of review, with classroom visits to be scheduled in advance.

B. Scholarship

1. For presentations at appropriate professional meetings, it will be to the candidate's advantage to present evidence of the juried nature of the selection process.
2. For published articles, it will be to the candidate's advantage to present evidence of the refereed nature of publication in journals not listed in such standard guides as the MLA Directory of Periodicals or the Philosopher's Index, for example, when publication is in a foreign journal or a journal from an allied field.

C. Service (Specific departmental criteria)

1. Availability to colleagues
2. Cooperativeness, adaptability, and the willing assumption of one's share of departmental responsibilities

D. Specific Criteria for Promotion to Each Rank

1. For Tenure and Promotion to the rank of Associate Professor:

In addition to meeting the general criteria for promotion, the candidate shall provide evidence of professional achievement, including one refereed publication, which is recognized within and beyond the state and region and of potential for further professional growth.

2. To the rank of Professor:

In addition to meeting the general criteria for promotion, the candidate shall have produced juried or refereed creative work and/or refereed professional publication judged significant by peers both within and beyond the state or region. Evidence of juried and/or refereed work must include at least two publications beyond that presented for promotion to the rank of Associate Professor.

3. For Promotion to the rank of Senior Lecturer:

In addition to meeting the general criteria for promotion, the candidate shall provide evidence of excellence in teaching; an ongoing, demonstrable commitment to service to the department; and evidence of continuing professional development activities.

Expectations for the Position of Lecturer and Senior Lecturer

Department of English and Modern Languages

[Revised 4-5-2016]

Lecturers teach 15 credits per semester and, as voting members of the department, are expected to attend monthly department meetings. While the *FPPM* stipulates that "teaching, advising, and service contributions are the main expectations for the lecturer," in the Department of EML lecturers generally are not assigned advisees. Although lecturers may be requested to serve on

committees at the department, college, and/or university levels, service expectations are minimal, given the heavy teaching load and the temporary nature of the appointment.

According to university policy, lectureships are temporary, one year positions that may be extended no longer than five years beyond the original appointment. In extraordinary circumstances, individuals who have served at the rank of lecturer for six years may attain senior lecturer status. Potential candidates should consider carefully the department's extremely high standards for promotion to senior lecturer. To be considered, applicants will need to demonstrate not only exemplary teaching but also an extraordinary record of contributions to the department, as well as evidence of continuing professional development activities. Applicants who wish to be considered for senior lecturer status are advised to notify the EML Department Chair by year three of employment. Applicants should follow the application process outlined in the *FPPM*.

Senior lecturers teach 15 credits per semester and may be expected to serve on committees at the department, college, and/or university levels. They may also be assigned advisees. All assigned responsibilities other than teaching should include appropriate reductions from the maximum course load.

University policies regarding lecturers and senior lecturers may be found in the *FPPM*, [Section III.M.](#)

H. DEPARTMENT OF HEALTH, RECREATION, AND KINESIOLOGY

Evaluation Guidelines for Faculty

Categories of Evaluation

The Department of Health, Recreation, and Kinesiology evaluation is based on the University Criteria as articulated in the FPPM (refer to the FPPM for [General Criteria for Faculty Evaluation](#)). Each faculty member is responsible for providing documentation in all three categories of teaching, scholarship, and service. In order to determine the faculty member's evaluation for probationary review, tenure, and promotion, the department P&T Committee and the department chairperson will evaluate his or her performance, independently, in accordance with HRK Bylaws. For annual review decisions, the HRK department chair evaluates each faculty member's performance. Each faculty member is responsible for providing all documentation supporting the evaluation criteria.

Teaching

Teaching effectiveness will be considered the most important area of the evaluation process. For annual review, this area counts 50-80% of the candidate's total assessment. Refer to the FPPM for [General Provisions A](#). Each faculty member is responsible for providing supporting evidence for teaching effectiveness in his or her *professional file, teaching portfolio, self-narrative, peer review, and student assessment of instruction*.

Criteria and Supporting Examples of Teaching

1. A current, sound knowledge base in the discipline reflecting continuous revision that improves course content
 - Provides clear syllabi and expectations.
 - Uses appropriate texts.
 - Develops appropriate library holdings.
 - Actively improves course content and presentations.
 - Instructional approach evidences continuous revision and development.
2. Organized course preparation, including clear syllabi detailing objectives and expectations
 - Provides understandable and measurable objectives.
 - Provides clear syllabi and expectations.
 - Course objectives are relevant to accreditation competencies when appropriate.
3. Organized preparation for each class, so that the course delivery flows as a cohesive whole
 - Demonstrates engaging and purposeful presentation of material.
 - Stimulates student learning in class.
 - Teaching approach provides a cohesive learning experience.

4. Employment of a variety of teaching methodologies suited to the characteristics of each course, especially those that encourage discussion, promote skills, and develop critical thinking
 - Encourages class discussion and questions.
 - Discusses point of view other than his/her own.
 - Challenges and motivates better and weaker students.
 - Understands and uses a variety of teaching strategies.
 - Employs methodologies that encourage critical thinking.
 - Understands and uses a variety of teaching technologies.
5. Demonstration of the ability to synthesize and correlate information, and to simplify complex topics
 - Presentations reflect clear synthesis of material and minimize complexity.
 - Draws examples from outside the classroom.
6. Demonstration of effective, clear communication skills, and the ability to stimulate these skills in students
 - Demonstrates engaging and purposeful presentation of material.
 - Communicates effectively.
 - Develops students' writing and speaking skills.
 - Stimulates student learning in class.
7. Development of evaluation instruments that accurately assess the achievement of stated course standards
 - Uses fair examination and grading policy.
 - Constructs tests reflecting and supporting course goals.
 - Constructs assignments reflecting and supporting course goals.
8. Consistency in grading, assignments, and applying rules
 - Uses fair examination and grading policy.
 - Makes students aware of criteria for which they will be graded.
9. Responsiveness to students in and outside the classroom
 - Creates a positive learning environment.
 - Is responsive to students' needs and evaluations.
 - Is punctual and available to students.
 - Answers student's questions in a timely manner.
 - Promptly returns graded work.

10. High expectations for student achievement, and the provision of support that helps students meet these expectations

- Environment is conducive to learning.
- Presents rigorous course requirements.
- Actively assists students in achieving course requirements.
- Provides the opportunity for student inquisitiveness and curiosity.

11. Enthusiasm for the discipline that transmits the excitement and value of learning as demonstrated by

- Continuous development of new courses and/or new curricula.
- Continuous development of more effective measures of student learning.
- Continuous development of more effective methodologies of content delivery.
- Direction of students in undergraduate research projects, thesis research, practicum work, or internships.
- Incorporation into courses of information gained at appropriate professional meetings.

Student Assessment of Instruction

According to the HRK by-laws, descriptive statistics for each course assessed and any other relevant information (for example: number of course preparations, new course, and major course revisions) must be included in the materials presented for evaluation. Faculty members may choose to augment the Longwood approved student assessment instrument with other course evaluations. A copy of these additional evaluation items, summaries of students' responses, and a brief written explanation of the use of these items may also be included in the professional file.

Reassigned Time for Administrative or Supervisory Duties

Faculty members who receive reassigned time as a part of their work-teaching load will have those duties fully documented and evaluated. The faculty member shall provide evidence of the nature of the reassigned time and how the criteria (refer to the FPPM for Criteria for Faculty Evaluation on **Reassigned Time for Administrative or Supervisory Duties**) have been fulfilled.

Scholarship

For annual review, this area counts 10-40% of the candidate's total assessment. Refer to the FPPM for [General Provisions B](#). Each faculty member is responsible for providing complete documentation for supporting evidence for scholarship in his or her professional file and self-narrative.

Criteria and Supporting Evidence of Scholarship

- Scholarship that adds to the pedagogical knowledge base

1. Presentation of innovative teaching techniques in appropriate professional settings
 2. Active participation in workshops and conferences for faculty development designed to invigorate teaching
 3. Publication of innovative teaching techniques in appropriate journals, especially those that are refereed
 4. Publication of pedagogically related books
 5. Design and execution of workshops to improve teaching
 6. Successful development of grants
 7. Presentations open to the public, such as colloquia, that share new pedagogical knowledge
 8. Editing a professional journal devoted to pedagogy
 9. Organizing and implementing a lecture series related to pedagogy
 10. Serving as a reviewer for pedagogical journal articles and/or books
- Scholarship that adds to the disciplinary knowledge base
 1. Presentation of new disciplinary knowledge at appropriate professional meetings
 2. Publication of new disciplinary knowledge in appropriate journals, especially those that are refereed
 3. Publication of books that add to disciplinary knowledge
 4. Design and execution of workshops that disseminate knowledge to public constituencies
 5. Successful development of grants
 6. Presentations open to the public, such as colloquia, that share new disciplinary knowledge
 7. Editing of a professional disciplinary journal
 8. Organizing and implementing a disciplinary lecture series
 9. Serving as a reviewer of professional journal articles and/or books
 - Examples of Scholarship
 1. Presents new teaching approaches or technologies
 2. Publishes new teaching approaches or technologies
 3. Incorporates new and creative approaches to field experiences, internships, and student teaching
 4. Directs students in research projects, graduate study/research, or applied field studies
 5. Actively integrates scholarship into teaching knowledge acquired through research and professional activities
 6. Generates grants or other support for impacting the delivery of education or professional related services
 7. Actively engages in ongoing faculty/teaching development efforts
 8. Professional presentations of teaching and service delivery approaches
 9. Professional publication of teaching or service delivery innovations in appropriate publications and especially those that are refereed
 10. Publication of chapters and books or related materials
 11. Design and presentation of workshops for teaching or service delivery enhancement
 12. Public presentations that present new, creative, and innovative work

13. Editing or managing a professionally focused journal, newsletter, WEB page, list-server, etc.
14. Serve as a reviewer or judge for professional publications or presentations
15. Publication of new knowledge in the discipline
16. Design and delivery of workshops, presentations, or forums for dissemination of knowledge to public constituencies
17. Development of grants in support of new research for knowledge in the discipline
18. Editing, organizing, or serving as reviewer of new materials presenting knowledge and methodologies in the discipline
19. Recognition by honors and/or awards based on or in scholarship/professional activity

Evaluation of scholarship activities will be based on the following considerations: the quality and quantity of the activities related to one's area of teaching expertise; contributions to the profession or discipline; extent and nature of national, state, regional and local recognition, and the nature of participation in professional organizations. In support of the item, where possible, the faculty member should indicate the type of journal in which the article was published, the acceptance rate for the publication, and any other pertinent information. Where applicable, the faculty member should also include an assessment of time involvement of the completion of the final project. Evidence of publication of presentation may consist of either a copy of the publication/presentation/program or a letter of acceptance.

Required Criteria

- a. Candidates in probationary review must present evidence of an on-going research agenda potentially capable of resulting in publication and/or presentation.
- b. Candidates for promotion to any rank must present evidence of scholarly activity that invigorates and develops their teaching.
- c. Candidates for promotion to any rank must present evidence that adds to the pedagogical or disciplinary base of their profession.
- d. Candidates for promotion to professorship must present evidence of scholarship judged significant both within and beyond the state and region.

Service

The faculty of the Department of HRK believes that professional service is of value not only to the department but also to the entire university. For annual review, this area counts 10-40% of the candidate's total assessment. Refer to the FPPM for [General Provisions C](#). Each faculty member is responsible for providing complete documentation for supporting evidence of service in his or her *professional file and self-narrative*.

Criteria and Supporting Evidence of Service

- Service

1. Comprehensive student advising
 2. Consulting work, or presentations, to organized entities such as schools, industries, businesses, civic organizations, and clubs that adds to the knowledge base of these entities
 3. Participating membership on departmental, college wide, University-wide or professionally related committees
 4. Participation in University governance
 5. Holding office in state, regional, or national professional organizations
 6. Serving as the sponsor/advisor for student organizations
 7. Participation in activities that create, foster, and support connections among student groups, and between student groups and external constituencies
 8. Participation in activities that promote skill development in students outside the classroom
 9. Serving as program coordinator and/or coordinating program-related activities
 10. Active participation in the recruiting of students
 11. Responsibility for a University facility
 12. Effective execution of special assignments requested by department chairs, deans, or other individuals associated with the college or university
- Examples of Service
 1. Serve as an officer of the Faculty Senate
 2. Serve as chairperson of a college committee/council
 3. Serve as chairperson of a CEHHS committee/council
 4. Conference coordinator at an off-campus national or international professional scholarly meeting
 5. Service to a school, school system, or other organization meeting regularly
 6. Serve as chairperson of a department committee/council
 7. Be an active member of a university committee/council that meets regularly each month during the year (example: EPC, etc.)
 8. Be a member of Faculty Senate
 9. Serve as a faculty sponsor of a department/University student organization
 10. Coordinate an event that is announced beyond local participation
 11. Conference coordinator for an on-campus professional meeting
 12. Conference coordinator for a state professional/scholarly meeting
 13. Chairperson of a regularly scheduled session at a state/regional conference/ convention
 14. Be a member of a university/college committee/council
 15. Participates in university-community outreach efforts
 16. Serve on a committee for a professional organization at the local/district level
 17. Chairperson for a district/state professional conference
 18. Serve as a consultant in one's area of teaching expertise
 19. Is a member of a local governing board or agency (example: YMCA, Southside Hospital Board, ARC, etc.)
 20. Assist in the instruction or assessment of students/clients

21. Present a guest lecture to a departmental class, on campus, in areas of expertise
22. Participates in academic-student recruiting
23. Participates in tutoring program
24. Leads study groups and manages course study initiatives
25. Assists development of off-campus, evening, and summer programs
26. Efficiently and effectively advises and registers students and monitors progress accurately
27. Actively participates in program and department committees
28. Designs and manages assessments for academic/educational program guidance
29. Works with a program or departmental professional advisory group to the college/university
30. Serve as program coordinator
31. Serve a program or departmental support function (i.e., field, student teaching, self-study management, etc.)
32. Performs and volunteers for special assignments
33. Responsible for a college facility, classroom, lab, etc.
34. Coordination of a minor associated with an academic program.
35. Coordinating internship activities related to the program

The evaluation of the effectiveness of the service will include the extent and nature of leadership; degree of participation; quality and length of service; extent and nature of national, state, regional, and local involvement. Also, included will be membership on departmental, college, and university committees/councils, leadership roles assumed on these committees, the amount of time each committee meets, and degree of responsibility.

Department of HRK Annual Evaluation: Guidelines and Recommendations

In the areas of teaching, scholarship, and service HRK faculty must comply with the requirements in the FPPM and HRK By-laws. It is the candidate's responsibility to document professional growth and expertise in each of the three areas.

TEACHING EFFECTIVENESS

For Probationary Review, Promotion, and Tenure:

The expected level of performance in the area of teaching effectiveness for all HRK faculty is demonstrated competency in the criteria listed in the FPPM as indicated by supporting examples. Supporting evidence must be provided in the faculty member's professional file, teaching portfolio, narrative, peer review, and/or student assessment of instruction.

SCHOLARSHIP

Probationary Review after the first year:

Minimum scholarly activity for all HRK faculty to be demonstrated annually as indicated through on-going research, presentations, publications, or participation in conferences/workshops.

Tenure and Promotion to Associate Professor:

Minimum scholarly activity for all HRK faculty to be demonstrated annually as indicated through on-going research, presentations, publications, or participation in conferences/workshops.

Specifically, candidates present evidence by:

- Attendance at workshops/conferences: including both pedagogy based and discipline based at the regional/national level.
- Refereed or juried publication(s).
- Presentations including the regional/national level.

Promotion to Professor:

Minimum scholarly activity for all HRK faculty to be demonstrated annually as indicated through ongoing research, presentations, publications, or participation in conferences/workshops.

While at the rank of Associate Professor, candidates present evidence by:

- Attendance at workshops/conferences: including both pedagogy based and discipline based at the regional/national level.
- Refereed or juried publication(s).
- Presentations including the regional/national level.

SERVICE

Probationary Review after the first year:

The minimum level of service for all HRK faculty is active involvement on Department of HRK and program committees.

Tenure and promotion to Associate Professor

The minimum level of service for all HRK faculty is active involvement on Department of HRK and program committees, as well as active involvement in college/university committees and/or programs.

Promotion to Professor:

While at the rank of Associate Professor active involvement on Department of HRK and program committees. Additionally, active involvement in college/university committees and/or programs as well as service beyond the university community.

I. DEPARTMENT OF HISTORY, POLITICAL SCIENCE, AND PHILOSOPHY

Scholarship Guidelines for Promotion and Tenure

The Department of History and Political Science, for matters of annual performance review, post-tenure review, probationary review, and reviews for tenure and promotion to any rank, follows the guidelines established in the most recent edition of the *Faculty Policies & Procedures Manual*. Recognizing that different academic disciplines have unique characteristics and demands, the faculty manual calls upon individual departments to develop specific standards for each of those reviews. Such specific guidelines must be approved by the College Dean and the PVPAA before they are implemented. All members of the department must receive in writing such guidelines.

The department believes that the University policies and procedures governing all faculty reviews for the University are adequate for the unique needs of the department in the areas of teaching and service.

In the area of scholarship the faculty manual sets forth a general statement. “As a community of scholars, the faculty is expected to impart to students an appreciation of the scholarly activity that forms the basis of knowledge in all disciplines. Recognizing that high quality scholarship takes time to mature, annual publication is not expected; however; those seeking promotion or tenure must present evidence that they have engaged in scholarship that has been effectively shared with the professional community pertinent to their discipline. Faculty members undergoing annual performance review or post-tenure review must present evidence of continuing scholarly activity as defined by each academic unit. Probationary faculty members must document, as part of their reviews, an ongoing scholarship agenda that will lead to publication or presentation. Faculty members eligible for tenure or for promotion to any rank must present evidence of scholarly activity that adds to the pedagogical and/or disciplinary knowledge base and that has been disseminated to the community of scholars at large through means appropriate to the discipline.”

In the area of scholarship, the department shall adhere to the following, additional criteria in order to be more specific about scholarship requirements for tenure and promotion to the rank of associate professor and the rank of full professor.

Scholarship Requirements for Tenure and Promotion to Associate Professor

In addition to meeting the criteria established by the University-wide guidelines for Tenure and Promotion to associate professor, the successful candidate must present evidence of scholarly contributions including those that meet at least one of the following standards:

- A refereed article in a professional journal
- A refereed publication in the proceedings of a major scholarly organization of state, regional, national, or international importance in the candidate’s field of expertise
- Authorship or co-authorship of a chapter in a refereed book from a reputable publisher
- Authorship or co-authorship of a refereed book from a reputable publisher

- *Authorship or co-authorship of a substantial and successful grant proposal of importance to the candidate's field **
- *Authorship of entries totaling at least 6,000 words in all in a refereed scholarly encyclopedia or encyclopedia(s) significant in the candidate's field **
- *Editorship, co-editorship or associate editorship of a refereed scholarly journal, book, collection of letters or primary sources, or selection of essays or readings within the candidate's field **
- *Authorship, co-authorship or editorship of a government report **
- *Producer or co-producer of a documentary under the auspices of an organization credible in the candidate's field **
- *The receipt of an award or citation for scholarship from a reputable organization of state, regional, or national scope in the candidate's field**

** These criteria must reflect substantial work involving external, discipline-based peer review comparable to that of a refereed publication.*

Scholarship Requirements for Promotion to Rank of Professor

In addition to meeting the criteria established by the University-wide guidelines for promotion to the rank of professor, the successful candidate must present evidence of scholarly contributions including those that meet one of the following standards:

1. At least one authored or co-authored refereed book from a reputable publisher or two refereed publications since the last promotion from any one or any combination of the following categories:
 - A refereed article in a professional journal
 - A refereed publication in the proceedings of a major scholarly organization of state, regional, national, or international importance in the candidate's field of expertise
 - Authorship or co-authorship of a chapter in a refereed book from a reputable publisher
 - *Authorship or co-authorship of a substantial and successful grant proposal of importance to the candidate's field**
 - *Authorship of entries totaling at least 6,000 words in all in a refereed scholarly encyclopedia or encyclopedia(s) significant in the candidate's field **
 - *Editorship, co-editorship or associate editorship of a refereed scholarly journal, book, collection of letters or primary sources, or selection of essays or readings within the candidate's field **
 - *Authorship, co-authorship or editorship of a government report **
 - *Producer or co-producer of a documentary under the auspices of an organization credible in the candidate's field **

* *These criteria must reflect substantial work involving external, discipline-based peer review comparable to that of a refereed publication.*

2. A national award of any kind recognizing the candidate's work as a scholar
3. Other achievement that clearly recognizes the faculty member's scholarship among peers both within and beyond the state and region

J. DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

These are discipline-related standards meant to clarify [Section III.R.](#) of the *Faculty Policies and Procedures Manual*.

I. Teaching

Candidates for promotion and tenure must present evidence of effective teaching that may be demonstrated by the following:

- A. Effective student advising
- B. A current, sound knowledge base in the courses taught
- C. Organized course preparation, including clear syllabi detailing objectives, expectations, and a fair grading scale
- D. Organized preparation for each class, so that the course content is presented clearly and the course material is covered to meet the course objectives
- E. Employment of appropriate teaching methodologies suited to the particular course taught which encourage discussion, promote learning, and develop critical thinking
- F. Demonstration of the ability and willingness to revise course content to improve instruction when necessary
- G. Demonstration of effective, clear communication skills, and the effort to instill these skills in students
- H. Development of tests, quizzes, exams, and other evaluation instruments that accurately and fairly assess the achievement of stated objectives and expectations
- I. Consistency and fairness in grading, making assignments, and applying rules
- J. Maintaining adequate office hours and being available to students
- K. Providing sufficient support in class and out of class to help students meet the stated objectives and expectations of the course
- L. Enthusiasm for the discipline that transmits the excitement and value of learning as demonstrated by
 - 1. Development of new courses and/or curricula relevant to the needs of students
 - 2. Development of more effective measures of student learning
 - 3. Development of more effective methodologies of content delivery

4. Guidance of students in special projects, internships, independent studies and honors papers
5. Incorporation into courses of information gained at professional meetings, workshops, and other scholarly activities when appropriate
6. Utilization of the latest available technology to promote learning when appropriate

II. Scholarship

Candidates for promotion and tenure must present evidence of continuing activity which contributes to the knowledge base. This can be done through scholarly work which contributes either to mathematics/computer science or to the teaching of those fields. This includes sharing of problems, solutions, and lesson plans that are of interest to teachers and may be demonstrated by the following items listed below.

- A. Presentation of new disciplinary knowledge, new teaching techniques, studies of student learning, or innovative lesson plans at appropriate professional meetings
- B. Publication of new disciplinary knowledge, new teaching techniques, studies of student learning or innovation lesson plans in appropriate journals
- C. Publication of textbooks, or books that add to the knowledge base in either mathematics/computer science or mathematics education
- D. Design and/or execution of workshops that disseminate knowledge to public constituencies, particularly teachers of mathematics or computer science at any level
- E. Successful development of grants
- F. Presentations open to the public, such as colloquia, that share new pedagogical or disciplinary knowledge
- G. Serving as a reviewer for books or journals related in some way to mathematics or computer science, including textbooks
- H. Editing a journal or book related in some way to mathematics or computer science
- I. Active participation in mathematics or computer science organizations that are involved in curriculum reform or the development of new disciplinary knowledge
- J. Active participation in short courses or college classes in relevant fields designed to broaden knowledge
- K. Active participation at appropriate sessions of state, regional, and national professional meetings

III. Service

Candidates considered for promotion and tenure must document activities that render service to the department, the University and/or society at large such as the following:

- A. Presentations concerning mathematics or computer science to schools, businesses, industries, civic organizations and clubs
- B. Participation in committee assignments
- C. Participation in department, college and University faculty meetings
- D. Participation in professional organizations
- E. Serving as the sponsor/advisor for student organizations
- F. Participation in the recruiting of majors
- G. Effectively executing assignments requested by the department chair and other University administrators
- H. Participation in departmental service activities
- I. Participation in faculty governance
- J. Professional service to local organizations
- K. Service on committees of state or national mathematics or computer science organizations

IV. Promotion and Tenure Requirements

- A. Scholarship completed at a previous institution will be considered as part of a tenure and/or promotion review. Continuing scholarly contributions during the probationary review are also expected, and required peer-reviewed scholarship in B. and C. below must occur while at Longwood.
- B. It is required that a candidate for tenure and/or promotion to associate professor demonstrates ongoing scholarship as defined in Section II above, including one refereed work of scholarship involving an external discipline-based peer review. Examples include publication of an article in a refereed journal (including conference proceedings) and the award of a peer-reviewed grant.
- C. It is required that a candidate for professor demonstrates ongoing scholarship as defined in Section II above, including two refereed works of scholarship since the last promotion.
- D. In addition to exceptional teaching, it is required that a candidate for Senior Lecturer has one scholarship activity from the list in the Section II Scholarship and one service activity from the list in Section III Service.

K. DEPARTMENT OF MUSIC

As a community of musicians/scholars, the faculty in the Department of Music are expected to impart to students and interested persons an appreciation of the performance and scholarly activity that forms the basis of musical knowledge. Recognizing that musical scholarship incorporates a wide range of activities and that much of this activity takes time to mature, the Department of Music considers as acceptable criteria for scholarship the following:

Category A

- Invited performances, solo or ensemble directed by a faculty member (i.e., conferences, special concerts, etc.)
- Invited teaching/presentation at a conference, workshop, summer program, or other that demonstrates significant standing within the profession
- Publication of a refereed article, book or composition
- Publication of material in a refereed source for which you are the contributor

Category B

- Performances by a faculty member
- Performances by an ensemble directed by a faculty member
- Publication of a review
- Editing of a composition or publication
- Completion of a recording that adds to the knowledge base of the discipline
- Adjudicating or serving as a clinician at a workshop, contest or other presentation
- Development of grant(s)
- Active participation in workshops and conferences for faculty development designed to invigorate teaching
- Engaging in musical activities that bring positive recognition to the department and the institution

Candidates for probationary review status must present evidence of activity from the list and demonstrate the potential for further scholarly contributions.

Candidates for promotion to assistant professor must hold the terminal degree and present evidence of excellence in performance, research and scholarly activity.

Candidates for promotion to associate professor and seeking tenure must have an ongoing record of scholarly contributions that must include at least one item from category A. The candidate should have professional achievements that are recognized within and beyond the state and region.

Candidates for promotion to professor must have an ongoing record of scholarly contributions, which must include at least two items from category A completed since the last promotion. Peers both within and beyond the state and region must judge this scholarly work significant.

L. DEPARTMENT OF NURSING

Performance Criteria and Standards for Annual Review

The faculty member, the department head, and the P&T Committee evaluate faculty performance in each of the following evaluation areas. Based on university expectations, these criteria and standards recognize unique variables that apply to a practice profession.

A. Teaching:

Teaching is a primary function of the university and occurs through a wide variety of teaching-learning activities through which the learner acquires new knowledge, skills and/or attitudes. Exemplary teaching is the outcome of professional development, practice expertise, and scholarly activities.

1. For **Standard Professional Performance (Meets Expectations)** in the university rating system), the faculty member provides evidence of the following:
 - a. Responsibility and accountability in teaching
 - Teaches assigned course load
 - Coordinates classroom and practicum courses on equitable basis
 - Is present for all class and practicum periods on time or arranges for a substitute or a way to make up missed material
 - If course coordinator, has syllabus on file in department office
 - Posts and keeps office hours
 - Is available and responsive to students
 - Other
 - b. Ability to teach effectively
 - Provides formative and summative evaluations with clear rationale for students
 - Receives overall average rating on department of nursing student instructor evaluations each semester to include the following:
 - Exhibits thorough knowledge of subject
 - Stimulates student learning in class
 - Uses fair examination and grading policy
 - Communicates effectively
 - Provides understandable objectives and lectures
 - Provides constructive feedback on work in a timely manner
 - Encourages class discussion and questions
 - Creates a positive learning environment
 - Responsive to student needs and evaluations
 - Challenges and motivates students to learn
 - Actively advises students with academic problems
 - Maintains positive relationships with practicum sites
 - Other
 - c. Currency and relevance of teaching

- Syllabi are current (updated annually) and provide clear objectives, guidelines for teaching learning activities, course content, and course expectations; meet standards for academic credit
- Teaching materials are current
- Teaching learning activities are relevant
- d. Initiative and improvement in identified areas where improvement is needed or performance is inconsistent

2. For **Exemplary Professional Performance (Exceeds Expectations)** in the university rating system), the faculty member provides evidence that they substantively and consistently exceed the department's standards for teaching through a range of the following activities. Support for this rating may include (but is not limited to) evidence of the following:

- Extra course coordination efforts
- Consistent exemplary ratings (> or = to 3.5) on Department of Nursing evaluation tools
- Substantive innovative contributions to curriculum revision and/or development
- Development and implementation of creative teaching innovations, EG incorporating innovative technology or experiential learning in new and creative ways
- Advisor for student independent study or honors project
- Development of a new course not associated with curriculum revision
- Teaching awards or recognition
- Development and implementation of interdisciplinary course or teaching/learning project
- Guest lecturing for other courses or departments
- Active participation in the presentation of workshops, conferences, etc. devoted to the enhancement of teaching
- Integrate evidence-based teaching strategies while recognizing the diverse learning styles of students
- Achieve and/or maintain certification as a Nurse Educator
- Other

B. **Creative Scholarship/Professional Development:**

Scholarship refers to systematic and diligent inquiry for the purpose of creating, discovering, developing, integrating, creatively applying, or refining knowledge. In nursing, scholarship occurs in many forms and contexts, for example formal research or the development of evidence-based practice guidelines. Scholarship outcomes are successful when they are disseminated as new knowledge and ideas for others to read, view, critique, and use. The goal of scholarship is to inform and enhance the scholar, students, professional colleagues, and the mission of the profession. Interdisciplinary and community-engaged scholarship is valued by the Department of Nursing.

Professional development is a process of acquisition of knowledge, ideas, and skills to further faculty goals and abilities in the areas of teaching, scholarship, and service.

1. For **Standard Professional Performance (Meets Expectations)** in the university rating system), the faculty member provides evidence of the following:
 - a. Steady progress toward completing the doctorate for masters prepared faculty in tenure track positions
 - b. Maintenance of professional certifications and other specialty credentials
 - c. Regular participation in university and department workshops tailored to faculty professional goals or departmental need
 - d. Attendance and participation in one or more professional conferences and/or professional practice tailored to faculty goals
 - e. Submission of one or more of the following:
 - One or more manuscripts to peer-reviewed professional journal
 - Professional poster presentation based on scholarly innovation
 - Professional podium presentation of scholarship (including Blackwell Talks)
 - f. Initiative and improvement in identified areas where improvement is needed or performance is inconsistent.

2. For **Exemplary Professional Performance (Exceeds Expectations)** in the university rating system), the faculty member provides evidence that they substantively and consistently exceed the department's standards for scholarship. Support for this rating may include (but is not limited to) evidence of the following:

- Completion of the terminal degree
- Grant applications submitted and awards received for research or other scholarship
- Active research project with substantive outcomes
- Providing teaching-learning activities for students through student involvement in research
- Articles accepted for publication in refereed journals
- Professional poster presentation based on scholarly innovation
- Professional podium presentation of scholarship
- Workshop coordination or presentation
- Publication of book or manual
- Development of instructional software
- Membership on professional editorial board
- Formal review for professional journal or publisher
- Formal review of grant proposals
- Professional honors or awards
- Participation as discussant/chair of a scholarly session at professional meetings
- Development and implementation of clinical practice innovation
- Contributions to evidence-based practice committees
- Design and implementation of quality continuing education offering for the region and for broader audiences
- Publication of articles/newsletters for lay audiences

- Professional presentations related to teaching/learning, practice, research, theory or philosophical papers
- Authorship of accreditation or other comprehensive program reports
- Evidence of grant awards in support of teaching and learning or practice
- Reports of clinical projects that demonstrate application of evidence-based guidelines to clinical practice
- Reports of meta-analyses related to practice problems
- Reports compiling and analyzing patient or health care outcomes
- Consultation reports
- Conduct chapter review of a published healthcare-related textbook
- Conduct item writing for test banks in a published healthcare-related textbook or for standardized exams
- Serve as a panel discussion participant
- Obtain continuing education units greater than the required minimum as indicated by the Virginia Board of Nursing
- Achievement of professional certification or specialty credential (other than CNE)

C. Service:

Service consists of professional activities that contribute to the mission of the department, the college, the university, and the nursing profession. Service involves not only membership, but active contributions and outcomes in campus committees, groups, and off-campus professional organizations.

1. For **Standard Professional Performance (Meets Expectations)** in the university rating system), the faculty member provides evidence of the following:
 - a. Responsibility and accountability in advising assigned student advisees
 - b. Current licensure as a Registered Nurse through the Virginia Board of Nursing
 - c. Current provider of Basic Life Support through the American Heart Association
 - d. Current membership and active participation in a national professional organization at national, state, or local level
 - e. Membership and evidence of active contributions in assigned committees or task forces at the departmental, college, and university level
 - f. Participation in department, college, and university public relations and student recruiting events on an equitable basis
 - g. Chairing departmental committees on an equitable basis
 - h. Professional service to a professional organization OR professional community service
2. For **Exemplary Professional Performance (Exceeds Expectations)** in the university rating system), the faculty member provides evidence that they substantively and consistently exceed the department's standards for both faculty service (to the department, the college, and/or the university) and professional service. Support for this rating may include (but is not limited to) evidence of the following:
 - a. University Service

- Chair of college or university committee, commission, or governing body
 - Advisor to a professional student organization
 - Student advising activities beyond the department
 - Participation in university recruitment activities
 - Organization or leadership of interdepartmental workshops
 - Development and coordination of continuing education offerings
 - Engages as a faculty mentor to new faculty and staff
 - Serves as a peer mentor/tutor/coach to a student group
 - Other
- b. Professional Service
- Service to the profession and professional organizations
 - Evidence of professional practice as a Registered Nurse in a clinical setting
 - Achieves or maintains clinical certification as a Registered Nurse
 - Serves as Instructor for healthcare related certifications, such as AHA CPR, NRP, Stable, ACLS, offering classes to the University and/or community
 - Officer or contributing board member in professional organization
 - Coordinator/organizer of professional conferences or meetings
 - Reviewer of abstracts for professional organization conference
 - Active contributor to professional committees or task forces
 - Other
 - Professional community service
 - Professional advisor/consultant to community organization
 - Professional services to community agencies
 - Active membership on board of community organization
 - Consultant to community groups

Criteria for Nursing Faculty Promotion

The promotion of a faculty member is determined by merit. Teaching, creative scholarship and professional qualifications, and professional service are the bases for evaluating candidates for promotion. Normally, a faculty member should have completed five years in rank at Longwood University before being reviewed for promotion. Though length of service may be given consideration, it is not a sufficient basis for recommendations. The doctorate is the terminal degree in nursing and best prepares the faculty member for the faculty role and for promotion in that role.

Clinical Educator to Assistant Professor: Faculty must achieve Standard Professional Performance in all three of the following areas. Expectations for promotion include:

Teaching:

- Teaching shows evidence of current and in-depth knowledge in area of nursing specialization
- Demonstrates knowledge of current professional practice in area of nursing specialization
- Demonstrates current knowledge and active participation in curriculum development, teaching/learning strategies, and educational evaluation.
- Demonstrates knowledge and skill in evidence-based teaching
- Establishes effective student/faculty relationships
- Participates effectively in indirect teaching activities
- Demonstrates evidence of effective collegial relationship with clinical practicum sites.

Service:

- Participates in university wide meetings, seminars, and forums
- Participates in service activities that enhance functioning effectiveness of faculty or reputation of the school (Examples: educational and service programs in the community to improve health outcomes).
- Actively participates in the recruitment and mentoring of new faculty
- Actively serves in a leadership position in the department, college, and university task forces and/or committees.
- As an active member of professional organizations, makes professional contributions and advocates for the profession.
- Contributes substantively to activities that support the mission and goals of the department

Creative Scholarship (as defined by the AACN Position Statement, March 1999):

- Facilitates evidence-based practice and utilization of research findings into teaching activities

- Shows evidence of outcomes of independent or collaborative scholarship projects (For examples of scholarship activities, see Performance Criteria and Standards for Annual Review\ Scholarship)

Promotion to Associate Professor: Faculty demonstrate consistent exemplary achievement in at least one of three areas of teaching, scholarship, and service; evidence of substantial accomplishment in each of the other two categories. Expectations for promotion include:

Teaching:

- Teaching shows evidence of current and in-depth knowledge in area of nursing specialization
- Demonstrates knowledge of current professional practice in area of nursing specialization
- Assumes leadership role in curriculum development, implementation, and evaluation
- Serves as a consultant and/or guest lecturer in areas of clinical expertise
- Demonstrates knowledge and skill in evidence-based teaching
- Creates an environment supportive of effective faculty/student relationships
- Participates effectively in indirect teaching activities
- Demonstrates evidence of effective collegial relationship with clinical practicum sites
- Assists students in the design and implementation of independent study, honors thesis and/or creative scholarship related to clinical practice (ex. Directed Studies)
- Mentors/supports less experienced faculty in the teaching role

Service:

- Participates in service activities that enhance the functioning, effectiveness, or reputation of the university
- Demonstrates leadership in service activities that enhance the functioning or reputation of the Department of Nursing
- Participates in the orientation and development of junior faculty in service and practice
- Contributes to the profession through leadership and advocacy in professional, clinical, or health-related activities
- Provides consultation, group work, or continuing education in professional organizations or community groups at the state or regional level
- Contributes substantively to activities that support the mission and goals of the department

Creative Scholarship (as defined by the AACN Position Statement, March 1999):

- Takes a leadership role in the planning, implementation, critique and completion of creative scholarship projects (For examples of scholarship activities, see Performance Criteria and Standards for Annual Review\ Scholarship).
- Seeks funding for creative scholarship (research demonstration grant, or special project)
- Demonstrates ability to secure funding for creative scholarship studies.
- Disseminates scholarly work for a variety of local, state, regional, or national audiences.
- Contributes to the nursing literature through the development of book chapters and/or articles for peer-reviewed journals.
- Publishes creative scholarship articles in peer reviewed literature (minimum of 1 publication within past 5 years)

Promotion to Professor: Promotion to professor is contingent upon outstanding professional accomplishment and significant achievement among one's peers on a regional, state, or national level. Faculty members demonstrate consistent exemplary achievement in at least two of three areas of teaching, scholarship, and service; and evidence of substantial accomplishment in each of the other two categories. Expectations for promotion include:

Teaching:

- Shows evidence of an established and consistent record of excellence in teaching
- Teaching demonstrates current and in-depth knowledge in area of nursing specialization
- Demonstrates knowledge and skill in evidence-based teaching
- Serves as a consultant and/or guest lecturer in areas of clinical expertise
- Participates effectively in indirect teaching activities
- Provides leadership in creating an environment supportive of effective faculty/student relationships
- Assumes leadership role in curriculum development, implementation, and evaluation
- Creates an environment supportive of effective faculty/student relationships
- Demonstrates evidence of effective collegial relationship with clinical practicum sites.
- Assists students in the design and implementation of independent study, honors thesis and/or creative scholarship related to clinical practice.

Service:

- Demonstrates leadership in service activities that enhance the functioning, effectiveness, or reputation of the university
- Develops innovative service strategies to enhance the function or reputation of the Department of Nursing
- Serves as a mentor to faculty in teaching, service, and practice roles
- Contributes to the profession through leadership and advocacy in professional, clinical, or health-related activities

- Provides consultation, group work, or continuing education in professional organizations or community groups at the regional or national level

Creative Scholarship:

- Maintains an ongoing and productive program of creative scholarship (For examples of scholarship activities, see Performance Criteria and Standards for Annual Review\ Scholarship)
- Generates concepts and conducts multiple independent and original creative scholarship studies and projects
- Receives and documents external support on scholarship studies and/or other projects related to the profession of nursing.
- Generates special projects (or their equivalent) through successful competition from a peer-reviewed process.
- Publishes at least 2 manuscripts in the past 5 years in peer-reviewed journals

M. DEPARTMENT OF PSYCHOLOGY

Criteria for Faculty Evaluation

I. TEACHING

Faculty in the Department of Psychology are encouraged to submit a teaching portfolio near the end of each academic year which may contain: (i) all items on the Student Assessment of Instruction with a narrative relative to the ratings; (ii) Classroom Observation Assessment Summary Forms completed by the tenure-track faculty who observed their classroom teaching each semester; (iii) course syllabi which should reflect updated information and class assignments and which are consistent with University and departmental goals as articulated in the Departmental Mission, Vision and Goals statements, the Criteria for General Education Classes and the University Strategic Plan; (iv) and a statement of how current technology was used to enhance student learning. Faculty may submit any other documentation that supports or highlights their teaching efforts during the academic year.

Faculty in the Department of Psychology are also expected to make every effort to prepare students for the advancing sequence of core psychology courses and to take all actions necessary to prepare students for satisfactory performance on a nationally standardized achievement test.

Other efforts to increase overall student success (such as teaching the Longwood Seminar, conducting individual review sessions, holding appropriate office hours, and developing internships) will be recognized and valued in the review process.

Faculty in the Department of Psychology are expected to make every effort to develop in our students the student outcome goals as articulated in the department mission/vision statement.

- A. A current, sound knowledge base in the discipline reflecting continuous revision that improves course content
- B. Organized course preparation, including clear syllabi detailing objectives and expectations
- C. Organized preparation for each class, so that the course delivery flows as a cohesive whole
- D. Employment of a variety of teaching methodologies suited to the characteristics of each course, especially those that encourage discussion, promote skills, and develop critical thinking
- E. Demonstration of the ability to synthesize and correlate information, and to simplify complex topics
- F. Demonstration of effective, clear communication skills, and the ability to stimulate these skills in students
- G. Development of evaluation instruments that accurately assess the achievement of stated course standards

- H. Consistency in grading, assignments, and applying rules
- I. Responsiveness to students in and outside the classroom
- J. High expectations for student achievement, and the provision of support that helps students meet these expectations
- K. Enthusiasm for the discipline that transmits the excitement and value of learning as demonstrated by
 - 1. Development of new courses and/or new curricula
 - 2. Development of more effective measures of student learning
 - 3. Development of more effective methodologies of content delivery
 - 4. Direction of students in undergraduate research projects, master's thesis research, or internships
 - 5. Incorporation into courses of information gained at appropriate professional meetings
- L. Demonstration of the characteristics of caring, patience, integrity, and concern

II. SCHOLARSHIP

The faculty in the Department of Psychology value scholarship that contributes to the knowledge base of the discipline as well as scholarship that explains learning, improves teaching and emphasizes the direct application of disciplinary knowledge to students' learning and living environments. Scholarship that meaningfully involves students (such as independent research or research internships) or that involves collaboration with other faculty or professionals outside of the department will be recognized and valued in the review process.

For tenure and promotion to the rank of associate professor, the candidate must present evidence of five intellectual contributions from the list of scholarly activities below to include at least one refereed publication.

For promotion to the rank of full professor, the candidate must present evidence of five intellectual contributions from the list of scholarly activities below to include a minimum of two refereed publications while in the rank of associate professor. A scholarly refereed book published by a company with an established reputation or other major refereed scholarly contributions may count in place of one or both of the required publications.

A. Scholarship that adds to the disciplinary knowledge base

- 1. Presentation of new disciplinary knowledge at appropriate professional meetings
- 2. Publication of new disciplinary knowledge in appropriate journals, especially those that are refereed
- 3. Publication of books that add to disciplinary knowledge

4. Performances or shows, especially juried or invitational, that are presented to public constituencies
5. Design and execution of workshops that disseminate knowledge to public constituencies
6. Successful development of grants
7. Presentations open to the public, such as colloquia, that share new disciplinary knowledge
8. Editing of a professional disciplinary journal
9. Organizing and implementing a disciplinary lecture series
10. Serving as a reviewer of professional journal articles and/or books
11. Publication of a technical report

B. Scholarship that adds to the pedagogical knowledge base

1. Presentation of innovative teaching techniques at appropriate professional meetings
2. Active participation in workshops and conferences for faculty development designed to invigorate teaching
3. Publication of innovative teaching techniques in appropriate journals, especially those that are refereed
4. Publication of pedagogically related books
5. Design and execution of workshops to improve teaching
6. Successful development of grants
7. Presentations open to the public, such as colloquia, that share new pedagogical knowledge
8. Editing a professional journal devoted to pedagogy
9. Organizing and implementing a lecture series related to pedagogy
10. Serving as a reviewer for pedagogical journal articles and/or books

III. SERVICE

Faculty in the Department of Psychology place the highest value on service that supports the goals of the department and the University as articulated in the departmental mission and vision and the University strategic plan. The following service activities contribute to the effective functioning of the department, college and University, and therefore, are the most highly valued:

- A. ([III.P.I.C.1](#)) Comprehensive student advising. We recognize that academic advising is more than course selection. Faculty members should be supportive, facilitative and encouraging in helping students make realistic and informed decisions about their academic and employment careers. Value is placed on the regular advising activities that take place during the semester (at registration and on an as-needed basis) as well as advising during other special registration events. Advisors are expected to be facile with the computerized student information system degree audit and registration system. Advisors also assist students' planning for post-graduate activities by writing letters of reference for jobs to graduate schools
- B. ([III.P.I.C.3](#)) Active participation on departmental, college-wide, and University-wide committees, particularly chairing the committee or subcommittee or accepting responsibility for special projects.
- C. ([III.P.I.C.4](#)) Participation in University governance, including attendance and active participation at departmental, college, and University faculty meetings and participation in Convocation, Commencement, Welcome Week events, and other University activities that support the goals of the University.
- D. ([III.M.I.C.9](#)) Serving as program coordinator, especially for the community and University counseling program, the Longwood Seminar, or other departmental, college or University programs.
- E. ([III.P.I.C.6](#)) Serving as the sponsor/advisor for student organizations officially recognized and sanctioned by the University.
- F. ([III.M.I.C.10](#)) Active participation in the recruiting of students by representing the department and college at Longwood University Open House events, or by creating or contributing to the creation of materials designed to attract students.
- G. ([III.P.I.C.11](#)) Responsibility for a college facility as in maintaining the Psychology laboratory facilities and equipment.
- H. ([III.P.I.C.12](#)) Effective execution of special assignments requested by the department chair, dean, or other individual associated with the University.

Other service activities are valued, but to a lesser extent. These include:

- A. ([III.P.I.C.2](#)) Consulting work, or presentations, to organized entities such as schools, industries, businesses, civic organizations, and clubs that adds to the knowledge base of these entities. This may include psychological counseling, consulting to businesses, consulting to schools, or any presentations to local organizations regarding psychological topics.
- B. ([III.P.I.C.5](#)) Holding office in state, regional, or national professional organizations.

1. Comprehensive student advising
2. Consulting work, or presentations, to organized entities such as schools, industries businesses, civic organizations, and clubs that adds to the knowledge base of these entities.
3. Participating membership on departmental, college-wide, University-wide, or professionally related committees
4. Participation in University governance, including attendance at departmental, college, and University faculty meetings
5. Holding office in state, regional, or national professional organizations
6. Serving as the sponsor/advisor for student organizations
7. Participation in activities that create, foster, and support connections among student groups, and between student groups and external constituencies
8. Participation in activities that promote skill development in students outside the classroom
9. Serving as program coordinator
10. Active participation in the recruiting of students
11. Responsibility for a University facility
12. Effective execution of special assignments requested by department chairs, deans, or other individuals associated with the University.

N. DEPARTMENT OF SOCIOLOGY, ANTHROPOLOGY, AND CRIMINAL JUSTICE STUDIES

Scholarship Guidelines for Promotion and Tenure

The Department of Sociology and Anthropology, for matters of annual performance review, post-tenure review, probationary review, and reviews for tenure and promotion to any rank, follows the guidelines established in the most recent edition of the *Faculty Policies & Procedures Manual*. Recognizing that different academic disciplines have unique characteristics and demands, the faculty manual calls upon individual departments to develop specific standards for each of those reviews. Such specific guidelines must be approved by the college dean and the Provost and Vice President for Academic Affairs (PVPAA) before they are implemented. All members of the department must receive in writing such guidelines.

The department believes that the University policies and procedures governing all faculty reviews for the University are adequate for the unique needs of the department in the areas of teaching and service.

In the area of scholarship the faculty manual sets forth a general statement. “As a community of scholars, the faculty is expected to impart to students an appreciation of the scholarly activity that forms the basis of knowledge in all disciplines. Recognizing that high quality scholarship takes time to mature, annual publication is not expected: however, those seeking promotion or tenure must present evidence that they have engaged in scholarship that has been effectively shared with the professional community pertinent to their discipline. Faculty members undergoing annual performance review or post-tenure review must present evidence of continuing scholarly activity as defined by each academic unit. Probationary faculty members must document, as part of their reviews, an ongoing scholarship agenda that will lead to publication or presentation. Faculty members eligible for tenure or for promotion to any rank must present evidence of scholarly activity that adds to the pedagogical and/or disciplinary knowledge base and that has been disseminated to the community of scholars at large through means appropriate to the discipline.”

In the area of scholarship, the department shall adhere to the following additional criteria in order to be more specific about scholarship requirements for tenure and promotion to the rank of associate professor and the rank of full professor.

Scholarship Requirements for Tenure and Promotion to Rank of Associate Professor

In addition to meeting the criteria established by the University-wide guidelines for tenure, the successful candidate must present evidence of at least one refereed publication and at least two additional intellectual contributions.

Refereed publications are defined as:

- Authorship or co-authorship of a refereed article in a professional journal
- Authorship or co-authorship of a refereed publication in the proceedings of a major scholarly organization of state, regional, national, or international importance in the candidate’s field of expertise
- Authorship or co-authorship of a chapter in a refereed book from a reputable publisher

- Authorship or co-authorship of a refereed book from a reputable publisher
- Authorship or co-authorship of a successful externally reviewed grant proposal of importance to the candidate's field
- Authorship or co-authorship of at least six pages or a dozen entries in a refereed scholarly encyclopedia or encyclopedia(s) significant in the candidate's field*
- Editorship, co-editorship or associate editorship of a refereed scholarly journal, book, or selection of essays or readings within the candidate's field*
- Authorship, co-authorship or editorship of a government report *

*** These criteria must reflect substantial work involving external, disciplined based peer review comparable to that of a refereed publication.*

Additional intellectual contributions cover applications of professional expertise that serve other agencies or individuals, traditional forms of scholarly contributions other than authorship or editorship, or non-traditional/innovative forms of contribution that are considered valuable for one's professional development that make a contribution to the field. Consultation with the department chair and chair of the departmental promotion and tenure committee prior to undertaking such work is necessary to insure its applicability to tenure. Some examples of additional intellectual contributions are:

- Participation in a professional conference through presenting a paper, organizing and/or presiding over paper sessions, participation in panel presentations, serving as discussant of a set of papers, presenting at a poster session, or participating in committee meetings at the conference
- Presenting scholarly work in a public forum, such as a faculty colloquium
- Developing scholarly material in electronic format, such as CD-ROMs for classroom or public use

Scholarship Requirements Promotion to Rank of Professor

In addition to meeting the criteria established by the University-wide guidelines for promotion to the rank of professor, the successful candidate must present evidence of meeting one of the following standards:

1. *At least two refereed publications and two additional intellectual contributions since the last promotion.*

Refereed publications are defined as:

- Authorship or co-authorship of a refereed article in a professional journal
- Authorship or co-authorship of a refereed publication in the proceedings of a major scholarly organization of state, regional, national, or international importance in the candidate's field of expertise
- Authorship or co-authorship of a chapter in a refereed book from a reputable publisher
- Authorship or co-authorship of a refereed book from a reputable publisher
- Authorship or co-authorship of a successful externally reviewed grant proposal of importance to the candidate's field

- Authorship or co-authorship of at least six pages or a dozen entries in a refereed scholarly encyclopedia or encyclopedia(s) significant in the candidate's field*
- Editorship, co-editorship or associate editorship of a refereed scholarly journal, book, or selection of essays or readings within the candidate's field*
- Authorship, co-authorship or editorship of a government report *

** These criteria must reflect substantial work involving external, disciplined based peer review comparable to that of a refereed publication.*

Additional intellectual contributions cover applications of professional expertise that serve other agencies or individuals, traditional forms of scholarly contributions other than authorship or editorship, or non-traditional/innovative forms of contribution that are considered valuable for one's professional development that make a contribution to the field. Consultation with the department chair and chair of the departmental promotion and tenure committee prior to undertaking such work is necessary to insure its applicability to promotion. Some examples of additional intellectual contributions are:

- Participation in a professional conference through presenting a paper, organizing and/or presiding over paper sessions, participation in panel presentations, serving as discussant of a set of papers, presenting at a poster session, or participating in committee meetings at the conference
 - Presenting scholarly work in a public forum, such as a faculty colloquium
 - Developing scholarly material in electronic format, such as CD-ROMs for classroom or public use
2. A national award of any kind recognizing the candidate's work as a scholar
 3. Other achievement that clearly recognizes the faculty member's scholarship among peers both within and beyond the state and region

O. DEPARTMENT OF SOCIAL WORK AND COMMUNICATION SCIENCES AND DISORDERS

Specific Standards for Reviews for Probation, Tenure, Promotion, and Post-Tenure For Tenure-Track Faculty

Introduction

These specific standards are to supplement those university standards enumerated in the Longwood University *Faculty Policies and Procedures Manual (FPPM)*. For the performance reviews mandated for each category (i.e., probation, tenure, promotion, and post-tenure), faculty members and administrators will follow the published timetables.

Each candidate is required to provide specific, identifiable, and tangible evidence in teaching, scholarship, and service in support of his/her preparedness and eligibility for promotion and tenure. For the Communication Sciences and Disorders program only, each candidate is further required to maintain professional certification and/or other credentials that are needed to practice in the profession. Information presented for consideration must be organized and presented in a clear and concise manner.

In addition to the items enumerated in [Section III.R.](#) of the FPPM, all professional files submitted to the promotion and tenure committees must include the following, unless otherwise noted:

- A. All previous probationary review letters from the department chair and from the departmental tenure committee;
- B. All previous annual evaluation letters from the department chair;
- C. All classroom observation letters from members of the departmental tenure committee (recommended); and
- D. Statement of research agenda.

TEACHING:

1. Possesses current knowledge of subject matter and scholarship of teaching and learning.¹
2. Provides syllabi that are current and updated according to each discipline's accreditation standards and FPPM requirements prior to the implementation of the course.
3. Demonstrates organized course preparation (clear syllabi, objectives, expectations, explicit grading scale).
4. Develops assessment materials that accurately and fairly measure the achievement of stated objectives and expectations.
5. Maintains consistency in grading practices, in making assignments, and in applying rules.

6. Maintains at least four hours of office hours per week and is available outside of class to assist students. Office hours are clearly posted on the faculty member's office door.
7. Creates and/or revises course content to improve instruction and delivery when necessary, based upon evaluations and changes in the professional field.
8. Completes clinical supervision duties, both on- and off-site, as directed by the program director, clinical director, and/or field director.

SCHOLARSHIP:

For promotion to the rank of ***Assistant Professor or Senior Clinical Educator***, a candidate must demonstrate evidence of continuing scholarly activity, which must include at least two (2) acceptable examples of scholarly activities (see list below).

For tenure and/or promotion to the rank of ***Associate Professor***, a candidate must demonstrate evidence of continuing scholarly activity, which must include (A.) at least one (1) peer-reviewed² publication and/or two (2) publications that must meet editorial³ and/or continuing education review⁴ in advance of publication and (B.) four (4) other acceptable examples of scholarly activities (see list below). At least one publication must be current (i.e., published within the last five (5) years from the date that the application for tenure and/or promotion was made).

¹Note: Any candidate who believes his/her teaching effectiveness is best assessed by evaluations by peers in the same field of specialty may request an external evaluation of teaching effectiveness by such a peer. When so requested, the candidate will nominate three outside evaluators in the field of specialty. The department's tenure and promotion committees will select one of those nominated. The results of this outside peer evaluation will be included in the documentation submitted by the faculty member.

²Peer review encompasses publications that have a high rejection rate, mostly uninvited submissions, and an external review conducted by subject matter experts outside of the publication or publisher staff.

³Editorial review encompasses publications that have a low rejection rate, with content that is (mostly) invited and (entirely) reviewed by those associated with the publication and/or publisher.

⁴Continuing education review encompasses publications that have a low rejection rate, with content that is more often invited than submitted without invitation, and are reviewed to ensure compliance with continuing education standards.

For promotion to the rank of ***Full Professor***, a candidate must demonstrate evidence of continuing scholarly activity, which must include (A.) one (1) peer-reviewed publication and one (1) additional peer-reviewed publication or two (2) publications that must meet editorial and/or continuing education review in advance of publication and (B.) six (6) other acceptable examples of scholarly activities (see list below). At least one publication must be current (i.e., published since the date of last promotion).

1. Publishes at least one scholarly publication that advances the objectives and mission of the discipline in peer-reviewed publications.

2. Publishes a book chapter and/or significant portion of a book that advances the objectives and missions of the discipline. *Self-publication will not be considered.*
3. Participates in professional meetings and conferences:
 - a. Oral presentation (session, seminar, panel)
 - b. Poster presentation
4. Serves as an editor for a book, series, or publication that specifically addresses the objectives and missions of the discipline.
5. Serves as a reviewer for a peer-reviewed manuscript.
6. Publishes a scholarly publication that meets continuing education requirements.
7. Submits peer-reviewed, federal grant proposal.
8. Receives grant funding (e.g., federal, state, non-government).
9. Assumes *major* responsibility for planning, organizing, and implementing a professional workshop or seminars for established professionals in the discipline.
10. Tangible evidence of on-going, significant research activity, specified as:
 - a. Data collection and/or data collection analysis within the past three months;
 - b. Participant recruiting efforts within the past three months;

Note: Submission of current IRB application only is not sufficient to meet this requirement.
11. Serves as director for student thesis (e.g., master's, senior, and/or honors level).
12. Serves on dissertation committee.
13. Attains specialty certification from a professional-certifying organization during the time period under review only.

SERVICE: The candidate considered for tenure and/or promotion must demonstrate professional service rendered to the department, college, university, and/or society at large. The candidate must participate in all program and department meetings and serve on and contribute to at least one departmental, college-wide, university-wide, or professionally related committee each academic year. In addition, the candidate should participate in a variety of service activities that may include the following:

1. Sponsors and/or serves as faculty advisor for student organizations, including academic clubs, honor societies, governance, and/or formalized study groups.
2. Disseminates discipline-specific information to the general public (e.g., guest lecturer at a civic group and/or other university or college and/or a newspaper column and/or other type of public media dissemination).
3. Assists in the planning, organizing, and implementing a professional workshop, conference, meeting, and/or in-service.
4. Participates in academic student recruitment endeavors (e.g., open-houses).
5. Holds office and/or serves as a board member in state, regional, and/or national professional organizations whose primary focus is to advance the objectives and missions of the discipline.
6. Actively participates in a professional, national organization (e.g., site visitor for accreditation).

7. Engages in significant program development and/or modification and/or augmentation in order to fully align with accreditation policy and procedures unique to the discipline.
8. Actively participates in university-community efforts that foster this relationship.

P. DEPARTMENT OF THEATRE, ART, AND GRAPHIC AND ANIMATION DESIGN

Preface

In this document, we are concerned solely with the issues of scholarly activity, teaching, service, and professional development for the five types of faculty members in the department; Theory, Production, Performance, Teacher Preparation, and Management. The General Criteria provided in the Longwood University Faculty Policies and Procedures Manual (FPPM) and those specified in the departmental bylaws are the sole criteria by which candidates shall be judged.

These specific Scholarship standards are to supplement those university standards enumerated in Sections III.P. and III.Q. in the FPPM. For the performance reviews mandated for each category (i.e., probation, tenure, promotion, and post-tenure), faculty members and administrators will follow the most recent published FPPM timetables. Faculty members will annually present documentation of having met the following requirements appropriate for each type of review.

Definitions

1. Theorists Faculty

Theorists are "traditional" faculty members who are expected to be active in their fields of study and teaching. This includes but is not limited to Dramaturgs and Theatre Historians.

2. Production faculty

In the theatre area we employ production faculty who are responsible for the mounting of the productions of Longwood Theatre. These faculty members must be actively engaged in production at the University in order to be included in this category. Faculty members in this category include but are not limited to Designers and Technical Directors. There are two separate and distinct elements of work that these faculty members do:

- **Design and Production.** Design and pre-production teaching and research, as well as the actual building and execution of the production, constitutes pedagogical and scholarly activity. Practitioners are provided with reassigned time for their production work in Longwood Theatre, (although the number of hours spent in this activity adds up to much more than the time they would ordinarily spend in the classroom). The numerous hours, days, weeks, and sometimes months spent in pre-production, planning, and research, however, are not reflected in the production process, and those activities need to be recognized as valid teaching engagement for model faculty professional theatrical behavior.
- **Mentorship.** In some instances, students will design or build for main stage or underground productions under the close supervision and mentorship of one or more faculty members, which requires a large amount of time and effort on the part of the faculty member. For this reason, the successful completion of the project constitutes teaching activity.

3. Performance faculty

In order to be classified as performance faculty, members should be predominantly involved in their professional and scholarly work with the presentation of active performance

endeavors through the rehearsal and presentation process. Faculty members in this category may include but are not limited to Actors, Directors, and Choreographers.

- Pre-Production and Rehearsal. Pre-production research, auditions and casting, as well as the actual rehearsal process and execution of the production, constitutes teaching activity. Faculty serving as directors of Longwood Productions are provided with reassigned time for their production work in Longwood Theatre (although the number of hours spent in this activity adds up to much more than the time they would ordinarily spend in the classroom). The numerous hours, days, weeks, and sometimes months spent in pre-production, planning, and research, however, are not reflected in the production process, and those activities need to be recognized as valid teaching engagement for model faculty professional theatrical behavior.
- Mentorship. In some instances, students will serve as assistant director or assistant choreographer for main stage or underground productions under the close supervision and mentorship of one or more faculty members, which requires a large amount of time and effort on the part of the faculty member. For this reason, the successful completion of the project constitutes teaching activity.

4. Teacher Preparation faculty

In order to be classified as teacher preparation faculty, members should be primarily concerned with the preparation and advisement of theatre students wishing to attain a certification to teach Theatre and with the interdisciplinary applications of Theatrical methods to core subject matter, supported by the creation of documents and resources designed to enhance related pedagogy. Faculty members in this category may include but are not limited to Theatre Education faculty.

5. Management faculty

In order to be classified as management faculty, members are expected to create and support systems and rubrics related to theatrical productions and endeavors. This may involve managing a show, a theatre company, a touring production, or producing a creative project with multiple components. Faculty members in this category may include but are not limited to Stage Managers and Arts Managers.

Promotion and Tenure Checklist

In order to achieve tenure or to achieve each promotion the candidate must attain:

1. A total of 15 items completed during the tenure period.
2. Four items may be counted toward the total of 15 during any one year.
3. Items must be earned in at least two categories each year. **One of the categories each year must be Teaching.**
4. Items must be earned in at least three categories during the tenure process with no less than 3 items from any category.
5. At least one to two external professional work examples or peer-reviewed publications depending upon promotion rank.

I. Teaching Items

The department expects all teaching faculty to successfully maintain a full course load (course releases excepted) and to have received consistently positive annual evaluations, or shown significant improvement within two years of receiving a less than positive evaluation. The department expects that all teaching faculty will support the students, faculty, department, and university through formal service including but not limited to committee work. Refer to the General Criteria provided in the FPPM for general criteria in teaching. Specific items in the theatre discipline also include:

A. Teaching

1. Individualized courses (e.g., including independent studies and research courses) and shared production courses.
2. The creation of new courses and course materials.
3. The organization and completion of student field trips relating to coursework or research.
4. Organizing workshops by visiting professionals at Longwood.
5. Positive evaluations by Department Chair and P&T Committee.

B. Production/Performance

The department recognizes the fact that much of the faculty member's time is spent in production. Further, as a result of the remote geographic locale of Farmville, Artist/Practitioners find it difficult, if not impossible, to work outside of the institution in professional and regional theatres. The essential part of this template includes external professional peer evaluation. Each production is unique and requires significant amounts of time in preparation and pre-production activity.

1. Production/Performance faculty are expected to mount and execute the Longwood Theatre productions.
2. Individual production requirements are considered separate positions as they would be in professional theatre, and as such recognition will be given per position rather than per show. In this way faculty would receive a second item for multiple contributions in other areas of production for a maximum of two per show so long as the positions require a minimum of 10 hours of work per week for at least four weeks.
3. For each period between promotion and/or tenure, designers and directors must have presented a minimum of four works (designs or direction).

II. Service Items

Refer to the FPPM (See Section Q.I, General Criteria for Evaluation). Specific items in the theatre discipline also include:

- A. Community outreach.
- B. Representing the department in a formal capacity at public events, or actively recruiting in person outside of the university.
- C. Serving as program coordinator or department chair.
- D. Creating and maintaining promotional materials, departmental literature, or online resources.

- E. Tracking, maintaining, and reporting departmental data, including but not limited to assessment data, entrance and exit exams, and student research and achievement data. In order to qualify all of these criteria must be met.

III. Scholarship Items

A. External Professional Work

Additional external work may include significant professional work (which is to be approved by the Chair of the Department or the Theatre Coordinator in advance of the work). The quality of the work must also be evident by reviews or documentation that attests to the rigor and quality of the work, such as juried reviews, awards, or production binders. Although Production/Performance faculty work professionally, they are still required to actively participate in Longwood Theatre productions. Refer to the General Criteria provided in the FPPM for general criteria in scholarship. Specific items in the theatre discipline also include:

1. Regional Theatre (acting, directing, design, production, vocal and/or movement coaching)
 2. Professional Summer Stock (acting, directing, design, production, vocal and/or movement coaching)
 3. Professional TV/Film Acting, Directing, Design, or Production
- B. Conference Presentations or Workshops at State, Regional, National or International levels**
1. The department expects faculty to stay abreast of national trends and changes in scholarship, pedagogy and professional developments in their field by attending conferences and workshops.
 2. The department recognizes as scholarship faculty teaching, or presenting workshops in their field or earning internal grants.
- C. Self-Produced Work (acting, directing, design, production, vocal and/or movement)**
- D. Publications:**

Types of Publications:

- (a) Non-refereed article or review which is published regionally or nationally
- (b) Chapter in a book
- (c) Refereed article
- (d) Book (original thesis and research)
- (e) Book (editor)
- (f) Instructional video/digital media (which is professionally produced and commercially distributed)
- (g) Professionally produced play (regionally)
- (h) External grant writing

Promotion from Assistant to Associate Professor:

Any Theorist Faculty and Teacher Preparation Faculty who have earned a Ph.D. or Ed.D. seeking promotion to associate professor from assistant professor must complete the above standards to include one peer-reviewed publication. All work counted for promotion to associate professor must have taken place since the date of hire. No work that is more than six years old may be counted for promotion to associate professor.

Any Production Faculty, Performance Faculty, and Management Faculty who have earned an MFA seeking promotion to associate professor from assistant professor must complete the above standards to include one external professional work example. All work counted for promotion to associate professor must have taken place since the date of hire. No work that is more than six years old may be counted for promotion to associate professor.

Promotion from Associate to Full Professor.

Any Theorist Faculty and Teacher Preparation Faculty who have earned a Ph.D. or Ed.D. seeking promotion to full professor from associate professor must complete the same standards as required for promotion from assistant professor to associate professor but including two peer-reviewed publications. All work counted for promotion to full professor must have taken place since the previous promotion. Although all work performed since promotion to associate professor will be considered, a pattern of consistent creative/scholarly work resulting in accomplishments is expected. Any significant gaps in the faculty member's record should be addressed (e.g., significant service commitments delayed finishing a project).

Any Production Faculty, Performance Faculty, and Management Faculty candidate seeking promotion to full professor from associate professor must complete the same standards as required for promotion from assistant professor to associate professor, but including two external professional work examples. All work counted for promotion to full professor must have taken place since the previous promotion. Although all work performed since promotion to associate professor will be considered, a pattern of consistent creative/scholarly work resulting in accomplishments is expected. Any significant gaps in the faculty member's record should be addressed (e.g., significant service commitments delayed finishing a project).

Check Sheet
Year _____

Teaching

- Course overloads, including independent studies and research courses
- The creation of new courses and course materials.
- The organization and completion of student field trips relating to coursework or research.
- Positive evaluations by Department Chair and P&T Committee.
- Involvement in Longwood Theatre productions. (List each position separately)

Service

- Departmental Committee.
 - Faculty Senate.
 - Extra-curricular advising.
 - Representing the department in a formal capacity at public events, or actively recruiting in person outside of the university.
 - Serving as program coordinator or department chair.
 - Creating and maintaining promotional materials, departmental literature, or online resources.
 - Tracking, maintaining, and reporting departmental data, including but not limited to assessment data, entrance and exit exams, and student research and achievement data.
- In order to qualify all three criteria must be met.

Scholarship

- Regional Theatre
- Professional Summer Stock
- Professional TV/Film
- Conference Presentations
- Self-Produced Work
- Faculty Development Workshops
- Non-refereed article or review which is published regionally or nationally
- Chapter in a book
- Refereed article
- Book (original thesis and research)
- Book (editor)
- Instructional video/digital media (which is professionally produced and commercially distributed)
- Professionally produced play (regionally)
- Grant writing

Total items for year ____

Net total for tenure period ____

Studio Arts and Art History Faculty Promotion and Tenure Criteria

In the Studio Arts and Art History, candidates for promotion and tenure must provide evidence of achievement in scholarly and/or creative endeavors. The faculty are divided into two categories, art history and studio arts.

Specific criteria for promotion and tenure are:

- To be considered for tenure and promotion to associate professor in the studio art, evidence of ongoing creative contributions must include at least one juried exhibition that has occurred since the date of hire and since promotion to assistant professor. Other evidence of ongoing creative activity may include, but is not limited to, exhibition in juried shows, commissions, solo exhibitions, invited exhibitions, publication of research or creative work in journals relative to the discipline.
- To be considered for tenure and promotion to associate professor in the art history area, evidence of ongoing scholarly contributions must include at least one refereed publication in a scholarly journal that has occurred since the date of hire and since promotion to assistant professor. Other evidence of ongoing scholarly activity may include, but is not limited to presented papers at accredited conferences, development of conference sessions, contribution of essays to exhibition catalogs and books, curatorial involvement in art exhibitions, and books.
- To be considered for tenure and promotion to professor in the studio art area, evidence of ongoing creative contributions must include at least two juried exhibitions that have occurred since promotion to associate professor. Other evidence of ongoing creative activity may include, but is not limited to, exhibition in juried shows, commissions, solo exhibitions, invitational exhibitions, and publication of research or creative work in journals relative to the discipline.
- To be considered for tenure and promotion to professor in the art history area, evidence of ongoing scholarly contributions must include at least two refereed publications in scholarly journals that have occurred since the date of promotion to associate professor. Other evidence of ongoing scholarly activity may include, but is not limited to, presented papers at accredited conferences, development of conference sessions, contribution and books of essays to exhibition catalogs, curatorial involvement in art exhibitions.

Graphic and Animation Design Faculty Promotion and Tenure Criteria

All evaluating bodies must consider both the candidate's annual performance review and his or her review for promotion and tenure, or promotion. Each review must speak to commendations and/or concerns contained in the other review. The twin aims of this practice are clarity and fairness in all evaluations of the candidate and the avoidance of potential legal issues.

Objectives of Graphic and Animation Design Faculty

- Commitment to our students and their learning, in and out of the classroom.
- Practice effective teaching.
- Assess our students objectively and fairly.

- Make periodic adjustments of curriculum design as necessitated by assessment data and current thinking in the discipline.
- Stay current in the discipline, in both scholarship and practice.
- Offer service to the department, college, university, and community.
- Practice good academic citizenship as a member of the Theatre, Art, and Graphic and Animation Design Department and Longwood community.

Expectations of Assistant Professors and General Criteria for Promotion

Expectations for the Assistant Professor

Assistant Professors must demonstrate they have potential for a successful career at Longwood.

- a. Teaching effectiveness is of the highest importance and must be demonstrated, not simply asserted.
- b. Teaches assigned courses, performs assigned duties, demonstrates good, fair, and professional judgments.
- c. Demonstrates effective advising practices, and performs professional responsibilities in a competent and thorough manner.
- d. Demonstrates the beginning foundation for a continuously productive record of scholarly growth.
- e. Performs service primarily at the department level.

Promotion from Assistant to Associate Professor

To be promoted to Associate Professor the candidate should have demonstrated a discernible pattern of consistently high quality work in teaching, research/scholarship, and service.

- a. Goes beyond competence in teaching by demonstrating significant improvements through the introduction of new materials, techniques, or programs.
- b. Goes beyond competence in mentoring and advising students.
- c. Continuously engaged in peer-reviewed scholarship and/or creative work that exemplifies professional competence.
- d. While not overburdened with a service agenda, the candidate should contribute reasonable service primarily to the department and/or university, but may also include the community and/or the profession.

Minimum points for consideration for tenure and promotion from Assistant to Associate Professor = 102.75 accumulated over five-year probationary period. Minimum points do not guarantee tenure and promotion.

Promotion from Associate to Full Professor

To be promoted to full professor the candidate should have demonstrated a discernible pattern of consistently high quality work in teaching, research/scholarship, and service.

- a. Demonstrated competence above and beyond the expectations for promotion to Associate Professor, but not necessarily be a major star in all areas. The candidate cannot be mediocre or have done the minimum in any area.
- b. Have established a record as an excellent teacher, advisor, and mentor.
- c. Have established a record of peer-reviewed scholarship and/or creative work that exemplifies high-quality professional competence.
- d. Demonstrated leadership within the department and/or university that has led to positive institutional impact.

Minimum points for consideration for promotion from Associate to Full Professor = 126.75 accumulated since promotion to Associate. Minimum points do not guarantee promotion.

Components of Promotion and Tenure (teaching, scholarship, and service) for Graphic and Animation Design

1. Components of teaching for promotion and tenure

Teaching is evaluated based on real evidence of the candidate's teaching. The candidate will be evaluated through a class observation, and on course materials and advising.

CLASS OBSERVATION RUBRIC SCORING

Each evaluated item is scored from 0 to 5 – (Half point values may be assigned. for example, 1.5 and 2.5)

Point total is divided by number of areas scored, which yields the average score.

Minimum class observation scores to be considered for promotion to Associate Professor and tenure =

3 points per year in the first two years

3.75 points per year in the last three years.

17.25 minimum points over the five-year probationary period for Assistant Professors.

Minimum class observation score to be considered for promotion to Professor =

3.75 points per year over five years since promotion to Associate Professor.

18.75 minimum total points since promotion to Associate Professor.

COURSE MATERIALS RUBRIC SCORING – (Half point values may be assigned. for example, 1.5 and 2.5)

Score is derived from reviewers evaluation of the candidate's Teaching Portfolio, that includes the following:

1 - Samples of teaching and learning materials, such as course syllabi, project briefs, and lecture materials

2 - Samples of student learning, such as examples of student projects, papers, etc.

3 - A reflection by the candidate about a course chosen by the candidate. The candidate will reflect on a set of points provided by the Promotion and Tenure committee. Points of self-reflection covered by the candidate include course development, goals and objectives, course implementation, student achievement, and an action plan for improving the course.

Each evaluated item is scored from 0 to 4 – (half point values may be assigned. for example, 1.5 and 2.5)

Point total is divided by the total number of areas scored, which yields the average score.
Minimum course materials score to be considered for promotion to Associate Professor and tenure =

3 points per year in the first two years

3.75 points per year in the last three years.

17.25 total minimum points over the five-year probationary period for Assistant Professors.

Minimum course materials score for an Associate Professor to be considered for promotion to Full Professor =

3.75 points per year over five years since promotion to Associate Professor.

18.75 minimum points since promotion to Associate Professor.

ADVISING RUBRIC SCORING

Anonymously scored by the students just after the advising period.

Point total is divided by the total number of areas scored, which yields the average score.

Minimum advising average score to be considered for promotion to Associate Professor and tenure =

3 points per year in the first two years (a minimum total of 6 points).

3.75 points per year in the last three years (a minimum total of 11.25 points).

17.25 total minimum points over the five-year probationary period for Assistant Professors.

Minimum advising score for an Associate Professor to be considered for promotion to Full Professor =

3.75 points per year over five years since promotion to Associate Professor.

18.75 minimum points since promotion to Associate Professor.

COMBINED TEACHING COMPONENT SCORES

Minimum total annual teaching score (all three components) to be considered for promotion to Associate Professor and tenure =

9 points per year in the first two years (a minimum total of 18 points).

11.25 points per year in the last three years of the probationary period (a minimum of 33.75 points).

51.75 total minimum points over the five-year probationary period for Assistant Professors.

Minimum total annual teaching score for an Associate Professor to be considered for promotion to Full Professor =

3.75 points per year over the five years since promotion to Associate Professor (a minimum total of 18.75 points).

56.25 minimum points since promotion to Associate Professor.

See the appropriate rubrics for each evaluated teaching items.

2. Components of Scholarship for Promotion and Tenure

Faculty scholarship must support important contributions to the quality of the candidate's teaching, and the Promotion and Tenure reviewers must take this into account.

Candidates are expected to include a mix of the four criteria over their review period, though not all four criteria need to be represented.

- a. Evidence of ongoing peer-reviewed and sponsored scholarship activities.
- b. Increasing the body of knowledge or creative work in the candidate's area of expertise and related disciplines
- c. Contributing to the knowledge of teaching and learning in the candidate's discipline.
- d. Applying expertise and knowledge on the behalf of a client, industry, or government

There should be a balance between quantity and quality of scholarship which the candidate should explain each year in the annual performance evaluation and for the Promotion and Tenure dossier.

STATEMENT OF UNDERGRADUATE RESEARCH ACCOMPLISHMENTS DURING THE YEAR

A Statement of Undergraduate Research Accomplishments must be submitted each year as part of the promotion and tenure, and promotion process. The candidate should state what was learned from his or her scholarship for the review year, and how the candidate has used it in his or her courses. In what ways has the candidate addressed undergraduate research this past year.

SCHOLARSHIP RUBRIC

Point value for type of scholarly activity

3 points = published, peer-reviewed work in competitions, exhibitions, conferences, publications (both print and electronic).

2 points = consulting, client-based work, editing, curating, and jurying.

2 points = dissemination of knowledge at presentations in professional and/or scholarly conclaves and invited workshops

1 point = grants awarded

1 point = other scholarship areas, such as published policy papers that incorporate professional and/or scholarly expertise, external grant proposals, evaluation reports, works in progress.

Other evidence incorporating scholarly expertise (points to be recommended and justified by the candidate.

The Promotion and Tenure committee, in consultation with the department chair, will consider the candidate's recommendation and justification).

Point value by level – (Half point values may be assigned. for example, 2.5 or 3.5)

3 to 4 points = International level

2 to 3 points = National level

1 to 2 points = Regional level

1 point = State level

The Promotion and Tenure committee assigns a “point value by level” based on their determination of the importance of the scholarly and professional work at each level.

The candidate can argue for and justify a higher “point value by level.”

To calculate score:

Assign points for the type of the candidate’s scholarship by level and add up the total points for each column.

Multiply each column by the proper “point value by level.”

Minimum annual scholarship score to be considered for promotion to Associate Professor and tenure =

6 points per year in the first two years (a minimum of 12 points).

8 points per year in the last three years (a minimum of 24 points).

36 points for the five-year probationary period.

Minimum scholarship score for Associate Professor to be considered for promotion to Full Professor =

9 points per year over the five years since promotion to Associate Professor.

45 minimum points since promotion to Associate Professor.

3. Components of Service for Promotion and Tenure

Candidates are expected to include a mix of the four criteria over their review period, though not all four need to be represented.

a. Service to the department

- defined as support of the candidate’s program, department, and majors, and including: design and development of curriculum, sponsoring or advising student organizations, design, development, management, and assessment of program, governance of department, conducting workshops, development of resources, grant writing in support of the department, program, or major.

b. Service to the University

- defined as support of the university as a whole, and includes: service of university committees, university governance, university resource development

c. Service to the community

- defined as applying the candidate’s area of expertise to the community without pay, and includes service to and in community organizations where the candidate is representing the university, service learning, teaching community workshop, giving talks.

d. Service to the profession

- is defined as activities in the advancement of professional organizations and their processes through the service of the faculty who belong to them, and include: professional involvement in learned societies and organizations related to the candidate’s field to study (holding office, serving on committees, conducting workshops, giving talks, reviewing works, projects, exhibitions, papers), editing professional print and electronic journals, consulting where a candidate’s expertise is requested in aid to an external organization.

SERVICE RUBRIC

Each evaluated item is scored from 0 to 3, based on Regional, State, and National, or Department, College, and University levels.

If the candidate participates on multiple committees and/or activities, appropriate additional points are awarded.

Scores are tallied and divided by the total number of areas scored, to yield the average score.

Minimum annual service score for Assistant Professor to be considered for promotion and tenure
=

- 3 points per year in the first two years (a minimum total of 6 points).

- 3 points per year in the last three years (a minimum total of 9 points).

- 15 points for the five-year probationary period.

Minimum service score for Associate Professor to be considered for promotion to Full Professor

- 5 points over five years since promotion to Associate Professor.

- 25 points since promotion to Associate Professor.

Q. PROMOTION CRITERIA FOR LIBRARIANS

I. Librarian Status

- A. Longwood librarians are Administrative Professional (AP) faculty.
- B. Librarians hold academic rank and are eligible for promotion but not tenure, are appointed annually, and may remain at any rank indefinitely. (See FPPM III.J.8.C, Selection, Appointment and Reappointment of Faculty.)
- C. Librarians must hold a recognized terminal degree, which is the masters from an American Library Association-accredited library and information science program. (See FPPM III.I., Faculty Qualifications and Credentials.)

II. Professional Portfolio

- A. Each librarian shall establish in the first year of service, and shall update annually, a professional portfolio for the use of committees and individuals involved in review. The portfolio shall contain evidence of the candidate's credentials, teaching proficiency (as defined in departmental criteria V.A below), service, and intellectual contributions. Details about the items to be included in the portfolio are set forth in FPPM III.S, Professional Portfolio and Curriculum Vitae.
- B. The Curriculum Vitae shall consist of the following sections in order:
 - Statement of current rank
 - Date of appointment
 - Rank at appointment
 - Date(s) of part-time employment at Longwood (if any)
 - Date(s) of leave of absence of absence from Longwood (if any)
 - Education
 - Professional employment
 - Scholarship
 - Service
 - Other (e.g., awards, organizational membership, courses taught, etc.)

III. Annual Librarian Evaluation

- A. Each librarian shall be reviewed by the Library Dean, to include a teaching observation and professional portfolio review resulting in a letter addressing the librarian's professionally relevant strengths and any recommended areas for improvement each fall, and the AP Faculty Evaluation each spring.
- B. Classroom observations are strongly preferred; other forms of teaching as outlined in section V.A below may be substituted if necessary.

IV. Promotion Requirements

- A. A candidate for promotion to the rank of Associate Professor must have three or more intellectual contributions to the discipline, one of which must be refereed, and have completed five years of full-time academic librarianship at the rank of Assistant Professor, prior to beginning the application process.
- B. A candidate for promotion to the rank of Professor must have five or more intellectual contributions to the discipline, two of which must be refereed, completed at the rank of Associate Professor, and have completed eleven years of full-time academic

librarianship, including five years of full-time academic librarianship at the rank of Associate Professor, prior to beginning the application process.

V. Departmental Criteria

A. Teaching

Examples of teaching may include, but not be limited to:

- Information Literacy sessions (in-person and online)
- On-call Research hours
- Research appointments
- Departmental liaison responsibilities
- Evidence of innovation in carrying out assigned duties

B. Scholarship

Intellectual contributions may include, but not be limited to:

- Publication in a national, regional or state journal
- Publication of textbook, book, or book chapter
- Presentation at national, regional or state conferences
- Professional contributions to formally organized panels, forums, debates, staff seminars
- In-house publications such as web pages, bibliographies or research guides
- Completion of an advanced degree such as subject Masters or Doctorate
- Attendance at workshops, seminars, or working conferences that result in evidence of improved performance or positive changes within the Library
- Engagement in advanced formal study or coursework in librarianship or some other discipline related to one's work
- Significant in-house research which influences services and activities of Longwood Library, e.g., research and proposal leading to a new service, etc.
- Successful grant application

C. Service

Service may include, but not be limited to:

- Active membership in library, college, or university committees
- Participation in university governance
- Effective execution of special assignments requested by department chair, Dean or other individuals associated with the university.
- Fulfilling leadership responsibilities that may fall outside normal position-related duties or committee work
- Initiating or leading activities that culminate in a new or improved service or innovative program which brought benefit to the Library or academic departments
- Holding office or doing committee work in professional organizations
- Providing professional services to local organizations or institutions

VI. Promotion Procedures

- A. General guidelines for promotion are set forth in III.Z, Procedures for Tenure and Promotion to All Ranks.
- B. The Library Dean will share librarian evaluation and promotion procedures with newly appointed librarians in the first two weeks of probationary employment.
- C. If a librarian applies for promotion, a Promotion Committee will be formed consisting of at least three librarians holding the rank to which the candidate is applying or higher. If there are not at least three librarians with appropriate rank, the Dean will fill out a Promotion Committee with faculty from other academic departments.
- D. Review shall include classroom observation (strongly preferred; other forms of teaching as outlined in section V.A above may be substituted if necessary) and review of librarian professional portfolio by Dean and Promotion Committee and shall result in a written letter by each. (See FPPM III.Z, Procedures for Tenure and Promotion to All Ranks.)
- E. Promotion timelines are set forth in FPPM III.AA, Time Table for Tenure and Promotion to All Ranks.

Updated May 21, 2021

R. STUDENT FEEDBACK ON COURSE EXPERIENCES AND LEARNING

All faculty members who wish to be considered for performance salary increases are required to permit their students to anonymously complete the Student Experience & Learning Form (SELF) prior to the end of the semester. Specific instructions for the administration of the SELF will be provided when the form opens. After processing, a report tabulating the results will be returned to the faculty member.

The administration and completion of the SELF are to take place during the two weeks prior to final examinations.

Classes with 5 or more students shall receive the SELF. Department chairs, college deans and the Provost and Vice President for Academic Affairs (PVPAA) have access to the information in the SELF.

The questions included in the SELF are presented on the following pages.

Reference: 1989 Faculty Handbook Revisions; Faculty Senate Minutes November 11, 2012; April 24, 2014; February 10, 2022; March 9, 2026.

Student Experience and Learning Form (SELF)

The Student Course Experience Form (SELF) asks for your experience in your courses to help improve teaching and learning at Longwood University. Instructors will use your input to refine this course, and department chairs and committees review your feedback as one factor when evaluating faculty.

As you answer the questions, consider the following:

- **Be Specific:** Provide constructive feedback focused on your learning experience, not personal characteristics or personal preferences unrelated to learning.
- **Reflect Broadly:** Consider both your own engagement and the instructor's teaching.

Q1. On average, how many hours outside of class time did you spend preparing for this class (e.g., completing readings, assignments) each week?

None	1-2 hours	3-5 hours	6-9 hours	More than 9 hours
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Q2. Which of the following strategies outside of class did you find most helpful in learning the course material? Check all that apply.

- | | |
|---|---|
| ☐ Approved use of Artificial Intelligence (AI) | ☐ Reading assignments |
| ☐ Asking the instructor questions | ☐ Referencing faculty feedback |
| ☐ Flashcards | ☐ Rereading notes |
| ☐ Internet resources | ☐ Study groups with peers |
| ☐ Lecture videos | ☐ Taking notes |
| ☐ Library resources | ☐ Tutoring center |
| ☐ Meeting with instructor during office hours | ☐ Writing center |
| ☐ Quantitative Reasoning Center | ☐ Other _____ |

Q3. Approximately what portion of class sessions did you miss in this course?

This class was asynchronous	None	Less than a week of classes	1-2 weeks of classes	More than 2 weeks of classes
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Q4. How frequently were you actively engaged in class (e.g., adding to conversations, asking relevant questions, taking notes, listening to lecture)?

This class was asynchronous	Never	Less than half the time	Half the time	Most times	All the time
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Q5. How frequently were you distracted by your technology and/or other's technology (e.g., phone, laptop, smartwatch, earbuds, tablet) during class time?

This class was asynchronous	Never	Less than half the time	Half the time	Most times	All the time
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Q6. How often did you read the assigned materials for each class period?

This class did not require preparation	Never	Less than half the time	Half the time	Most times	All the time
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Q7. Please provide any further comments regarding the factors that influenced the amount of effort you put into the course.

[open ended]

Q8. The class content covered sufficiently prepared me for the assignments and assessments.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
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Q9. The instructor provided clear guidance about what was expected on assignments.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
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Q10. I received constructive feedback on my assignments that clearly indicated the ways in which I met or did not meet the expectations for the assignment.

I did not look at feedback	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
----------------------------	-------------------	----------	---------	-------	----------------

Q11. I received feedback on assignments in a helpful timeframe.

I did not look at feedback	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
----------------------------	-------------------	----------	---------	-------	----------------

Q12. The course challenged me to learn new knowledge and/or skills.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
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Q13. Which of the following elements of the class did you find most helpful in learning the course topics and concepts? Check all that apply.

- | | |
|--|---|
| ☐ Field trips | ☐ Out-of-class assignments |
| ☐ Group projects | ☐ Small group discussion |
| ☐ Guest speakers | ☐ Student presentations |
| ☐ Hands-on class activities | ☐ Videos |
| ☐ In-class assignments | ☐ Whole class discussion |
| ☐ Lectures | ☐ Other _____ |

Q14. Which specific assignments and/or class activities were the most and/or least beneficial to your learning?

[open ended]

Q15. On average, when I communicated with the instructor outside of class, they responded to me...

I did not communicate with the instructor outside of class	Within 48 hours	Within 3- 4 days	Within 7 days	In more than 7 days	Never
---	--------------------	---------------------	------------------	---------------------------	-------

Q16. The instructor communicated changes about the schedule, content, and assignments in a reasonable timeframe.

The instructor did not make changes	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
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Q17. Please provide any further comments regarding the design of the course (e.g., the structure, course materials, feedback, communication, or assessment methods).
[open ended]

SECTION V. FACULTY DEVELOPMENT AND AWARDS

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A. FACULTY DEVELOPMENT AND RESEARCH

1. Definitions: Faculty development includes activities to improve instruction and/or curriculum. Research may involve experimentation, artistic performance, and documentary search and/or survey. It may include the review of literature and/or the collection, analysis, and interpretation of data, as well as the presentation of results in a manner acceptable to the discipline involved.

2. Policy: Any member of the full-time faculty may apply for funds for development and/or research projects to be carried out during the summer months or during periods of leave from the University. Generally, funds are to be restricted to expenses incurred during the course of the development or research project; in years when sufficient funds are allocated for development or research, some stipends may be granted as well.

3. There are two major categories of grants available:

a. Faculty Development Grants: These grants may be awarded for travel, producing or participating in workshops, taking courses, or for other activities directly related to the development of curriculum and instruction.

b. Faculty Research Grants:

(1) Summer Research Assignments - a limited number of grants are available for research projects that require an extended period of study;

(2) Faculty Grants-in-Aid - these grants are awarded for smaller projects

(3) Research-related Travel - these grants are given, for example, to travel to a library or museum or field site for study of materials not available locally.

4. Procedures: An applicant for a research or development grant will submit a proposal to the Committee on Faculty Development. The proposal form can be found on the Faculty Research and Development Committee website: <http://solomon.longwood.edu/offices--departments/faculty-development--research-committee/>. One copy of the sign-off sheet must be submitted to the Chair of the Faculty Development Committee by the specified deadline. The grant proposal must be submitted via email as an attached document as specified by the Chair in the call for proposals. If the grant is not recommended by the department chair, the dean or the Committee on Faculty Development, their rationale must be in writing and the applicant may respond in writing to the rationale. Faculty members will be notified in writing regarding the acceptance or rejection of the proposal within one week of the date final decisions are made.

Applications for faculty development and research grants must be submitted by the last Monday in January. Applicants will be notified by the third Monday of March.

This committee will review all proposals and make recommendations to the Provost and Vice President for Academic Affairs (PVPAA). Any research involving human or animal subjects must also be approved by the Human and Animal Research Review Committee. The PVPAA will notify each applicant in writing whether or not his/her grant proposal has been approved and will send copies of such notice to the department chair, college dean, and to the Committee on Faculty Development. Applications for faculty development grants and research grants must be submitted by the last Monday in January. Applicants will be notified of grant approval by the third Monday of March.

5. Proposal guidelines are listed below. Any additional procedures and guidelines for proposals will be distributed by the Committee on Faculty Development early each fall and will also be available in the Office of the PVPAA.

Proposal Guidelines: Please use the fillable form on the Faculty Development and Research Committee website (<http://solomon.longwood.edu/offices--departments/faculty-development--research-committee/>) to develop the proposal.

I. COVER PAGE

Name of applicant
Address (Home and Office)
Phone Number (Home and Office)
Type of grant sought (Faculty Development or Faculty Research)
Period during which the grant will be used
Amount requested
Date of submission
Signature of applicant

II. SIGN OFF SHEET FOR RESEARCH AND DEVELOPMENT GRANT

III. PROJECT ABSTRACT (minimum 100 words, maximum 250 words)

IV. NARRATIVE DESCRIPTION OF PROJECT (six double-spaced pages maximum)

- A. Goals. Describe specific project goals with attention to specificity, clarity, creativity, and originality.
- B. Procedures. Describe the project including very clear and specific justification of all budget items. A timeline for the development and completion of the project must also be included. If applicable, also describe subjects to be used and their expected roles (The necessary consent form for animal and human research are available in the office of the PVPAA and a copy must be attached to the proposal as an addendum).
- C. Expected Outcomes. Describe the expected results of the project and the impact upon courses, students, and your profession. Describe plans for publication, presentation, course materials, other means of disseminating, or implementing the results at Longwood University.
- D. Benefit to Longwood. Explain the value of your project to your department, to Longwood University, and to your students in terms of research, scholarship, teaching, and/or service. Include any additional information that the faculty member believes will support his or her application, including the benefit to the faculty member in terms of professional development.
- E. Current status of project. Describe what preliminary research you have already undertaken or other preparation you have accomplished thus far.
- F. Vita. An up-to-date vita must be submitted with the application.

V. BUDGET. The total figure submitted should be itemized in categories that explain in detail how the funding will be used. Every attempt should be made for the efficient use of funds.

Note: funds distributed by this committee may be subject to state and federal taxes.

VI. PREVIOUS GRANTS. List all previous grants received from Longwood and outside sources (including Longwood Foundation), including the dates the awards were received, the time periods covered by the awards, the purpose of the awards, the results/products/outcomes of those grants, and whether the stated goals of the awards were achieved.

6. Recipients of research or development grants are required to submit a written report of their activities during the period of the grant, specifically addressing each of the stated goals of the grant and providing evidence for whether or not the specific goals were achieved. This report must be submitted by September 1 for a spring or summer grant and by January 30 for a fall grant. Copies of the report go to the PVPAA and to the Committee on Faculty Development. Faculty members who fail to submit a written report will not be eligible to receive future sabbatical or faculty connections leaves until all previous reports have been submitted, and must wait one year before applying again once the backlog reports are received.

7. Notice regarding any changes to the proposal forms. The proposal forms, located on the Faculty Research and Development Committee Website, remain the property of Faculty Senate and any changes to these forms must be approved by Faculty Senate.

References: Minutes of the Organization of Teaching Faculty, April 27, 1989; Faculty Senate, April 26, 2018, Faculty Senate, Faculty Senate, April 11, 2019.

B. GUIDELINES FOR THE SOLICITATION OF SPONSORED AGREEMENTS

The Office of Research, Grants, and Sponsored Projects (ORGSP) is committed to helping faculty and staff seek and obtain external funding, submit proposals, administer awards, and comply with all applicable University and sponsor policies.

In order to ensure consistency and best practices are followed (as well as to avoid duplication in efforts), it is essential that faculty and staff communicate with the appropriate office. Funding requests cannot be made without consulting the appropriate office. The following process is for sponsored agreements only. Please see [Section II.N. Guidelines For Defining, Requesting, And Receiving External Support](#) Parts III and IV for guidance regarding whether the external support sought is a sponsored agreement or philanthropic gift.

1. DEFINITIONS

- a. Contract: A contract is a mechanism for procuring a product or service with specific obligations for both sponsor and recipient. A contract is a legally binding document.
- b. Cost Share: The terms "cost sharing," "matching," and "in-kind" refer to that portion of the total project costs not borne by the sponsor. The terms "cost sharing," "matching," and "in-kind" are often used interchangeably. Committed cost sharing is an official part of the budget and should be detailed in the budget justification.
- c. Effort: Effort is defined as the amount of time spent on a particular activity. Effort is measured as a percent of the individual's total activity within his or her University appointment, and includes all research, teaching, and administrative duties. Effort is not based on a standard work week or number of hours, but is based on the total time attributed to institutional activities.
- d. Facilities and Administrative (F&A) Costs: F&A costs are incurred for common or joint objectives and, therefore, cannot be identified readily and specifically with a particular sponsored project, an instructional activity, or any other institutional activity. Facilities and administrative costs are synonymous with indirect costs.
- e. Grant: A grant is a type of financial assistance awarded to an organization for the conduct of research or other program as specified in an approved proposal. A grant's defining feature is that it is at once governed by specific rules or regulations pre-established by the sponsor yet provides for some flexibility in the conduct of the activity.
- f. Project Director (PD): The Project Director is the person responsible for the scientific, technical, and administrative conduct of a project. The PD must have sufficient experience to responsibly manage the project and must be a University employee. The terms "principal investigator" or "project director" may be used interchangeably.
- g. Proposal: A proposal is a document requesting external funding that is prepared in accordance with the sponsor's instructions. The proposal represents an official record of what is promised to the sponsor by the University in return for the funding requested in the proposal budget.

- h. Sponsor: Any governmental agency, private foundation, corporation, or association that provides financial (monetary or otherwise) support for a project is a sponsor.
- i. Sponsored Agreement: A sponsored agreement is the mechanism through which sponsoring agencies award funding to provide direct services or to conduct research.
- j. Sponsored Program: A sponsored program is a research project, program, scholarly activity, or community service project for which an external agency has provided financial support and for which a formal written agreement exists, specific outcomes or deliverables are expected, and technical and financial reports are required.

2. ROLES AND RESPONSIBILITIES

- a. The University, in accepting externally sponsored awards, assures its sponsors that project activities are conducted in accordance with the scope of work and that expenditures incurred under these awards comply with applicable sponsor and University policies. This assurance is not possible unless there is a coordinated effort between the project directors, their departments and colleges, and the University's central administrative offices to properly administer the sponsored awards
- b. Office of Research, Grants, and Sponsored Projects (ORGSP) is responsible for the oversight, support, coordination, and submission of sponsored agreements at the University.
- c. The Grants and Contract Financial Administration Office is responsible for post-award grant administration. It serves as the fiscal manager on projects and programs funded by sources outside the University, assists in the preparation of budgets, manages expenditures, and prepares reports to the funding agency as needed.
- d. The Project Director is responsible for overseeing the programmatic, financial, compliance and administrative aspects of the sponsored project in accordance with relevant regulations and University policies.
- e. The Department Chair/Supervisor is responsible for fostering a culture of compliance with regulations and policies pertaining to sponsored projects. The Department Chair or Supervisor reviews and approves proposals to assure appropriate PD effort given other academic and administrative commitments, confirms that proposals are in accord with department objectives, and gives approval to any cost-sharing commitments.
- f. The Dean/ Vice President reviews the proposal to verify that the grant seeker is eligible to be a PD, reviews budgets, gives official approval to any cost-sharing commitments or provisions for additional college/unit resources, and confirms that proposals are in accord with college/unit objectives. The Dean's / Vice President's office will accept financial responsibility for any eventual overruns and/or cost disallowances.
- g. The University Official is the individual, named by the applicant organization, who is authorized to act for the applicant and to assume the obligations imposed by the Federal laws, regulations, requirements, and conditions that apply to grant applications or grant

awards. The Vice President for Administration and Finance is the designated University official authorized to submit grants and accept awards on behalf of the University.

3. PROPOSAL REVIEW AND APPROVAL

- a. Prior to the development of a proposal, the faculty or staff member should contact the Office of Research, Grants, and Sponsored Projects to discuss the proposal. The ORGSP can provide assistance not only in determining if the University is eligible for funding under the potential funding source's guidelines, but can also provide assistance in budgeting and proposal development.
- b. Any faculty or staff member intending to submit an application for funding should obtain a copy of the Proposal Approval Form (PAF). This form is required for every grant or contract application submitted for external funding support from the University. The form is available online at https://solomon.longwood.edu/media/sponsored-programs/solomon/FORM_OSPR-Proposal-Review-Form-r.pdf
- c. The PD is required to complete the Proposal Approval Form, sign it, and obtain the following required signatures:
 - All co-investigators and participating faculty/staff members
 - Chair(s)/supervisor(s) of all faculty/staff members involved in the project
 - Dean(s)/Vice President(s) of all faculty/staff members involved in the project
- d. It is the responsibility of the PD to obtain all required institutional approvals for applications including, but not limited to, human subjects, animal use, university matching dollars, indirect cost recovery waivers, the acquisition of computers and software, new or renovated space, or the hiring of permanent or temporary personnel. The OSPR is available for assistance with this process.
- e. The PD submits the signed form, proposal budget, and budget narrative to the OSPR. The OSPR will review the form and obtain the remaining required signatures. The signed Proposal Approval Form should be submitted to the OSPR **ten working days** prior to the proposal deadline. It is not necessary to submit the full and final proposal to the OSPR when the signed Proposal Approval Form and accompanying budget and budget narrative are submitted; proposers may continue working on the final version of the narrative after these documents are submitted.
- f. When all required approvals have been obtained and the final proposal has been prepared, the OSPR will assemble and deliver/submit it to the sponsor in order to meet the deadline. Please note, the OPSR cannot guarantee that deadlines will be met for proposals submitted less than two days in advance of the deadline.

4. AWARD ACCEPTANCE AND ADMINISTRATION

- a. Award notices and all accompanying documents should be directed to OSPR for review, negotiation, acceptance, and processing.
- b. The Vice President for Administration and Finance is the only designated University official authorized to accept grants and contracts on behalf of the University. No other

University employee is authorized to sign award documents on behalf of the University. This formal acceptance must occur before any project activities can begin.

5. BUDGET PREPARATION POLICIES AND GUIDELINES

Cost Share Commitments

- a. Cost sharing should be limited only to those situations where:
 - It is mandated by a sponsor, or
 - The University has determined that such a contribution is critical to ensure the success of a competitive award or proposal, or
 - It is necessary to fulfill the University's requirement of a minimum commitment to the project by the project director.
- b. All cost sharing commitments become binding obligations when identified in a proposal and must be approved in advance by the Vice President for Administration and Finance.
- c. Project directors should identify the funding source for each cost sharing contribution at the time of the proposal. Authorization for approval of the cost share must be indicated on the PAF by the person responsible for the source of funds that will be used for cost sharing.
- d. Costs used to satisfy cost sharing or matching/in-kind commitments will be subject to the same policies as other costs under the approved budget, unless they are specifically authorized by that sponsor.
- e. To qualify for cost sharing, matching, or in-kind, all charges must be:
 - allowable under University and sponsor policies and the terms of the Notice of Award;
 - allocable as a cost to the project;
 - reasonable and necessary for performance of the project; and
 - allowed as a direct cost on the project. (Administrative salaries, for example, cannot normally be used as cost sharing on federal projects.)

Effort Commitments

- a. Proposing Effort
 - Effort is committed to the sponsor in the proposal. When the sponsor accepts the proposal, the commitment becomes an obligation that the University must fulfill.
 - Effort is based on the activities for which an individual is compensated by institutional base salary (or annual salary). Effort is not based on a standard workweek.
 - Compensation for effort charged to a sponsored project must be for work that benefits the sponsored project performed during the period for which the compensation is paid.
- b. Limits on Commitments

- Faculty are expected to propose some level of activity (1% or more) or the minimum required by the program on proposals on which they are listed as Project Director or key personnel unless specifically exempted by the sponsor.
- The total of an individual's level of commitment for all university related activities may not exceed 100%. In preparing proposals, PDs must take into account the time required for existing responsibilities.
- PDs may submit multiple proposals simultaneously on the assumption that only some of them will be funded. However, once a grant is awarded, the PD is responsible for confirming the total amount of time devoted to the project, and must stipulate whether that effort will be paid for by the University or the sponsor. PDs may submit proposals on the assumption that a reasonable representation of time to be devoted to the project, whether that effort will be paid for by the sponsor or by the University, is necessary. Subsequent changes in levels of effort may also require advance notification to and approval by sponsors.

c. Effort Documentation

- Effort must be documented for all individuals who receive salary support from a sponsored project or who expend committed effort on a sponsored project without receiving salary support.
- Faculty and staff are required to certify their effort each semester. The time of key personnel reported and charged on sponsored projects will be certified by the project director each semester. Guidance for effort certification can be obtained from the OSPR.

Salaries, Wages, and Fringe Benefits: OMB Circular A-21 (section J.10.a) provides the following guidelines for charging salary and wages for University personnel: "Compensation for personal services covers all amounts paid currently or accrued by the institution for services of employees rendered during the period of performance under sponsored agreements. Such amounts include salaries, wages, and fringe benefits. These costs are allowable to the extent that the total compensation to individual employees conforms to the established policies of the institution, consistently applied, and provided that the charges for work performed directly on sponsored agreements."

Guidelines for salary rates for faculty members:

a. Academic Year

- Faculty may not receive more than their regular annual salary as a result of participation in sponsored projects during the academic year.
- Per OMB A-21 regulations, salary figures for faculty are based on the individual's institutional base (or annual) salary.
- In no event will charges to sponsored agreements, irrespective of the basis of computation, exceed the proportionate share of the base salary for that period.

b. Summer Months

- Summer Salary is available to faculty with nine-month appointments for work on sponsored projects during the summer months. Faculty who receive summer salary must expend the effort associated with the summer salary during the summer period.

Additional guidance for salary compensation from sponsored funding can be obtained from the Office of Research, Grants, and Sponsored Projects.

Subcontract/Subaward. A subcontract may be required if a significant portion of the work proposed is to be performed outside the University by a third party. Subawards must be approved by the sponsoring agency in advance.

- a. When the University is the lead institution, OSPR requires a statement from each participating organization that includes a full cost budget and work scope, and is signed by an authorized representative.
- b. When the University is a sub-grantee or is identified as a partner in another institution's proposal, the narrative and budget must be reviewed by the OSPR prior to submission.

Facilities and Administrative (F&A) or Indirect Costs. F&A rates are applicable to all externally-sponsored projects (grants, contracts, cooperative agreements, subgrants, and subcontracts) funded by federal, state or private sponsors. The application of these rates allows the University to recover certain costs (e.g., facilities, utilities, libraries, administration, student services, etc.) associated with externally-funded training and research activity. All proposals to sponsors must include budget requests for F&A costs using the rate negotiated with the federal government unless:

- a. The sponsor does not allow indirect costs, or specifies a rate below that charged for federal sponsors. Such policy must be provided in writing.
- b. A reduced rate is approved by the Vice President of Administration and Finance, on a case-by-case basis.

Please refer to the following link for the current indirect cost rate

<http://solomon.longwood.edu/offices--departments/sponsored-programs--research/how-to-apply-for-an-external-grant/facilities-and-administrative-cost-rate/>

Internal Distribution of F&A Costs. The Commonwealth of Virginia requires that 30% of indirect cost received will be transferred to education and general revenue (E&G) in support of grant and contract administration costs. The distribution of the remaining 70% of indirect costs will be equally divided into two restricted cost pools as follows:

- a. Grants, Administration, and Other Expenditures Restricted Cost Pool: A restricted cost pool shall be established to fund the cost of grants administration and other expenditures in support of grants, grant writing or other expenditures deemed appropriate by the Provost and Vice President of Academic Affairs in consultation with the Vice President of Administration and Finance, and other Vice Presidents as necessary.
- b. Project Director Restricted Cost Pool: A restricted cost pool shall be established for each PD generating the indirect costs. The PD generating the indirect cost revenue shall have the discretion to expend the funds generated by the indirect costs of his or her grant for any and all legitimate expenses subject to the normal approval process for University expenditures. In the case of multiple PDs, the indirect cost pool shall be equally divided among them. These funds do not revert at the end of the fiscal year.

- c. The distribution of indirect costs shall be reviewed in the spring semester of even numbered years when requested by the VPAA, VPAF, or Faculty Senate.

Note: Grants/applications/proposals/contracts that are not processed through the proper channels as outlined herein may not be eligible for internal re-distribution to the PD.

References: Faculty Senate, February 20, 2014.

C. GUIDELINES FOR DEVELOPING PROPOSALS FOR PHILANTHROPIC GIFTS

The Office of University Advancement and Office of Corporate and Foundation Relations are responsible for the development and management of relationships between individuals, corporations, and foundations and Longwood University for the purpose of philanthropic giving. It is the mission of both offices to assist internal constituents in developing successful proposals. The Office of University Advancement serves as the clearinghouse for all gift proposals to individuals. The Office of Corporate and Foundation Relations (OCFR) serves as the clearinghouse for companies and foundations. OCFR works closely with the Office of Research, Grants, and Sponsored Projects to ensure that the appropriate office is providing support.

In order to ensure consistency and best practices in donor relations are followed (as well as to avoid duplication in efforts), it is essential that faculty and staff communicate with the appropriate office. Funding requests cannot be made without consulting the appropriate office. The following process is for philanthropic gifts only. Please see [Section II.N. Guidelines For Defining, Requesting, And Receiving External Support](#) Parts III and IV for guidance regarding whether the external support sought is a sponsored agreement or philanthropic gift.

Steps for Securing Gifts from Corporations and Foundations:

Please note: Project Director (PD) refers to anyone who is responsible for overseeing the program for which funds are sought (including advisors to student groups).

1. **NOTICE OF INTENT:** Contacting the OCFR about the intent to seek philanthropic gifts from companies or foundations is vital. A brief conversation with the OCFR can help identify potential conflicts such as those related to compliance with University and Longwood University Foundation policies, duplication of efforts, and funding prioritization. In addition, notifying OCFR can avoid unnecessary efforts, expedite the process, and reduce the number of steps necessary to obtain funding in some cases.
 - a. The PD should contact OCFR before soliciting for gifts or authorizing students to solicit gifts. OCFR will discuss the project and the need for funds with the PD and determine next steps.
 - b. Offices/departments with on-going relationships and a history of successful proposals with particular funders have priority in submitting proposals to those funders. However, there may be cases where the funder does not allow repeat proposals from the same area of the University. Annually, the PD and OCFR will discuss if there are any funders who will be not solicited in the upcoming year so that other areas may have the opportunity to submit proposals.
 - c. If you are contacted by a potential funder and asked to make a proposal, please notify the OCFR. OCFR will discuss the project, help avoid any conflicts, and determine next steps.
2. **CASE STATEMENT:** A case statement is a compelling rationale that summarizes why a gift is needed and outlines basic information.

- a. The PD completes the Case Development Form (<http://www.longwood.edu/advancement>). The form includes a series of questions that the PD should be able to answer.
 - b. The PD gains approval from the appropriate department chair/director and dean (or vice president if not in an academic department). Approvals can be electronic and should verify that the appropriate supervisors have read and approved the project in general terms.
 - c. The PD forwards the chain of approvals and the case statement to OCFR. Within one week of receipt, OCFR will contact the PD to discuss the project. At that time the OCFR may ask for further clarification and, in some cases, additional approvals.
- 3. PROSPECT RESEARCH:** Matching the project with the most viable funders is an important part of the process. Please do not contact potential funders without OCFR approval. Contacting prospective donors without prior approval may inadvertently undermine proposals already being considered from the University.
- a. The OCFR works in concert with the PD to identify entities whose funding priorities align best with the project. The OCFR will review past relationships and level of funding from prospective organizations to determine the best strategy for success. OCFR will discuss the prospect list with the OSPR and/or University Advancement as necessary.
 - b. Following the identification of prospects, OCFR will contact the PD to discuss the development funder-specific proposals.
- 4. PROPOSAL DEVELOPMENT:** Developing a proposal that anticipates questions of potential funders facilitates success. The OCFR provides a template to assist PDs. Information from the case statement can be used to complete the template. The information in the Proposal Template serves as an outline for a narrative to be presented to a specific prospective funder.
- a. The PD completes the Proposal Template (<http://www.longwood.edu/advancement>). The PD is responsible for subject matter expertise and specific details about the project.
 - b. The PD completes a budget for the proposal. All budgets must be approved by the vice president responsible for the PD's area as well as the Vice President for Administration and Finance. Approvals can be electronic and should verify that the appropriate supervisors have read and approved the budget.
 - c. The PD forwards the chain of approvals and proposal information to OCFR. At that time the OCFR may ask for further clarification and, in some cases, additional approvals.
 - d. The OCFR offers expertise in writing and editing proposals as well as assistance in compiling materials for the proposal. The OCFR is responsible for facilitating the process

and verifying that all authorizations are in place before submitting proposals to prospective funders.

- 5. CULTIVATION:** Cultivation refers to the development of relationships with prospective funders. Developing relationships enables the University to respectfully gauge potential interest in a project, readiness for giving, and capacity for giving. Without development of these relationships, proposals are often declined.

 - a. The PD is responsible for assisting the OCFR in identifying opportunities for cultivation such as departmental events, lectures, or special occasions.
 - b. The OCFR determines strategies to cultivate prospective funders and will communicate and discuss this process with the PD. The time necessary for this process can vary depending upon the size and nature of the gift as well as the depth of the relationship with the prospective funder.
- 6. SOLICITATION:** Solicitation is the process of asking for a contribution from a prospective funder. Solicitations include specifying a suggested amount for the gift, presenting a persuasive rationale (the proposal) and budget to prospective funders. Dependent on the prospective funder guidelines, the process may vary.

 - a. The PD may be asked by the OCFR to participate in conference calls or visits to present the proposal in person to prospective funders.
 - b. Submission of the proposal represents a contractual agreement regarding the use of any funds received.
 - c. The PD will be contacted by OCFR following a response from the prospective funder. If funded, the monies will be deposited by Longwood University Foundation Office into the appropriate account. The PD is responsible for using the funds in accordance with the original proposal and following policies established by the Longwood University Foundation. The use of funds is subject to audits.
- 7. STEWARDSHIP:** Stewardship refers to both the responsible use of the gift as well the care and maintenance of the relationship with the funder. The process varies depending upon funder. For example, the funder may request progress reports and/or a specific way in which their name shall be used and styled.

 - a. Reports to the funder and the proper recognition of the gift are the responsibility of the PD. The OCFR will provide reporting requirements, deadlines, and recognition parameters. The PD is responsible for sending a copy of any reports and other materials to the OCFR for review prior to submission.
 - b. PDs and department chairs/directors are encouraged to send a personalized acknowledgement/thank you to the funder upon receipt of the gift (due to IRS regulations the financial value of the gift may not be included in the letter. Official gift

acknowledgements for IRS purposes will be sent by the Office of University Advancement). Copies of such acknowledgement/thank yous should be sent to the OCFR.

- c. Other stewardship efforts such as thank yous from senior administrators and the president, special recognition, dinners, events, awards, meals, personal correspondence (e.g., holiday cards) are the responsibility of OCFR.

Acknowledgment: This guideline and associated forms have been adapted from materials of The Gift Center at The University of Arizona Foundation as well as those used by Saint Louis University.

References: Faculty Senate, February 20, 2014

D. PROPOSAL REVIEW FORM



Proposal Review Form (PRF)

Office of Sponsored
Programs & Research
Barlow Hall
434.395.2987
sponsoredprograms@longwood.edu

Project Director (PD) Information				OSPR USE ONLY:	
Name				OSPR PRF #	
Email		Phone #		Banner Proposal #	
Department				Banner Grant #	
Will additional Longwood employees will be serving as Co-PD's on this project? ☐ Yes ☐ No				Prime #	
				Date Submitted	

Co-Project Director Information			
Co-PD Name	Email	Department	Phone

To add additional Co-PDs attach Additional Proposal Information form.

Sponsor Information	
Sponsor/Agency No Acronyms	
Contact Name	Phone #
Email	
Solicitation/RFP/RFA*	
* Attach a copy or provide url to grant guidelines Sponsor Type ☐ Federal ☐ Private ☐ State ☐ Foundation ☐ Individual ☐ Industry	

Proposal Information			
Proposal Title 			
Short Title 	Project Period	Start Date 	to End Date
Project Type (Select One) ☐ New ☐ Supplement ☐ Renewal ☐ Revised ☐ Continuation	Category of Project (Select One) ☐ Instruction ☐ Research ☐ Public Service ☐ Other	Deadline Deadline Type ☐ Receipt Date ☐ Electronic Submission ☐ Postmark	
Is Longwood the lead institution for this proposal? ☐ Yes ☐ No*		*If no, name of lead institution 	
Are Subrecipients included in this proposal? ☐ Yes** ☐ No		**If yes, complete Sub recipient Information section below.	

Subrecipient Information	
Name of Institution	Total Budget:
Subrecipients PD	Cost Share amount:
Have the following documents been provided to OSPR:	☐ Statement of Work ☐ Budget ☐ Subrecipient Information and Compliance Form (signed)
To add additional subrecipients attach <u>Additional Proposal Information form</u>.	

Budget Information (a detailed budget must be attached)	
Initial Budget Period Begin	End
Total Direct Costs	
Total Indirect/F&A Costs	
Total Direct + Indirect/F&A	
☐ Yes ☐ No Is Cost Share or Matching included in this proposal? If Yes, please fill out and attach the Cost Share Approval Form.	F&A (Facilities and Administrative Costs) ☐ On-Campus Rate: 26.4% of MTDC ☐ Off-Campus Rate: 10.10% of MTDC ☐ *Other rate:
* If Longwood's on or off campus rates are not applied, you must provide a copy of the Sponsors Policy listing the F&A cap.	

Compliance Information	
☐ Yes ☐ No Is this a systematic research study that includes human participants with the intention to generalize the resulting information? If "Yes" please be aware the IRB must review and approve the project prior to the start of the project activities, and IRB approval will be required prior to the release of award funds. ☐ Pending Approval Protocol # Date of Approval	
☐ Yes ☐ No Does this project involve vertebrate animals? If "Yes" please be aware the IACUC must review and approve the project prior to the start of the project activities, and IACUC approval will be required prior to the release of award funds. ☐ Pending Approval Protocol # Date of Approval	
☐ Yes ☐ No Does this project involve the use of biohazardous materials or genetically-modified agents, human tissue, infectious agents, biotoxins, recombinant DNA molecules, or select agents (e.g. regulated animal and plant pathogens)? Research involving toxic or radioactive material or rDNA requires review by the Office of Sponsored Programs & Research. OSPR Approval Date	

Special Considerations	
☐ Yes* ☐ No Does this project involve the purchase of new computer hardware, software, or any other technology? *(If YES, Penny Howard in ITS must sign the Additional Approvals Section)	
☐ Yes* ☐ No Does this project involve hiring new personnel? *(If YES, Della Wickizer in Human Resources must sign the Additional Approvals Section)	

Investigator(s) Certifications			
My signature below certifies that 1) the information submitted within the application is true, accurate, and complete to the best of my knowledge; 2) I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties; 3) I agree to accept responsibility for the scientific conduct of the project and to provide the required progress reports if a grant is awarded as a result of the application; 4) If an award is made, I am responsible for compliance with award terms and conditions and University policies and procedures; particularly for the technical conduct of work, submission of technical reports, regulatory compliance and financial management; 5) I am aware of federal requirements on lobbying. I am in compliance and have disclosed lobbying activities, if applicable; 6) I am NOT debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from current transactions by a federal department or agency; 7) I am NOT delinquent on any federal debt, such as taxes, student loans, etc.			
Project Director	Date	Co-Project Director	Date
Co-Project Director	Date	Co-Project Director	Date

Required Administrative Approvals			
The officials whose signatures appear below have examined the attached proposal. The principal academic review of the proposal is the responsibility of the Department/Center and College. These signatures indicate that the signers are familiar with the proposal, are satisfied with and are responsible for all commitments in the proposal as they relate to their areas/space/personnel/ financial/etc.			
PD's Department Chair/Supervisor	Date	PD's Dean	Date
Co-PD's Department Chair/Supervisor	Date	Co-PD's Dean	Date
Office of Sponsored Programs	Date	Provost and VP for Academic Affairs	Date
VP for Administration and Finance	Date	Grants and Contracts Office	Date

Additional Approvals			
Title:	Date	Title:	Date
Title:	Date	Title:	Date
Title:	Date	Title:	Date

E. FACULTY AWARDS: CRITERIA AND SELECTION PROCESS

Maria Bristow Starke Faculty Excellence Award	Awarded at Fall Convocation
Assistant Professor Award of Excellence	Awarded at Fall Convocation
Maude Glenn Raiford Teaching Award	Awarded at Fall Convocation
Maude Glenn Raiford Assistant Professor Teaching Award	Awarded at Fall Convocation
William David Stuart Leadership and Service Award	Awarded at Fall Convocation
Innovation in Teaching Award	Awarded at Fall Convocation
Susan H. May Scholarship Award	Awarded at Fall Convocation
Simpson Distinguished Professorship	Awarded at Fall Convocation
SCHEV Outstanding Faculty Award	Awarded at State Banquet

Procedures

1. Faculty members may not nominate themselves for any of the above awards.
2. Faculty members may not be awarded more than one of the awards in the same academic year.
3. Nominations should be submitted to the Faculty Awards Committee Chair as instructed in the call for nominations.
4. After the nomination is received, the committee chair shall notify the nominee and provide a copy of the policies and procedures regarding submission of materials and selection criteria.
5. The nominator may request that the committee chair keep their name anonymous.
6. The call for nominations shall be made by the first week in October, the start of classes in January, and the final call shall be the fourth week of January with the deadline the first Monday in February.
7. Where there is only a single nominee for the award, there shall not be an additional call for nominations. If the nominee meets the criteria and committee standards, the award shall be made.
8. If the faculty awards committee does not feel that any single nominee meets the criteria and committee standards, no award shall be made for that academic year.
9. The committee chair shall convey the committee's findings to the Provost and Vice President for Academic Affairs (PVPAA) in writing by April 1.
10. If a Faculty Awards Committee member is nominated for any award(s), then that person will have no involvement in the decision-making for that (those) award(s) only (and does not have to recuse her/himself from the committee).
11. No faculty member can win the same award more than once in a five year period.

Nominations

1. Nominations shall include: a.) a letter of nomination from a faculty member that showcases the nominee's achievements in relation to the specific award s/he is nominated for and does not exceed two pages in length using 12-point font; and b.) documents provided by the nominee, as detailed below . (see #3)

For the Starke Faculty Excellence Award and Assistant Professor Award of Excellence, documents provided by the nominee shall include a.) a copy of the nominee's current vita; b.) supporting evidence of teaching excellence from the past two years. That evidence

may include, but is not limited to, course syllabi and materials, letters of recommendation, and related scholarly work. These supporting documents should not exceed ten pages; c.) a personal statement of teaching philosophy and practice not to exceed three pages; d.) one scholarship sample, if possible.

For the Maude Glenn Raiford Teaching Awards (Assistant Professor and Senior Faculty), documents provided by the nominee shall include: a.) a copy of the nominee's current vita; b.) supporting evidence of teaching excellence from the past two years. That evidence may include, but is not limited to, course syllabi and materials, letters of recommendation, and related scholarly work. These supporting documents should not exceed ten pages; c.) a personal statement of teaching philosophy and practice not to exceed three pages.

For the Innovation in Teaching Award, documents provided by the nominee shall include: a.) a copy of the nominee's current vita; b.) if available, supporting evidence of teaching excellence from the past two years. That evidence may include, but is not limited to, course syllabi and materials, letters of recommendation, and related scholarly work. These supporting documents should not exceed ten pages; c.) a personal statement of teaching philosophy and practice not to exceed three pages.

For the William David Stuart Leadership and Service Award, documents provided by the nominee shall include: a.) a copy of the nominee's current vita; b.) a personal statement that discusses leadership and service accomplishments, not to exceed three pages.

For the Susan H. May Scholarship Award, documents provided by the nominee shall include: a.) a copy of the nominee's current vita; b.) a personal statement that discusses scholarship accomplishments, not to exceed three pages; c.) one scholarship sample, if possible.

2. These documents should clearly provide evidence that the nominee's credentials meet the criteria of the award(s) for which s/he is nominated and state that s/he has not received the same award in the preceding 5 years.
3. No additional supporting evidence other than the nomination letter and required documentation as stated-above shall be solicited or considered.

Maria Bristow Starke Faculty Excellence Award

The Maria Bristow Starke Faculty Excellence Award is intended for a faculty member who demonstrates excellence in scholarship, teaching, and other professional activities. To be nominated, the faculty member must hold the rank of associate or full professor and must have a minimum of two years of full-time teaching at Longwood University.

The recipient must have demonstrated excellence and a positive academic image, which results in benefits to current and future Longwood students. The demonstration of excellence may include, but is not limited to, areas such as innovative teaching, ability to motivate students, maintenance of high academic requirements and standards, incorporation of research on learning and teaching into instruction, supervision of student research, scholarly accomplishments appropriate for the discipline, academic advising, and other University activities. The evaluation

of nominees for this award considers the three traditional areas of teaching, scholarship, and service with approximately equal weighting.

The recipient must be planning to continue at Longwood for at least one academic year following award. Nominations may be made by any faculty or staff member. Criteria for this award may be reviewed from time to time with family of Maria Bristow Starke to determine if changes need to be made to keep the Award in the forefront of University goals to emphasize quality and excellence.

Maude Glenn Raiford Teaching Award

The Maude Glenn Raiford Award is intended for a faculty member who demonstrates excellence in teaching. To be nominated, the faculty member must hold the rank of associate or full professor and must have a minimum of two years of full-time teaching at Longwood University.

The demonstration of excellence may include, but is not limited to, areas such as innovative teaching, stimulation of innovative teaching among colleagues, ability to motivate students, significant curricular revisions, maintenance of high academic requirements and standards, course organization and clarity, incorporation of research on learning and teaching into instruction, and supervision of student research.

Assistant Professor Faculty Award of Excellence

The Assistant Professor Faculty Award of Excellence is intended for faculty members who hold the rank of assistant professor and must have a minimum of two years of full-time teaching at Longwood University, demonstrating excellence in scholarship, teaching, and other professional activities.

The demonstration of excellence may include, but is not limited to, areas such as innovative teaching, ability to motivate students, maintenance of high academic requirements and standards, incorporation of research on learning and teaching into instruction, supervision of student research, scholarly accomplishments appropriate for the discipline, academic advising, and other University activities. The evaluation of nominees for this award considers the three traditional areas of teaching, scholarship, and service with approximately equal weighting.

Maude Glenn Raiford Assistant Professor Teaching Award

The Raiford Assistant Professor Teaching Award is intended for early career faculty members who hold the rank of assistant professor and must have a minimum of two years of full-time teaching at Longwood University, demonstrating excellence in teaching.

The demonstration of teaching excellence may include, but is not limited to, areas such as innovative teaching, stimulation of innovative teaching among colleagues, ability to motivate students, significant curricular revisions, maintenance of high academic requirements and standards, course organization and clarity, incorporation of research on learning and teaching into instruction, and supervision of student research.

Innovation in Teaching Award

The Innovation in Teaching Award is intended for a faculty member or librarian who must have a minimum of two years of teaching at Longwood University, demonstrating outstanding innovation in teaching. Teaching innovation may be reflected in areas such as student engagement, support for students from underrepresented backgrounds, application of universal and accessible design, student research, academic literacy, professional preparation, or significant creative curriculum contributions.

William David Stuart Leadership and Service Award

The William David Stuart Leadership and Service Award is intended for a faculty member who demonstrates excellence in service activities and who serves as a citizen leader role model for Longwood students. To be nominated, the faculty member must have completed a minimum of two years of full-time teaching at Longwood University.

The demonstration of service excellence may include, but is not limited to, areas such as academic advising, departmental and university service activities, service to professional organizations, and community service.

Susan H. May Scholarship Award

The Susan H. May Scholarship Award is intended for a faculty member who demonstrates excellence in scholarship. To be nominated, the faculty member must have completed a minimum of two years of full-time teaching at Longwood University.

The demonstration of scholarship excellence may include, but is not limited to, areas such as continued commitment to ongoing scholarship, scholarly publications or accomplishments appropriate for the discipline, presentation of new disciplinary or pedagogical knowledge, public performances or shows, successful development of grants, and serving as an editor or reviewer for professional journals.

Simpson Distinguished Professorship

The Simpson Distinguished Professorship was established through a generous gift from Murray S. Simpson, Jr. and Cora S. Simpson to recognize and support faculty who have demonstrated a sustained commitment to pursuing outstanding scholarship resulting in publications, presentations, or creative work in the visual or performing arts.

The Professorship is awarded annually at Convocation by the President, in consultation with the Provost, to a tenured faculty member selected from nominations by the Academic Deans. The recipient will be the Simpson Distinguished Professor for the current academic year. The Professorship carries a summer research stipend and a grant to support future scholarship in addition to a one-course release during the spring semester prior to the summer in which the faculty member elects to receive the summer stipend. The research grant may be expended over whatever period of time the faculty member chooses.

A new Simpson Distinguished Professor will be named each year at Convocation.

SCHEV Outstanding Faculty Award

The SCHEV Outstanding Faculty Award Nomination is intended for outstanding faculty members who are able to represent Longwood University in the SCHEV award process. From SCHEV: “The Outstanding Faculty Awards are the Commonwealth’s highest honor for educators at Virginia’s public and private colleges and universities.” Nominees submit their application package to SCHEV in September, and the awards are given at a ceremony in Richmond in March of the following year. More information is available at the SCHEV website. Longwood University will send forth up to three (3) nominees each year for the SCHEV Outstanding Faculty Award.

From the SCHEV Outstanding Faculty Award submission guidelines: “A nominee must possess a record of superior accomplishment that reflects strongly the mission of his/her institution. A nominee’s accomplishments will be judged in relation to the nature/type of his/her nominating institution. Recipients will be selected from across all sectors of Virginia’s higher education system. A nominee must possess a record of superior accomplishment in the four areas of scholarly endeavor described in Ernest Boyer’s *Scholarship Reconsidered* (1990, Jossey-Bass): (i) TEACHING; (ii) DISCOVERY; (iii) INTEGRATION OF KNOWLEDGE and (iv) SERVICE.”

Longwood University may also nominate one faculty member for the Rising Star Award.

From the SCHEV Outstanding Faculty Award submission guidelines: “A nominee in the RISING STAR category must be 1) in no more than his/her sixth year of continuous service as a full-time faculty member and 2) in at least his/her third year of continuous faculty service in Virginia. The Rising Star category is intended to acknowledge faculty members showing extraordinary promise at the beginning of their academic careers.” The faculty member will be evaluated using the same criteria for the Outstanding Faculty Award described above.

Nominations may be made by any faculty or staff member. It is highly encouraged for people already nominated for a Faculty Award, to also be nominated for the SCHEV Award. The Faculty Awards Committee may also nominate someone from the pool of appropriate candidates received for the other Faculty Awards. However, a faculty member does not have to be nominated for a university award in order to be nominated for a SCHEV award.

References: Minutes of the Faculty Senate: October 11, 2007, April 9, 2009, April 26, 2012, October 29, 2020, April 21, 2022, April 20, 2023, April 10, 2025, September 4, 2025; Board of Visitors: December 7, 2007, June 13, 2009.

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A. BY-LAWS OF THE LONGWOOD FACULTY SENATE

ARTICLE I -- NAME

Section 1. The name of this organization shall be the Longwood Faculty Senate.

ARTICLE II -- PURPOSE AND RESPONSIBILITY

Section 1. The Faculty Senate has all the authority and responsibilities vested in it by the faculty of Longwood University. The functions of the Faculty Senate are to represent the faculty and exercise the delegated authority of the faculty in the consideration of all policies that affect the academic mission of the institution.

Section 2. The Senate may initiate legislation concerning educational policy. Under the final authority of the President and the Board of Visitors, the Senate shall have responsibility to advise and make recommendations on matters of curriculum, academic programs and policies; faculty development; and faculty status. The Senate may discuss, debate, and formulate positions on other matters it deems appropriate. Nothing herein shall limit the authority of the President or the authority of the Board of Visitors to act upon any matter relating to the University.

ARTICLE III -- MEMBERSHIP

Section 1. Elected Members. Each academic department and the library shall elect a representative to serve on the Senate. Departments with at least 12 full-time faculty shall elect 2 representatives, hereinafter referred to as Senators. Departments with at least 24 full-time faculty shall elect 3 Senators. Senators shall have full floor and voting privileges on all matters before the Senate. Full-time faculty shall be understood to mean the number of full-time faculty allotted to the department at the time of the election.

Section 2. Ex-Officio Members. The President of the University, Provost and Vice President for Academic Affairs (PVPAA), Vice President for Administration and Finance, Vice President for Student Affairs, Academic Deans, a Representative chosen by the Graduate Council, Faculty Representative to the Board of Visitors, a graduate student Representative chosen by the Graduate Student Advisory Council and a Student Representative chosen by the Student Government, shall be ex-officio. Ex officio members may participate in discussions on the floor, but will not have voting privileges.

Section 3. Each Senator shall serve a two year term and any person who serves two consecutive terms must be out of the Senate for a year before serving another term. The Senate holds that individuals who serve one year or less of what would have been another person's term may still be elected to and serve two full consecutive terms in the Senate. Individuals who serve more than one year of a term may be elected to and serve only one additional term before sitting out of the Senate for a year.

Section 4. It shall be the responsibility of elected Senators to serve as a liaison between the Senate and the members of their academic unit. In this capacity, Senators:

- a. shall exercise their best judgment in the governance and decision making processes of the Senate;
- b. shall maintain an awareness of the interests and concerns of their constituents and submit relevant issues to the Senate Executive committee; and
- c. shall be fully responsible for keeping members of their academic unit informed of Senate actions and decisions and of relevant information provided at the Senate meetings.

Section 5. Departments shall hold elections for the Senate during the first two weeks of the spring semester for terms which begin on July 1.

ARTICLE IV -- OFFICERS

Section 1. The voting members of the Senate shall elect from their ranks a chair, vice chair, and three members who, along with the Provost and Vice President for Academic Affairs, shall serve as the Executive Committee of the Senate. This Executive Committee must have at least one member from each of the three academic colleges. The chair and vice chair must be tenured faculty. The other members of the Executive Committee will preferably be tenured faculty.

Section 2. Each of the elected officers shall serve for a one year term.

Section 3. Officers shall be elected at the last regularly scheduled meeting of the Senate in the spring semester from among those persons who will be voting members of the Senate beginning July 1.

ARTICLE V -- MEETINGS AND QUORUMS

Section 1. Regular meetings of the Senate shall be held monthly during the academic year, and special meetings may be called. The scheduling and calling of meetings shall be done by the Executive Committee of the Senate.

Section 2. The Executive Committee of the Senate shall be responsible for the development of the agenda for the Senate. Senate agenda shall be available to all faculty and interested parties three working days prior to Senate meetings.

Section 3. A quorum for a Senate meeting shall consist of at least 2/3 of the voting members. It shall take a 2/3 vote to take action on any item not on the published agenda.

Section 4. Senate meetings shall be open to all interested parties. Chairs of academic departments and executive officers of academic, administrative and service units who are not members of the Senate, and individuals serving on committees reporting to the Senate shall have the privilege of the floor on matters of direct concern to their units when such matters are before the Senate for consideration. Other individuals shall whenever reasonable, be given an opportunity to address the Senate with their concerns.

Section 5. The Senate may, by a majority vote, choose to meet in private session for the purpose of discussion. Only voting members of the Senate or individuals invited to attend by a majority vote may be present during a private session.

ARTICLE VI -- REPORTING CHANNELS

Section 1. Recommendations passed by the Senate will be signed by the Chair of the Senate and forwarded within five working days to the Provost and Vice President for Academic Affairs or other appropriate administrator for approval.

Recommendations approved by the administration will be implemented in a timely fashion; those requiring Board of Visitors action will, if approved by the President, be sent as soon as possible to the Board.

If a recommendation is not approved by the administration for implementation or not approved by the President for forwarding to the Board of Visitors, the appropriate administrator, within fifteen business days of receiving the recommendation, will provide reasons for the disapproval. The Senate will attempt to resolve any differences with the administration.

Section 2. The Senate shall report its work to the general faculty in a timely and appropriate manner. Senators must report to their departments.

Section 3. Senate committees shall report to the Senate for information and action purposes.

ARTICLE VII -- COMMITTEES

Section 1. Committees shall be elected by the Senate or appointed by the Executive Committee and report to the Senate. Committee and chair appointments made by the Executive Committee must be approved by the Senate. This section shall not apply to the Faculty Status and Grievances Committee provided for in [Article X](#).

Section 2. Committees shall include Senate and non-Senate members. All committee members shall have voting privileges in the conduct of committee business. The Executive Committee shall ensure that on standing Senate committees there be at least one member per each academic college. The Executive Committee shall try to ensure that on such committees there be no more than one member per academic department, unless there are good reasons to make exceptions.

Section 3. The Senate may establish standing committees.

Section 4. The Senate and/or the Executive Committee may establish ad hoc committees whose existence may not last for more than one year, unless their existence is extended by specific action of the Senate and/or Executive Committee.

Section 5. No one shall serve more than 6 consecutive years on standing committees of the Senate.

ARTICLE VIII -- EXECUTIVE COMMITTEE OF THE SENATE

Section 1. The Executive Committee of the Senate shall guide the work of the Senate. It shall develop the agenda for Senate meetings and have responsibility for making appointments to and overseeing the committee system.

Section 2. The full-time teaching faculty of the Executive Committee shall also serve as an advisory committee to the President of the University. This committee shall meet no fewer than four times per academic year. It shall report its work in this capacity to both the Senate and the general faculty in a timely and appropriate manner.

Section 3. The full-time teaching faculty of the Executive Committee shall also serve as an advisory committee to the PVPAA. The PVPAA shall keep the Executive Committee informed of policy proposals that affect the academic mission of the institution while the proposals are under development.

Section 4. The Executive Committee of the Senate shall consist of the Officers of the Senate listed in [Article IV. Section 1](#), of these By-Laws.

ARTICLE IX -- COMMITTEE ON EDUCATIONAL POLICY

Section 1. This committee shall make recommendations to the Senate on curriculum proposals, academic programs, degree requirements, academic rules and regulations, general education, the graduate program, and admissions policy.

Section 2. This committee shall be appointed by the Executive Committee and shall consist of the Chairs of the Curriculum Committees established by each academic college and the College of Graduate and Professional Studies; the chair of the Professional Education Council; and 8 faculty members including at least 2 Senators.

Section 3. The term of office on this committee shall be for one year, but individuals may serve additional terms.

Section 4. The chair of this committee shall be appointed by the Executive Committee.

ARTICLE X -- COMMITTEE ON FACULTY STATUS AND GRIEVANCES

Section 1. The purpose of the Faculty Status and Grievances Committee shall be to act as a liaison and hearing committee between faculty members or between the faculty and administration, at the request of either, in matters affecting faculty status. The Faculty Status and Grievances Committee shall report on the number of cases it has heard to the Senate and to a meeting of the general faculty at least once a year.

Section 2. The Committee shall conform to procedures as approved by the Senate and published in the *Faculty Policies and Procedures Manual*.

ARTICLE XI -- PROMOTION AND TENURE POLICIES AND PROCEDURES

Section 1. This committee shall make recommendations to the Senate on policies and procedures governing appointment, reappointment, rank, promotion, and tenure of faculty, and on policies and procedures governing faculty status appeals.

Section 2. This committee shall be appointed by the Executive Committee and shall consist of 6 faculty members including at least 2 Senators.

Section 3. The term of office for this committee shall be for one year, but individuals may serve additional terms.

Section 4. The chair of this committee shall be appointed by the Executive Committee.

ARTICLE XII -- COMMITTEE ON FACULTY DEVELOPMENT

Section 1. This committee shall make recommendations to the Senate on policies on sabbatical and other academic leaves, policies on faculty development.

Section 2. This committee shall make recommendations to the appropriate administrative offices on faculty sabbatical and other academic leaves and on faculty development and research grants.

Section 3. This committee shall be appointed by the Executive Committee and shall consist of 7 faculty members including at least 2 Senators.

Section 4. The term of office for this committee shall be for one year, but individuals may serve additional terms.

Section 5. The chair of this committee shall be appointed by the Executive Committee.

ARTICLE XIII -- COMMITTEE ON FACULTY AWARDS

Section 1. This committee shall make recommendations to the Senate on policies on faculty awards.

Section 2. This committee shall make recommendations on faculty awards to the appropriate administrative offices.

Section 3. This committee shall be appointed by the Executive Committee and shall consist of 7 faculty members, including at least 2 senators.

Section 4. The term of office for this committee shall be one year, but individuals may serve additional terms.

Section 5. The chair of this committee shall be appointed by the Executive Committee.

ARTICLE XIV -- COMMITTEE ON FINANCE AND PLANNING

Section 1. This committee shall serve as an information link between the faculty and administration on finance and budget. Committee members also serve as voting members of the University Planning Committee.

Section 2. This committee shall be appointed by the Executive Committee and shall consist of 4 members.

Section 3. The term of office shall be three years, and members may be reappointed for up to two consecutive terms, with potential reappointment after one year off.

Section 4. The chair of this committee shall be appointed by the Executive Committee. The chair also serves as co-chair of the University Planning Council and must have served at least one year on the Faculty Senate Committee on Finance and Planning. The chair will make regular reports to the Faculty Senate.

ARTICLE XV -- THE GENERAL FACULTY AND ITS MEMBERS

Section 1. The general faculty shall meet at the start of each school year and shall meet at least one time during the spring semester in order to hear from the Senate and question the Senate. Other meetings may be called for social reasons, for reasons of sharing information, to hear a general faculty discussion of some matter, or to ask the Senate to consider some matter.

Section 2. Voting membership in general faculty meetings shall consist of all full-time teaching faculty, deans, librarians and A&P or professionals assigned to academic departments (such as an Artist-in-Residence). Full-time members of the teaching faculty who are given a reduced teaching load because of a part-time non-teaching assignment--including area coordinators and department chairs - - maintain voting membership in these meetings. Members of the following groups shall be non-voting members in these meetings: all part-time faculty, professor emeriti, administrators with faculty rank other than academic deans, and a representative designated by the Student Government Association.

Section 3. Meetings of the general faculty may be called by the President of the University, the PVPAA, the Executive Committee of the Senate, 40% of the voting membership of the Senate, or by petition to the Executive Committee by 40 members of the general faculty.

Section 4. The chair of the Senate shall preside at these meetings. The general faculty shall be empowered to amend or rescind any act of the Faculty Senate by a majority vote in a meeting with a 55% quorum.

Section 5. A quorum at each meeting shall normally be 40% of the voting membership. A quorum of 55% of the voting membership shall be necessary for amending the By-Laws or for amending or rescinding an act of the Faculty Senate.

ARTICLE XVI -- FACULTY REPRESENTATIVE TO THE BOARD OF VISITORS

Section 1. The Faculty Representative to the Board of Visitors shall be a tenured member of the

faculty who shall represent the faculty before the Board and shall also attend meetings of the general faculty, the Executive Committee when it meets with the President, and the Senate in order to hear faculty concerns.

Section 2. The member of the faculty shall be elected by the voting members of the general faculty at the spring meeting of that body. The term shall begin with the following academic year.

Section 3. The term of office shall be for two years, beginning with the academic year following election, with eligibility for re-election. Any person who serves two consecutive terms must be out of the position for a year before serving another term.

ARTICLE XVII -- ADMINISTRATIVE SUPPORT

Section 1. The administration shall provide reasonable administrative support for the operation of the Senate and its committees, including the timely distribution of agenda minutes, and reports to all interested parties.

Section 2. The Executive Committee shall work with administration on these matters.

ARTICLE XVIII -- PARLIAMENTARY AUTHORITY

Section 1. For procedures not covered in these By-Laws, the most recent edition of Robert's Rules of Order. Newly Revised shall be the authority.

Section 2. The Executive Committee shall appoint a parliamentarian from the Senate.

ARTICLE XIX -- AMENDMENTS

Section 1. These By-Laws may be amended by a 2/3 vote of the general faculty.

Section 2. The Senate and the general faculty must receive notice of such proposed amendments at least two weeks prior to any vote on the amendments.

Section 3. Amendments are subject to the approval of the Board of Visitors.

Approved by the Longwood Board of Visitors Executive Committee, March 16, 1995, as authorized by the Board of Visitors, February 4, 1995, October 19, 1996, June 11, 2021 Opening Faculty Meeting, August 20, 2010, August 17, 2012, August 23, 2013, August 17, 2018. Closing Faculty Meeting, March 25, 2021, March 24, 2022.

B. COMMITTEE STRUCTURE OF THE UNIVERSITY

One important aspect of faculty participation in university governance is active participation in committee work. Committees may originate from many sources; some committees having faculty representation are appointed by various members of the administration, departments appoint or elect various committees to carry out their activities, committees may be mandated by legislation, or committees may be formed by the Faculty Senate or the Executive Committee of the Faculty Senate. This Manual contains committee descriptions for the standing committees of the Faculty Senate and for certain other committees that report to the Faculty Senate or have significant faculty representation. Temporary ad hoc committees and the numerous department level committees are not described here. Some standing university committees with faculty representation, such as the Golf Course Committee and the Landscape Planning Committee, are also not included here. Faculty interested in such committees should contact the office of the Provost and Vice President for Academic Affairs for additional information. The committees listed below have committee descriptions in this Manual.

Committees in the by-laws of the Faculty Senate:

[Executive Committee of the Senate](#)

[Committee on Educational Policy](#)

[Committee on Faculty Awards](#)

[Committee on Faculty Development](#)

[Committee on Faculty Status and Grievances](#)

[Committee on Finance and Planning](#)

[Committee on Promotion and Tenure Policies and Procedures](#)

Other standing committees of the Faculty Senate:

[Advisory Committee for the Center for Faculty Enrichment](#)

[Advisory Committee for the Office of Brock Experiences for Transformative Learning](#)

[Advisory Committee for the Office of Student Research](#)

[Civitas Core Curriculum Committee](#)

[College Curriculum Committees](#)

[Committee on Academic Program Assessment and Review](#)

[Cormier Honors College Advisory Committee](#)

[Course Materials Affordability Committee](#)

[Library Advisory Committee](#)

[Longwood Senior Thesis Committee](#)

[Student Showcase Organizing Committee](#)

[Undergraduate Petitions Committee](#)

Other committees that report to the Faculty Senate:

[Academic Chairs Council](#)

[Academic Technology Advisory Committee](#)

[Graduate Council](#)

[Liberal Studies Curriculum Committee](#)

Certain other university committees with significant faculty representation:

[Center for Global Engagement Advisory Council](#)

[Committee on Faculty-Led Short-Term Study Abroad Programs](#)

[Institutional Animal Care and Usage Committee](#)

[Institutional Biosafety Committee](#)

[Intercollegiate Athletic Council](#)

[Longwood Committee on Intellectual Property](#)

[Longwood University Institutional Review Board](#)

[Professional Education Council](#)

C. SCHEDULE OF ELECTIONS

Many facets of the University governance structure require elections by either the entire Senate or by departments. Elections must occur in a timely manner so as not to impede the smooth operation of governance. Times specified for elections are outlined below for quick reference by affected parties.

1. Departmental elections:

- a. College and University Curriculum Committee members [usually chairs of departmental curriculum Committees] should be chosen by the end of the first week of the fall term.
- b. Promotion and Tenure Committees, and committee chairs - by the end of second semester for the subsequent year.

2. Faculty-wide elections:

- a. Members of the Committee on Faculty Status and Grievances - election is held during the month of February.
- b. Members of Faculty Senate - election is held during the first two weeks of the spring semester for terms which begin July 1.
- c. Faculty Senate officers - election is held during the last regularly scheduled meeting of the Senate each year.

D. ACADEMIC CHAIRS COUNCIL

1. Purpose and Duties: The Academic Chairs Council is an advisory committee to the Senate and, in this capacity, recommends policy on academic rules and regulations. In addition, the committee is an advisory body for the Provost and Vice President for Academic Affairs (PVPAA) and serves as a valuable link in disseminating information between the academic administration and the departments. All matters pertaining to the academic well-being of the institution are within the purview of this committee.
2. Membership: Varies with the number of academic departments.
3. Ex-officio Members: All members of this committee are ex-officio, since they all serve by virtue of position. Membership shall consist of the department chair for each academic department and the Director of Teacher Preparation. The PVPAA shall be a non-voting member of the committee; all other members shall have a vote.
4. Tenure Restrictions: None
5. Departmental Restrictions: Chair of each department.
6. Other Restrictions: None
7. Term of Office: Duration of time in position.
8. Method of Selection: By virtue of position.
9. Chair: A committee of three department chairs, representing at least two of the three colleges and elected at the last meeting of the spring semester, schedules meetings and sets the agenda. One member of this committee is elected to preside at meetings.
10. Reporting Route: To the Faculty Senate and to the PVPAA.

Reference: Minutes of the Faculty Senate, April 12, 2012; February 11, 2021.

E. ACADEMIC TECHNOLOGY ADVISORY COMMITTEE

1. **Purpose and Duties:** The responsibility of this committee is to serve as an advisory committee on technology issues that impact the institution:
 - a. explore major shifts in technology;
 - b. continuously assess and suggest revisions to the technology vision of the institution;
 - c. assist in proposing and crafting policy and procedures about academic uses of technology;
 - d. facilitate open communication among faculty, staff and students about academic uses of technology;
 - e. provide strategic plan support for academic use of instructional technology;
 - f. suggest standards for the acquisition of campus technology that support teaching and learning.
2. **Membership:** 9 faculty members – at least 1 member from each college and at least 1 member from the library; 1 member from information technology support services; 1 member from instructional technology services; and 1 member from the student body.
3. **Ex Officio Members:** Instructional Technology management team; volunteer(s) from part time on-line faculty and/or non-tenure track instructors.
4. **Tenure Restrictions:** None
5. **Departmental Restrictions:** None
6. **College Restrictions:** At least 1 member from each college.
7. **Other Restrictions:** If possible, faculty members should have both face-to-face and blended/hybrid, or online teaching experience and training.
8. **Method of Selection:** Faculty members appointed by the Senate Executive Committee of the Faculty Senate, other members appointed by department heads.
9. **Chair:** Chair will be a faculty member chosen by the committee. One committee member from the technology departments will be selected by the committee to serve as the ex-officio co-chair. Duties of the chair(s) will include creating agenda for meetings.
10. **Reporting Route:** To the faculty senate, Dean of the College of Graduate and Professional Studies, and Vice President and CIO of Information Technology.

Reference: Minutes Faculty Senate September 19, 2013

F. ADVISORY COMMITTEE FOR THE CENTER FOR FACULTY ENRICHMENT

1. **Purpose and Duties:** Meet to discuss the needs of faculty, including teaching, research, and leadership development. Serve as a liaison with colleges and campus partners.
2. **Membership:** Director, Center for Faculty Enrichment (CAFE); Assistant Directors, CAFE; CAFE Faculty Consultants (e.g., Teaching Writing, Teaching Speaking, Diversity & Inclusion); 1 representative from the Greenwood Library; 1 representative from Assessment & Institutional Research; 1 representative from Digital Education Collaborative.
3. **Ex-Officio Members:** None
4. **Tenure Restrictions:** None
5. **Departmental Restrictions:** None
6. **College Restrictions:** None
7. **Other Restrictions:** None
8. **Term of Office:** One year, eligible for re-appointment
9. **Method of Selection:** Appointed by the Director of CAFE in consultation with the PVPAA
10. **Chair:** Director of CAFE
11. **Reporting Route:** To the PVPAA

Reference: Minutes of Faculty Senate, April 11, 2019

G. ADVISORY COMMITTEE FOR THE OFFICE OF BROCK EXPERIENCE FOR TRANSFORMATIVE LEARNING

1. **Purpose and Duties:** The Advisory Committee will meet regularly to develop procedures for Brock Experiences, plan for and execute professional development for Brock faculty leads/Fellows, and make recommendations to the Provost and Vice President for Academic Affairs (PVPAA) for annual Brock Experience offerings.
2. **Membership:** Director, Brock Experiences for Transformative Learning; 1 librarian from the Greenwood Library; 1 faculty representative from the Center for Faculty Enrichment (CAFE); no more than four (4) additional faculty members.
3. **Ex-officio Members:** Staff member representing the Student Affairs or Student Success units, with full voting privileges.
4. **Tenure Restrictions:** None
5. **Departmental Restrictions:** None
6. **College Restrictions:** None.
7. **Other Restrictions:** At least half of the members of the Advisory Committee must have experience participating in a Brock Experience.
8. **Term of Office:** Members serve 3-year staggered terms.
9. **Method of Selections:** Appointed by the Provost and Vice President for Academic Affairs upon nomination by the Executive Committee of the Faculty Senate and in consultation with the Director of Brock Experiences.
10. **Chair:** Director of Brock Experiences for Transformative Learning.
11. **Reporting Route:** To the PVPAA.

References: Minutes Faculty Senate; April 20, 2023

H. ADVISORY COMMITTEE FOR THE OFFICE OF STUDENT RESEARCH

1. **Purpose and Duties:** Advise on decisions regarding student research and travel grants, faculty excellence in mentoring awards, and other OSR initiatives. Serve as a liaison with colleges and campus partners.
2. **Membership:** Director, Office of Student Research (OSR); Director of Perspectives on Research in Science and Mathematics (PRISM) program; Director of Undergraduate Research Apprentice Program; 1 faculty representative from the Longwood Senior Thesis committee; 1 faculty representative from the Student Showcase Organizing committee; 1 faculty representative from the *Incite* Faculty Advisory Board; 1 representative from the Greenwood Library; 1 representative from the College of Graduate and Professional Studies.
3. **Ex-Officio Members:** None
4. **Tenure Restrictions:** None
5. **Departmental Restrictions:** None
6. **College Restrictions:** None
7. **Other Restrictions:** None
8. **Term of Office:** One year, eligible for re-appointment
9. **Method of Selection:** Appointed by the Director of OSR in consultation with the PVPAA
10. **Chair:** Director of Office of Student Research
11. **Reporting route:** To the PVPAA.

Reference: Minutes Faculty Senate, April 20, 2023

I. CENTER FOR GLOBAL ENGAGEMENT ADVISORY COUNCIL

1. **Purpose and Duties:** The Center for Global Engagement Advisory Council (CGEAC) shall promote and support the internationalization of the campus through its standing sub-committees.
2. **Membership:** The total membership of the CGEAC will be 16.
 - a. Voting members: 3 faculty members, at least two with study abroad experience; and representatives from the following units: Athletics, Student Affairs, Registrar, and Admissions.
 - b. Ex-officio voting members: director of the International Studies minor; associate deans of CBE, CCCAS, and CEHHS; deans of CGPS, CHC, and Greenwood Library
 - c. Ex-officio non-voting members: Executive Director of the CGE, Associate Director of the CGE
3. **Sub-committees:** Sub-committees of the CGEAC include but are not restricted to: Study Abroad, Faculty/Staff Development, Policies and Procedures, International Student/Scholar Experience, Campus-Wide International Programming, Academic Initiatives. Sub-committees may include additional faculty members invited by the Executive Director of the CGE.
4. **Tenure restrictions:** None.
5. **Departmental restrictions:** None.
6. **University restrictions:** One from each of the Cook-Cole College of Arts and Sciences, the College of Business and Economics, and the College of Education, Health, and Human Services.
7. **Other restrictions:** None
8. **Term of office:** Non-ex-officio voting members will serve a term of three years, with no limit on the number of terms served.
9. **Method of selection:** Faculty members will be nominated by the Executive Committee of the Faculty Senate and appointed by the PVPAA in consultation with the CGE Executive Director. Representatives from Athletics, Student Affairs, Registrar, and Admissions will be selected by PVPAA in consultation with the Executive Director of the CGE.
10. **Chair:** Executive Director of the CGE
11. **Reporting route:** The CGEAC will recommend policy changes to the PVPAA through the Executive Director of the CGE.

Reference: Minutes of Faculty Senate October 31, 2019.

J. CIVITAE CORE CURRICULUM COMMITTEE

1. **Purpose and Duties:** The Civitae Core Curriculum Committee is responsible for coordinating, overseeing, assessing, and reporting about the Longwood University Civitae Core Curriculum program in conveying content knowledge to, and developing the cognitive abilities of, Longwood University students and graduates. The committee, led by the Director of the Civitae Core Curriculum, will consolidate and evaluate information about the performance of the Civitae Core Curriculum program's curricular and co-curricular elements with the aid of appropriate administrative offices (e.g., Assessment, Institutional Research, Writing Center). The Committee will evaluate the Civitae Core Curriculum on a rotating three-year cycle and will, when necessary, make specific recommendations for change to the Educational Policy Committee for curricular action or to appropriate parties for changes in co-curricular elements.
 2. **Specific Responsibilities of the Committee (including, but not limited to)**
 - a. Oversee and recommend changes in the Civitae Core Curriculum program and process
 - b. Consult with each academic program to confirm their Pillar category selection on a regular basis.
 - c. Coordinate the design of Civitae Core Curriculum three-year rotation assessment
 - d. Evaluate assessment data for Civitae Core Curriculum (e.g., goals, courses)
 - e. Develop and update an ongoing plan for faculty development in Civitae Core Curriculum
 - f. Coordinate co-curricular activities for the Inquiry into Citizenship and Symposium on the Common Good courses, including speakers, designed to enhance the common experience
 - g. As needed, make recommendations for Civitae Core Curriculum in the areas of
 - i. Curriculum
 - ii. Faculty development for Civitae Core Curriculum
 - iii. Assessment of Civitae Core Curriculum both substantive and structural
1. If a section of CTZN 110 is found unsatisfactory following a review, the section may be placed on a three-year probationary period. If substantial progress is not made, the Director of the Civitae Core Curriculum Committee will discuss with the appropriate department chair the removal of that section of CTZN 110 from the list of sections offered.
 2. If a section of CTZN 410 is found unsatisfactory following a review, the section may be placed on a three-year probationary period. If substantial progress is not made, the Director of the Civitae Core Curriculum Committee will discuss with the appropriate department chair the removal of that section of CTZN 410 from the list of sections offered.
 3. If a course is found unsatisfactory following a review, the course may be placed on a three-year probationary period. If substantial progress is not made, the

Civita Core Curriculum Committee may recommend to the appropriate College Curriculum Committee and to the Educational Policy Committee the removal of courses from the list of approved Civita Core Curriculum courses.

- iv. Student awareness of Civita Core Curriculum program and purpose
 - v. Co-curricular activities
 - h. Oversee all aspects of the phase out of the General Education Program.
3. **Membership:** The committee will be a standing committee of the Faculty Senate. The committee will consist of five voting directors and coordinators, seven to nine additional voting members, and three non-voting ex-officio members.
- a. The Director of Civita Core Curriculum oversees the development and implementation of the Longwood University Civita Core Curriculum and chairs the Civita Core Curriculum Committee. The Director is appointed by the PVPAA and receives half time release (generally two courses) each semester in addition to compensation for additional responsibilities and summer work (comparable to department chairs). The term of the appointment is three years and is subject to review annually by the PVPAA. The Director may be re-appointed at the discretion of the PVPAA.
 - b. The CTZN 110/Inquiry into Citizenship Course Coordinator oversees and coordinates the development, teaching, and assessment of the first-year CTZN 110 course. Along with the CTZN 410 Coordinator, the CTZN 110 Coordinator is responsible for coordinating the assessment of Critical Thinking (CT) and Civic Engagement (CE), SCHEV competencies. The Coordinator is appointed by the PVPAA in consultation with the Civita Core Curriculum Director, receives quarter time release (generally one course) each semester, compensation for additional responsibilities and summer work (comparable to program coordinators), and reports to the Civita Core Curriculum Director. The term of the appointment is three years and is subject to review annually by the Director of the Civita Core Curriculum and the PVPAA. The coordinator may be re-appointed at the discretion of the PVPAA.
 - c. The CTZN 410/Symposium Course Coordinator oversees the development, teaching, and assessment of the Symposium course (CTZN 410). Along with the CTZN 110 Coordinator, the CTZN 410 Coordinator is responsible for coordinating the assessment of Critical Thinking (CT) and Civic Engagement (CE), SCHEV competencies. The Coordinator is appointed by the PVPAA in consultation with Civita Core Curriculum Director, receives three-eighths time release (generally three courses) each year, compensation for additional responsibilities and summer work (comparable to program coordinators), and reports to the Civita Core Curriculum Director. The term of the appointment is three years and is subject to review annually by the Director of the Civita Core Curriculum and the PVPAA. The coordinator may be re-appointed at the discretion of the PVPAA.
 - d. The Writing Coordinator oversees and coordinates the development, teaching, and assessment of writing-infused courses in the Civita Core Curriculum. The Coordinator

receives quarter time release (generally one course) each semester, compensation for additional responsibilities and summer work (comparable to program coordinators), and reports to the Civitae Core Curriculum Director. The term of the appointment is three years and is subject to review annually by the Director of the Civitae Core Curriculum and the PVPAA. The coordinator may be re-appointed at the discretion of the PVPAA.

- e. The Speaking Coordinator oversees and coordinates the development, teaching, and assessment of speaking-infused courses in the Civitae Core Curriculum. The Coordinator receives quarter time release (generally one course) each semester, compensation for additional responsibilities and summer work (comparable to program coordinators), and reports to the Civitae Core Curriculum Director. The term of appointment is three years and is subject to review annually by the Director of the Civitae Core Curriculum and the PVPAA. The coordinator may be re-appointed at the discretion of the PVPAA.

Seven voting members represent one category of the Civitae Core Curriculum and/or a SCHEV competency:

- a. Aesthetic Expression
- b. Global Citizenship
- c. Historical and Contemporary Insights
- d. Human Behavior and Social Institutions
- e. Information Literacy
- f. Quantitative Reasoning
- g. Scientific Reasoning

Two additional at-large voting members are possible in order to ensure representation from the Cook-Cole College of Arts and Sciences, the College of Business and Economics, and the College of Education, Health, and Human Services. These positions will remain unfilled if representation from these three colleges is already met.

Non-voting ex-officio members of the Committee shall be

- a. The Director of Assessment or designee
- b. The Director of CAFE or designee
- c. Senior Director of Student Success and Retention or designee

4. Tenure Restrictions:

- a. The Director of Civitae Core Curriculum, CTZN 110 Coordinator, and CTZN 410 Coordinator must be tenured.
- b. The Writing Coordinator, Speaking Coordinator, and the additional voting members have no tenure restrictions.

5. Departmental Restrictions: No more than 2 from each department.

6. **College Restrictions:** At least one member from each of the following colleges: College of Education, Health, and Human Services, the College of Business and Economics, and the Cook-Cole College of Arts and Sciences.
7. **Other Restrictions:** None.
8. **Term of Office:** The term of office on this committee, including director and coordinators, shall be for three years, but individuals may serve additional terms.
9. **Method of Selection:**
 - a. The director will be appointed by the PVPAA, in consultation with the Academic Chairs Council. The four coordinators will be appointed by the PVPAA, in consultation with the Director of Civitae Core Curriculum and the Academic Chairs Council. The director and the coordinators can be reappointed at the discretion of the PVPAA.
 - b. Each of the additional voting members will be nominated by the Faculty Senate Executive Committee.
10. **Chair:** Director of the Civitae Core Curriculum
11. **Reporting Route:** To the Faculty Senate and PVPAA

Reference: Faculty Senate, November 3, 2016, November 2, 2017, April 25, 2019.

K. COLLEGE CURRICULUM COMMITTEES

1. **Purpose and Duties:** Each college shall have a curriculum committee that shall be responsible for reviewing curricular changes within the college.
2. **Membership:** Varies with size of college.
3. **Ex-officio Members:** The dean of each college shall serve as a non-voting member of that college's curriculum committee.
4. **Tenure Restrictions:** None
5. **Departmental Restrictions:** None
6. **College Restrictions:** For a college with more than 3 departments, the chairs of the departmental curriculum committees shall comprise the committee. For a college with 3 or fewer departments, the college shall establish a committee of at least 3 and not more than 7 members, to be composed of all curriculum committee chairs and additional elected members. The College of Business and Economics will have only one curriculum committee consisting of four members with two being elected from each department.
7. **Other Restrictions:** None
8. **Term of Office:** Determined by departmental limitations on term of office for curriculum committee chairs.
9. **Method of Selection:** Determined by departmental procedures for selection of curriculum committee chairs; should be completed by the end of the first week of the fall term.
10. **Chair:** The chair of each college curriculum committee shall be elected by that committee.
11. **Reporting Route:** To the Committee on Educational Policy.

References: By-Laws of the Longwood Assembly and the College Council. Faculty Senate September 7, 2000.

L. COMMITTEE ON ACADEMIC PROGRAM ASSESSMENT AND REVIEW

1. **Purpose and Duties:** The committee shall be responsible for reviewing and making recommendations on the quality and effectiveness of academic programs. To promote quality and effectiveness, the committee will monitor, review, and evaluate all Annual Academic Assessment and Planning Reports from each program area except those related to general education (which is under the purview of the Civitae Core Curriculum Committee). The committee will also evaluate Program Reviews from non-accredited program areas. All Committee findings will be reported to the college dean and the department chair in which the program resides to ensure compliance with the current Longwood assessment policy. The committee will also make recommendations to the Senate on issues related to assessment of academic programs.
2. **Membership:** 7 full-time faculty (minimum of one Senator and one graduate faculty).
3. **Ex-officio Members:** Assessment Coordinator from Office of Assessment and Institutional Research (non-voting) and the 4 Assistant/Associate Deans (voting) with assessment responsibilities (one from Cook-Cole College of Arts and Sciences, one from College of Business and Economics, one member from College of Education, Health, and Human Services, and one from the College of Graduate and Professional Studies).
4. **Tenure Restrictions:** None
5. **Departmental Restrictions:** No more than 1 from a department.
6. **College Restrictions:** None.
7. **Other Restrictions:** None.
8. **Term of Office:** The term of office shall be for three years and the terms of service will be staggered. Members may be reappointed.
9. **Method of Selection:** The 7 full-time faculty will be nominated by the Faculty Senate Executive Committee and approved by the Faculty Senate. The 4 Assistant/Associate Deans and Assessment Coordinator from Office of Assessment and Institutional Research are selected by virtue of position.
10. **Chair:** Appointed by the Executive Committee of the Faculty Senate.
11. **Reporting Route:** To the Faculty Senate.

Reference: Faculty Senate, February 18, 2010, February 20, 2014, February 4, 2016, April 11, 2019.

M. COMMITTEE ON EDUCATIONAL POLICY

1. **Purpose and Duties:** This committee shall make recommendations to the Senate on curriculum proposals, academic programs, degree requirements, academic rules and regulations, general education, Civitae Core Curriculum, the graduate program, and admissions policy. With the consent of the Provost, the committee makes changes to the curriculum handbook as needed.
2. **Membership:** The committee shall consist of the chairs of the curriculum committees established by each academic college and the College of Graduate and Professional Studies; the chair of the Professional Education Council; and 8 faculty members including at least 2 senators.
3. **Ex-officio Members:** Registrar (non-voting, serves as secretary to the committee); SACSCOC/SCHEV liaison, or designee (non-voting).
4. **Tenure Restrictions:** None
5. **Departmental Restrictions:** No more than 1 from each department, unless there are good reasons to make exceptions.
6. **College Restrictions:** At least one from each college
7. **Other Restrictions:** None
8. **Term of Office:** The term of office on this committee shall be for one year, but individuals may serve additional terms.
9. **Method of Selection:** The faculty members are appointed by the Executive Committee of the Faculty Senate. The curriculum committee chairs are determined by procedures governing their selection in the colleges.
10. **Chair:** Appointed by the Executive Committee of the Faculty Senate.
11. **Reporting Route:** To the Faculty Senate.

References: By-laws of the Faculty Senate, Opening Faculty Meeting, August 20, 2010; April 23, 2015. Faculty Senate Meeting; February 11, 2021

N. COMMITTEE ON FACULTY AWARDS

1. **Purpose and Duties:** This committee shall make recommendations to the Senate on policies on faculty awards. This committee shall make recommendations on faculty awards to the appropriate administrative offices.
2. **Membership:** 7 faculty members including at least 2 Senators.
3. **Ex-Officio Members:** None.
4. **Tenure Restrictions:** None.
5. **Departmental Restrictions:** No more than 1 from each department unless there are good reasons to make exceptions.
6. **College Restrictions:** At least 1 from each college.
7. **Other Restrictions:** None.
8. **Term of Office:** 1 year; eligible for reappointment.
9. **Method of Selection:** Appointed by the Executive Committee of the Faculty Senate.
10. **Chair:** Appointed by the Executive Committee of the Faculty Senate.
11. **Reporting Route:** To the Faculty Senate.

O. COMMITTEE ON FACULTY STATUS AND GRIEVANCES

1. **Purpose:** The purpose of the Faculty Status and Grievances Committee shall be to act as a liaison and hearing committee between faculty members or between the faculty and administration, at the request of either, in matters affecting faculty status. The Committee shall report on the number of cases it has heard to the Senate and to a meeting of the general faculty at least once a year. This Committee shall conform to procedures as approved by the Senate and published in the *Faculty Policies and Procedures Manual*.
2. **Membership:** 5 members; 4 alternates.
3. **Ex-officio Members:** None
4. **Tenure Restrictions:** Members must be tenured.
5. **Departmental Restrictions:** The entire committee (regular members plus alternates) may have no more than two members from the same department. Only one person from a department may serve as a regular member.
6. **College Restrictions:** The Cook-Cole College of Arts and Sciences, the College of Business and Economics, and the College of Education, Health, and Human Services will all be represented on the committee.
7. **Other Restrictions:** Any faculty member with tenure may be elected to membership on the committee with the exception, made to avoid conflicts of interest, of the following persons:
 - a. Department chairs, Assistant Deans, Associate Deans, Dean, Vice Presidents, Assistant Provosts, Associate Provosts, and Provost.
 - b. Members of the Faculty Senate Executive Committee.
 - c. Faculty Representative to the Board of Visitors.
8. **Term of Office:** The term of office for committee members shall be 2 calendar years beginning immediately after the first April Senate meeting when the results of the election are announced. In the event that a case is still in progress, the current members would end their term when the case is concluded. An alternate shall serve for one calendar year. Regular members may not serve consecutive terms. An alternate may be reelected as an alternate or elected as a member. Terms are staggered so that either 2 or 3 committee members will rotate off each year.
9. **Method of Selection:**
 - a. Elections shall be held annually.
 - b. Those members listed in the official faculty roster and librarians who hold faculty rank shall be eligible to vote. The official faculty roster is provided by Academic Affairs.
 - c. Academic Affairs will provide the list of eligible faculty members, after removing those holding administrative positions (see above) and those regular members rotating off the

committee by February 1. If February 1 falls on a weekend, then Academic Affairs will provide the list of faculty members on the following Monday.

d. Election of members.

- (1) During the month of February, the Committee on Faculty Status and Grievances shall provide each member of the faculty with a nominating ballot for selecting new members and alternates of the committee and at the same time shall inform the faculty as to the number of vacancies to be filled.
- (2) Each faculty member shall check the number of names equal to twice the number of vacancies to be filled (new members plus four alternates) and the checked list shall be returned to the faculty status chair who, with the assistance of the committee members, shall tabulate the results and prepare a list of nominees.
- (3) There shall be twice the number of nominees as there are vacancies to be filled, including alternates. The list of nominees will include at least two faculty members from each college. There may be no more than one nominee from a single department. The nominees will be contacted to confirm their willingness to serve.
- (4) The election ballots shall be distributed on behalf of the Committee on Faculty Status and Grievances to the members of the faculty eligible to vote. If using electronic voting, the process will be open for 5 business days, with a similar period used for paper ballots. Faculty will be instructed to vote for up to 6 individuals. Members of the committee will assist the chair in determining the winners of the elections.
- (5) The faculty member from each college receiving the most votes will be on the committee followed by the next two faculty members with the highest number of votes regardless of college. The individuals receiving the highest number of votes will become regular members (two or three) except that no department may have more than one member serving as a regular member. Those departments which do have a regular member may have another member of that department serve as an alternate, as long as both individuals do not serve at the same time. The alternate members will be selected in the order to be called by the number of votes they receive after regular members have been selected. Alternate members shall serve for only one year but may be reelected. In the case that all colleges are represented by returning members, the faculty members receiving the highest votes, assuming that there is not more than one person on the committee representing a department, will be invited to serve as a regular member of the committee. When at least one college is not being represented by returning members, the faculty member(s) in the college(s) receiving the highest number of votes will be invited to serve. After that, the remaining vacancies will be filled by inviting those with the highest number of votes to serve, observing the departmental restrictions noted above.

- (6) Committee members will break ties that impacts the composition of the list of nominees or the committee using a random, lottery-style process (draw names, etc.).
- (7) If for any reason, a member is unable to serve or complete their term, the position shall be filled by alternates in order of original vote tallies, while observing the college and departmental restrictions.
- (8) If there are not two faculty members from a specific college who receive votes, or if they all decline the invitation to serve, the committee will conduct a revote with nominees housed only in that college in the same manner as that described above. Voters will cast 3 votes.
- (9) The committee chair or designee will invite elected faculty members to serve. The communication should inform recipients that they will be unable to serve should they accept a position as department chair, dean, or provost or should they be elected to Faculty Senate Executive Committee or as Representative to the Board of Visitors.
- (10) The results of the election will be announced at the next Senate meeting.

10. Chair and Notification Requirements:

- a. The continuing and new members of the Committee on Faculty Status and Grievances shall meet to elect a chair for the following year before the final Senate meeting.
- b. The new members, the alternates, and the new chair shall be announced by the current chair at the final meeting. This information shall be recorded in the Senate minutes.

11. Conflicts of Interest:

- a. When a case is referred to the committee, the chair will provide the individual making the submission with the names of the committee members assigned to the case.
- b. If the individual making the submission feels that a member of the committee has a conflict of interest or cannot fairly judge the case, he or she may exercise their right to ask that the member be replaced.
- c. The individual(s) who is/are the subject of the grievance, if attending the hearing, may also request that an individual with a conflict of interest be removed.
- d. Committee members will disqualify themselves if the appeal involves a faculty member from their departments, or if it is felt that there is a conflict of interest.
- e. The committee member being removed will be replaced with an alternate. The chair will confirm with the individual submitting the case that the conflict of interest has been resolved.

12. Duties of the Committee:

- a. The committee shall act in matters of:
 - (1) A faculty member's grievance against the administration (See [O.14., Procedures for Appeals and Hearings](#));
 - (2) A faculty member's grievance against another faculty member(s) (See [O.14., Procedures for Appeals and Hearings](#)).
 - b. The committee shall act upon a written statement signed by the petitioner with a request for a hearing; if the grievance falls within the jurisdiction of the committee. The hearing shall be held as soon as possible after receipt of the request.
 - c. The committee shall keep confidential records of its proceedings for three years.
 - d. The committee shall create, distribute, and count ballots to select the next year's committee (for method of selection, see [O.9, Method of Selection](#)).
 - e. The recommendations of the committee shall be determined by majority vote.
13. **Authorities of the Committee:** The Committee on Faculty Status and Grievances has the authority to determine whether or not the petitioner has a legitimate grievance and, if legitimate, to recommend an appropriate remedy to the appropriate administrative level. A grievance is legitimate if:
- a. The established policies of the university as adopted by the Board have been violated.
 - b. The established procedures of the university have been violated.
 - c. Established procedure is not adequate or fair (in which case a recommendation for change should be suggested).
 - d. It appears that judgments concerning an individual's status have been made without properly considering all the evidence pertinent to the case, or
 - e. The grievance involves any issue affecting faculty status including (but not limited to the following):
 - (1) Tenure
 - (2) Contract renewal
 - (3) Promotion
 - (4) Salary (limited to due process)
 - (5) Merit increases (limited to due process)
 - (6) Academic freedom
 - (7) Unethical conduct
 - (8) Other general areas

14. Procedures for Appeals and a Hearings:

a. Faculty-Administrative Grievance Avenues of Appeals

Before the Committee on Faculty Status and Grievances can hear a grievance, the aggrieved faculty member must have appealed the decision through all administrative channels short of the President.

The appeal must start at the level at which the party was aggrieved or denied. The order of appeals is:

- (1) Departmental committee (if applicable)
- (2) Department chair (if applicable)
- (3) Dean of college (if applicable)
- (4) PVPAA
- (5) Committee on Faculty Status and Grievances

b. The administration may at its discretion refer matters of faculty status to the committee for recommended action. These referrals must be made in writing to the committee.

c. Faculty-Faculty Grievance Avenues of Appeal

Before the Committee on Faculty Status and Grievances can hear a grievance, the aggrieved faculty member must have appealed the decision through all administrative channels short of the President.

The appeal must start at the level at which the party was aggrieved or denied. The order of appeals is:

- (1) Intradepartmental complaints:
 - (a) Other party (through an intermediary if necessary)
 - (b) Department chair
 - (c) Dean of college
 - (d) PVPAA
 - (e) Committee on Faculty Status and Grievances
 - (f) President
- (2) Interdepartmental complaints:
 - (a) Other party (through an intermediary if necessary)
 - (b) One or both department chairs

- (c) One or both college deans
 - (d) PVPAA
 - (e) Committee on Faculty Status and Grievances
 - (f) President
- (3) The administration may at its discretion refer matters of faculty status to the committee for recommended action. These referrals must be made in writing to the committee.
- d. Timetables for appeals
- Timetables for appeals to the committee in tenure and promotion reviews are already established in [Section III.AA. Time Table For Tenure And Promotion To All Ranks](#). Timetables for other appeals, the responsible person named in [14. a.](#) and [14. b.](#) at each of the appeal levels must schedule, on a mutually agreed upon time and day, and hold a hearing with the aggrieved party within 10 working days of written receipt of the appeal. The responsible person must respond in writing to the aggrieved party with a decision on the matter within 5 working days of the hearing. If the responsible person does not hold the hearing or does not respond after the hearing within the prescribed time, the required effort to appeal at that level has been met and the aggrieved party may file an appeal at the next level.
- e. Disqualifications of Committee Members
- (1) If any Faculty Status and Grievances Committee member is from the same department as any party to the grievance, the Faculty Status and Grievance Committee member will be disqualified from sitting at the hearing.
 - (2) If any committee member(s) feel there is a conflict of interest present in the case, the committee member(s) may and should disqualify themselves.
 - (3) In the event that any member of the committee does not serve, an alternate, selected by order of precedence, will serve.
- f. Submitting a Request for a Hearing
- (1) Request for a hearing to the Faculty Status and Grievances Committee must be submitted using the Hearing Request Form. All requests must contain the information as required on the form to allow the committee to determine whether the grievance falls within the jurisdiction of the Faculty Status and Grievances. The Hearing Request Form is located at the end of the policy and on the Faculty Senate webpage.
 - (2) The Hearing Request Form must be submitted to the committee chair.

- (3) If the grievance falls within the jurisdiction granted to the committee, a date for the hearing shall be provided within 5 work days.
- (4) Upon establishing a hearing, the committee will invite the petitioner, the other person directly involved in the dispute (hereafter referred to as the respondent), and all other relevant parties to the hearing. Individuals invited to the hearing will be informed about the date and time of the hearing, nature of the grievance, procedures for the hearing, and instructions for preparing documents to be shared at the hearing.

g. Procedures for a Hearing

- (1) The following “Procedures for a Hearing” will be read aloud at the beginning of the hearing.
- (2) All Faculty Status and Grievance Committee members (barring those disqualified in [14.e.1-3](#) by conflict of interest) shall be present at all hearings and deliberations of the committee.
- (3) The committee will invite the petitioner, the other person directly involved in the dispute and all other relevant parties to the hearing.
- (4) Six copies of all documents being presented by the petitioner and respondent must be given to the committee chair at least 48 hours before the time set for the hearing. Upon receipt of the documents, the committee chair will distribute the documents to all individuals who will be present at the hearing.
- (5) If the petitioner wishes to provide additional witnesses, the committee must be notified at least 48 hours before the time set for the hearing and given the name, and a description of the relevance of each proposed witness to the proceeding. In its discretion, the committee may decline to hear a witness if it decides that the witness is irrelevant to the dispute.
- (6) The Provost and Vice President of Academic Affairs’ (PVPAA’s) office shall be notified of the nature of the hearing. The PVPAA may be requested to attend the hearing if the PVPAA has information pertinent to the case that, in the opinion of the committee, is not available elsewhere. The PVPAA will be present only for the portion of the hearing when the PVPAA is asked questions.
- (7) The President, or other individuals with information pertinent, may be requested to attend the hearing.
- (8) The petitioner and the respondent shall be present during the presentation of the evidence. Other witnesses will be sequestered.
- (9) The petitioner may have another faculty member present as a silent witness to the proceedings.

- (10) The petitioner is given the first opportunity to present their case followed by the respondent.
- (11) The committee members may ask questions of any party present to clarify evidence.
- (12) If committee needs additional evidence that it believes is essential in deciding the dispute, they may suspend the hearing and complete it as soon as the evidence is obtained.
- (13) The hearing will be recorded to preserve all oral evidence. In accordance with the committee's duties, all confidential records of its proceedings will be kept for three (3) years.
- (14) The deliberations of the committee after the hearing will be private, confidential and not recorded.
- (15) The decision of the committee will be reached by a majority vote and delivered by the chair within five (5) working days.

15. Outcome of the Appeal in a Hearing

- a. In cases between faculty, the Faculty Status and Grievances Committee will notify the petitioner, the other parties involved, the PVPAA, and the President of its decision and the reasons for it in writing as soon as possible after the hearing. (This is usually about two working days).
- b. If the petitioner appeals to the President, transcripts of the hearing will be made available to the President and the parties involved.
- c. In cases between the faculty and administration, the findings and recommendations of the committee will be furnished to the parties concerned, the President, and the PVPAA.

If the committee determines that the grievance was caused primarily by inadequate procedure, it should recommend specific procedural improvements to the PVPAA. These procedural recommendations shall be in a separate letter from the recommendations concerning the appeal.

If an appeal is made to the President, transcripts and records of the hearing will be available to the President and the parties involved.

- d. In the event that the committee, in its opinion, determines that there is a conflict of authority involved in a case, then it is the responsibility of the committee to seek an interpretation as to which authority takes precedence.
- e. If the committee's recommendations are in favor of the petitioner, and if, in the opinion of the committee, suitable action has not been taken within a reasonable time at the appropriate or highest University administrative level, the committee shall send a copy of the proceedings together with its recommendations to the President.

- f. In grievances between faculty members, if the services of the committee lead to a resolution that is mutually satisfactory to everyone concerned, no further action will be taken and no report made.

(1) Intradepartmental complaints:

- (a) If recommendations are made by the committee, copies will be furnished to the parties involved, to the department chair, and to all others to whom prior appeal had been made.
- (b) If, in the opinion of the committee, suitable action has not been taken within a reasonable time, the committee, at the request of either party, shall send its recommendations through as many levels of appeal as necessary.

(2) Interdepartmental complaints:

- (a) If recommendations are made by the committee, copies will be furnished to the parties involved and to all others to whom prior appeal had been made.
- (b) If, in the opinion of the committee, suitable action has not been taken within a reasonable time, the committee, at the request of either party may send its recommendations to either or both department chairs, deans, or the PVPAA, and through as many more levels of appeal as necessary.

Faculty Status & Grievances Committee Hearing Request Form

Overview: This form and related documentation are required to aid in the committee's determination of whether this issue falls within the jurisdiction of the committee. The committee chair can provide an electronic copy of this form upon request.

This form and the grievance summary shall be typed and submitted to the chair as one PDF document.

Person Making This Request (the petitioner or administrator)

Name:

Title:

Department/Office:

Office Phone:

Email:

Previous Grievance Appeal Records

Per the FPPM, before the Faculty Status and Grievances Committee can hear a grievance, the petitioning faculty member must have appealed the decision through all administrative channels short of the President.

The appeal must start at the level the party was aggrieved or denied and proceed through the levels of appeal as described in the FPPM. The administration may at its discretion refer matters of faculty status to the committee for recommended action. These referrals must be made in writing to the committee.

Given this, place a checkmark to identify if you are:

- ☐ An administrator referring a matter of faculty status for recommended action for one of the areas listed below.

OR

- ☐ A faculty member petitioning for a hearing who has appealed a decision for one of the areas listed below.

The Faculty Status and Grievances Committee has the authority to accept hearings for areas listed below. **Checkmark all below that apply to this hearing request.**

- ☐ Faculty Status: Tenure
- ☐ Faculty Status: Contract renewal
- ☐ Faculty Status: Promotion
- ☐ Faculty Status: Salary (limited to due process)
- ☐ Faculty Status: Merit increases (limited to due process)
- ☐ Faculty Status: Academic freedom
- ☐ Faculty Status: Unethical conduct
- ☐ Faculty Status: Other general areas
- ☐ Established policies as adopted by the Board have been violated
- ☐ Established procedures of the university have been violated
- ☐ Established procedure is not adequate or fair (recommendation for change should be suggested)
- ☐ Judgments concerning an individual's status appear to have been made without properly considering all the evidence pertinent to the case

Checkmark at which level the dispute first occurred (the level at which a party was aggrieved or denied) and write the date.

- ☐ Other party (for intradepartmental complaints only) / Date _____
- ☐ Departmental committee / Date _____
- ☐ Department chair / Date _____
- ☐ Dean of College / Date _____
- ☐ PVPAA / Date _____

Checkmark each level where the dispute was considered or heard and the date of that communication.

- ☐ Other party (for intradepartmental or interdepartmental complaints only) / Date _____
- ☐ Departmental committee / Date _____
- ☐ Department chair / Date _____
- ☐ Department chair #2 (intradepartmental complaints only) / Date _____
- ☐ College Dean / Date _____
- ☐ College Dean #2 (intradepartmental complaints only) / Date _____
- ☐ PVPAA / Date _____

Summary of Grievance: In **1 page**, list the parties involved and briefly summarize the nature of the grievance. The purpose of the summary is solely to aid in the determination of whether this issue falls within the jurisdiction of the committee. Further details and documentation will be requested if a hearing is scheduled.

References: Minutes of the Longwood Faculty, March 2, 1976; February 4, 1977; December 3, 1979; Minutes of the Organization of Teaching Faculty, April 13, 1981; April 4, 1985; May 1, 1986; Faculty Senate, March 18, 2010, April 6, 2017, April 21, 2022, February 29, 2024, April 18, 2024. Minutes of the Board of Visitors, May 7, 1976; May 16, 1986; June 10, 2010.

P. COMMITTEE ON FACULTY DEVELOPMENT

1. **Purpose and Duties:** The committee shall make recommendations to the Senate on policies on sabbatical and other academic leaves and policies on faculty development. The committee shall make recommendations to the appropriate administrative offices on faculty sabbatical and other academic leaves and on faculty development and research or training grants.
2. **Membership:** 7 faculty members including at least 2 Senators.
3. **Ex-officio Members:** None.
4. **Tenure Restrictions:** None. But see [7 below](#).
5. **Department Restrictions:** No more than one from a department unless there are good reasons to make exceptions.
6. **College Restrictions:** At least 1 member from each college
7. **Other Restrictions:** No current member of this committee may submit a proposal for either a sabbatical or a connections award. Committee members must hold the rank of professor or associate professor and be actively engaged in scholarly and/or creative research in their disciplines.
8. **Term of Office:** 1 year. Eligible for reappointment.
9. **Method of Selection:** Appointed by the Executive Committee of the Faculty Senate.
10. **Chair:** Appointed by the Executive Committee of the Faculty Senate.
11. **Reporting Route:** To the Faculty Senate.

References: By-Laws of the Faculty Senate. Faculty Senate, October 12, 2000.

Q. COMMITTEE ON FACULTY-LED SHORT-TERM STUDY ABROAD PROGRAMS

1. **Purpose and Duties:** The responsibility of this committee is to develop policy and procedures for faculty-led short-term study abroad programs delivering existing Longwood courses and to make recommendations to the Provost and Vice President for Academic Affairs regarding approval of faculty-led short-term study abroad programs, with a goal of ensuring a full, diverse, and viable menu of faculty-led programs that conform to best practices.
2. **Membership:** Six (6) faculty members.
3. **Ex-Officio Members:** Assessment Coordinator, Assistant Vice President for Accreditation and Compliance, Executive Director of International Affairs, and Director of Study Abroad, all with full voting privileges.
4. **Tenure Restrictions:** None.
5. **Departmental Restrictions:** None.
6. **College Restrictions:** At least one member from each of the three academic colleges will be required.
7. **Other Restrictions:** At least three of the faculty committee members must have experience leading short-term study abroad programs.
8. **Term of Office:** Faculty representatives serve 3-year staggered terms.
9. **Method of Selection:** Appointed by the Provost and Vice President for Academic Affairs (PVPAA) upon nomination by the Executive Committee of the Faculty Senate.
10. **Chair:** Appointed by the PVPAA. Meetings are convened as needed by the Director of Study Abroad and chaired by committee members on a rotating schedule. The Office of International Affairs provides administrative support related to distribution of materials.
11. **Reporting Route:** To the PVPAA.

References: Minutes of the Faculty Senate, December 1, 2016.

R. COMMITTEE ON FINANCE AND PLANNING

1. **Purpose and Duties:** This committee shall serve as an information link between the faculty and the administration on finance and budget. Committee members also serve as voting members of the University Planning Council.
2. **Membership:** 4
3. **Ex-officio Members:** None.
4. **Tenure Restrictions:** None.
5. **Departmental Restrictions:** No more than 1 from a department unless there are good reasons to make exception.
6. **College Restrictions:** At least 1 from each college.
7. **Other Restrictions:** Preferably at least one member of the committee will have experience teaching graduate-level classes at Longwood.
8. **Term of Office:** Three years, may be reappointed for up to two consecutive terms, with potential reappointment after one year off. Terms should be staggered to ensure a smooth transition from year to year.
9. **Method of Selection:** Appointed by the Executive Committee of the Faculty Senate.
10. **Chair:** Appointed by the Executive Committee of the Faculty Senate. Also serves as co-chair of the University Planning Council. Must have served at least one year on the Faculty Senate Committee on Finance and Planning.
11. **Reporting Route:** To the Faculty Senate. The chair will make regular reports to the Faculty Senate.

References: By-Laws of the Faculty Senate; Minutes of the Faculty Senate April 11, 2013, August 23, 2013.

S. COMMITTEE ON PROMOTION AND TENURE POLICIES AND PROCEDURES

1. **Purpose and Duties:** This committee shall make recommendations to the Senate on policies and procedures governing appointment, reappointment, rank, promotion, and tenure of faculty, and on policies and procedures governing faculty status appeals
2. **Membership:** 6 faculty members including at least 2 Senators.
3. **Ex-Officio Members:** None.
4. **Tenure Restrictions:** None.
5. **Departmental Restrictions:** No more than 1 representative from each department unless there are good reasons to make exceptions.
6. **College Restrictions:** At least 1 from each college.
7. **Other Restrictions:** One lecturer and at least one assistant professor
8. **Term of Office:** 1 year; eligible for reappointment.
9. **Method of Selection:** Appointed by the Executive Committee of the Faculty Senate.
10. **Chair:** Appointed by the Executive Committee of the Faculty Senate.
11. **Reporting Route:** To Faculty Senate.

Reference: By-Laws of the Faculty Senate.

T. CORMIER HONORS COLLEGE ADVISORY COMMITTEE

1. **Purpose and Duties:** It is the responsibility of this committee to advise the Dean of the Cormier Honors College.
2. **Membership:** 2 faculty representatives CCCAS; 1 CBE; 1 CEHHS; 1 at-large; 3 students
3. **Ex-officio Members:** Dean and Assistant Dean
4. **Tenure Restrictions:** None.
5. **Departmental Restrictions:** None.
6. **College Restrictions:** See above.
7. **Other Restrictions:** None.
8. **Term of Office:** 3 year staggered terms.
9. **Method of Selection:** Appointed by the Executive Committee of the Faculty Senate in consultation with the Dean of the Honors College.
10. **Chair:** Dean of Honors College.
11. **Reporting Route:** To the Faculty Senate.

References: Minutes of the Faculty Senate April 10, 2003; January 22, 2009

U. COURSE MATERIALS AFFORDABILITY COMMITTEE

1. **Purpose and Duties:** Committee members will serve as an advisory committee concerning course materials. They will explore current and future options and formats in course material adoptions, including open educational resources (OER), and will communicate this to campus stakeholders including faculty and students. They may propose and craft policy and procedure changes to the campus community including the bookstore, faculty and the registrar.
2. **Membership:** At least one member of the faculty from each college (The Cook-Cole College of Arts and Sciences, the College of Business and Economics, the College of Education, Health, and Human Services, College of Graduate and Professional Studies, Cormier Honors College), 1 representative from the Center for Faculty Enrichment (CAFE), 1 representative from the Digital Education Collaborative (DEC), 1 representative from Greenwood Library, 1 representative from the Registrar's Office, and 2 students.
3. **Ex-officio Members:** Bookstore manager and/or staff member; Dean of Greenwood Library.
4. **Tenure Restrictions:** None.
5. **Departmental Restrictions:** None.
6. **College Restrictions:** See above.
7. **Other Restrictions:** None.
8. **Term of Office:** 2-year terms; members are eligible to serve additional terms.
9. **Method of Selection:** Faculty and staff appointed by Executive Committee of Faculty Senate; students appointed by SGA.
10. **Chair:** Appointed by Executive Committee.
11. **Reporting Route:** To the Faculty Senate.

Reference: Minutes of the Faculty Senate November 1, 2012; February 4, 2016; April 23, 2020.

V. EXECUTIVE COMMITTEE OF THE SENATE

1. **Purpose and Duties:** The Executive Committee of the Faculty Senate shall guide the work of the Senate. It shall develop the agenda for Senate meetings and have responsibility for making appointments to and overseeing the committee system.

The full-time teaching faculty on the Executive Committee serve as an advisory committee to the President of the University, reporting its work in this capacity to the Senate and the general faculty in a timely and appropriate manner.

The full-time teaching faculty on the Executive Committee also serve as an advisory committee to the Provost and Vice President for Academic Affairs (PVPAA). The PVPAA shall keep the Executive Committee informed of policy proposals that affect the academic mission of the institution while the proposals are under development.

2. **Membership:** The 5 elected officers of the Senate (chair, deputy chair, 3 other members of the Senate) as listed in [Article IV, Section 1, of the Senate by-Laws](#); the PVPAA (non-voting).

Note: The Faculty Representative to the Board of Visitors, while not a member of the Executive Committee, joins with the five Senate officers when they are serving as an advisory committee to the President of the University.

3. **Ex-Officio Members:** All.
4. **Tenure Restrictions:** None.
5. **Departmental Restrictions:** None.
6. **College Restrictions:** At least one member from each of the three academic colleges.
7. **Other Restrictions:** None.
8. **Term of Office:** 1 year, beginning July 1.
9. **Chair:** Chair of the Faculty Senate.
10. **Reporting Route:** To the Faculty Senate and the general faculty.

Reference: By-laws of the Faculty Senate.

W. GRADUATE COUNCIL

1. **Purpose and Duties:** The duties of the Graduate Council shall include:
 - a. To formulate, review, establish, approve and forward to the Faculty Senate all academic policies for graduate education.
 - b. To establish guidelines and approve policy for graduate student admissions.
 - c. To establish guidelines and approve policy for requirements for all graduate degrees subject to approval by the Committee on Educational Policy.
 - d. To receive reports from the Graduate Curriculum Committee.
 - e. To develop policy for graduate student support.
 - f. To participate in periodic qualitative reviews of graduate programs.
 - g. To encourage research and teaching efforts at the graduate level.
 - h. To review and recommend nominees for the Graduate School awards as appropriate.
 - i. To provide for long-range academic planning related to graduate education.
 - j. To receive reports from the Graduate Petitions Committee.
 - k. To represent the interests of the Graduate Faculty and graduate students in the university.
 - l. To advise the Dean of the College of Graduate and Professional Studies on matters related to graduate education at the university.
2. **Membership:** One representative from each graduate program accepting applications, one representative from the library, and one graduate student representative.
3. **Ex-Officio Members:** The Dean and Assistant Dean(s) of the College of Graduate and Professional Studies (non-voting).
4. **Tenure Restrictions:** None.
5. **Departmental Restrictions:** None.
6. **College Restrictions:** None.
7. **Other Restrictions:** Council members must be current members of the graduate faculty.
8. **Term of Office:** Staggered three year terms. May be reelected.

9. **Method of Selection:** Each representative of a graduate program is elected by the graduate faculty in that program. The library representative is elected by the library faculty. The student representative is elected by the Graduate Student Association.

10. **Chair:** Elected by the Graduate Council members at the last spring meeting for a one year term of office with reelection possible.

11. **Ex Officio Member to Faculty Senate:** Shall be elected by Graduate Council at the last spring meeting for a one year term with reelection possible.

12. **Reporting Route:** To the Faculty Senate.

References: Board of Visitors, December 3, 2010, Minutes of the Faculty Senate, October 14, 2010, November 7, 2013, November 30, 2017.

X. GRADUATE CURRICULUM COMMITTEE

1. **Purpose and Duties:** The Graduate Curriculum Committee reviews proposals for new and revised graduate courses and graduate degree programs and makes recommendations to the Committee on Educational Policy.
2. **Membership:** Members shall consist of the Graduate Program Coordinators or their designee in the event they are the elected Graduate Council member.
3. **Ex-Officio Members:** The Dean of the College of Graduate and Professional Studies and the Assistant Dean(s) shall serve as non-voting members.
4. **Tenure Restrictions:** None.
5. **Departmental Restrictions:** None.
6. **College Restrictions:** None.
7. **Other Restrictions:** Committee members must be current graduate faculty.
8. **Term of Office:** May vary depending on the terms of office for Program Coordinators.
9. **Method of Selection:** Each Program Coordinator is appointed by the Chair of the department responsible for the program (following departmental bylaws).
10. **Chair:** Elected by the Graduate Curriculum Committee at the last spring meeting for a one year term of office with reelection possible.
11. **Reporting Route:** To the Graduate Council and the Committee on Educational Policy.

References: Faculty Senate, October 14, 2010, November 1, 2012, Board of Visitors, December 3, 2010

Y. GRADUATE PETITIONS COMMITTEE

1. **Purpose and Duties:** The responsibility of the Graduate Petitions Committee shall be to handle appeals from students requesting exemptions or variations from any university-wide academic rule or regulation.
2. **Membership:** 1 graduate faculty member from each graduate major, 1 alternate in case of conflict of interest, Chair of Graduate Council.
3. **Ex-officio Member:** Assistant Dean of the College of Graduate & Professional Studies (non-voting); Registrar (non-voting).
4. **Tenure Restrictions:** None.
5. **Departmental Restrictions:** None
6. **College Restrictions:** None
7. **Other Restrictions:** Members must be a member of Graduate Faculty.
8. **Term of Office:** 3 years, staggered terms.
9. **Method of Selection:** Appointed by the Graduate Council.
10. **Chair:** Elected by the committee.
11. **Reporting Route:** To the Graduate Council.

References: Faculty Senate, October 14, 2010, Board of Visitors, December 3, 2010

Z. INSTITUTIONAL ANIMAL CARE AND USAGE COMMITTEE

- 1. Purpose and Duties:** The responsibility of this committee is to review research proposals involving animal research to ensure adequate protection of the subjects involved. This committee is required by law.
- 2. Membership:** 7 including 1 community member outside of University and 1 veterinarian.
- 3. Ex-officio Membership:** None.
- 4. Tenure Restrictions:** None.
- 5. Departmental Restrictions:** None.
- 6. College Restrictions:** None.
- 7. Other Restrictions:** Appropriate members need to have some experience or understanding of conducting research with living organisms. At least 4 members need to have experience working with animals.
- 8. Term of Office:** 2 years, may be reappointed.
- 9. Method of Selection:** Appointed by the Provost and Vice President for Academic Affairs (PVPAA).
- 10. Chair:** Appointed by the PVPAA.
- 11. Reporting Route:** To the PVPAA.

Reference: Faculty Senate Minutes, April 25, 2019

AA. INSTITUTIONAL BIOSAFETY COMMITTEE

1. **Purpose and Duties:** The mission of the Institutional Biosafety Committee (IBC) at Longwood University is to ensure that research involving recombinant DNA (rDNA), synthetic nucleotides, infectious agents (pathogens), biological toxins, or select agents is classified at the appropriate biosafety level and done in accordance with all appropriate guidelines, regulations, and good safety practices. All institutions awarded funding from the National Institutes of Health (NIH) or the United States Department of Agriculture (USDA) for recombinant DNA research are required to form institutional biosafety committees (IBCs) which function in accordance with NIH *Guidelines for Research Involving Recombinant or Synthetic Nucleic Acid Molecule* (NIH Guidelines). All faculty members, staff employees, and students are included within the scope of these *Policies and Procedures*, as are collaborators and visitors from other organizations working with Longwood University faculty members, staff employees, or students. The Institutional Biosafety Committee Policies and Procedures Manual (IBCPPM) and the Biosafety Manual for Laboratory and Research Operations established by the Office of Environmental Health and Safety at Longwood University provide a review of the relevant regulatory requirements and University policies. The IBCPPM should be used in conjunction with the Biosafety Manual and University policies and procedures.
2. **Membership:** 5 members including two members not affiliated with the university who represent the surrounding community. The 3 remaining members are faculty conducting research with biosafety considerations.
3. **Ex-Officio Members:** None
4. **Tenure Restrictions:** None
5. **Departmental Restrictions:** None
6. **College Restrictions:** None
7. **Other Restrictions:** None
8. **Term of Office:** One year, eligible for re-appointment
9. **Method of Selection:** Appointed by the Vice President and Provost of Academic Affairs (PVPAA)
10. **Chair:** Faculty member with experience in biohazards
11. **Reporting Route:** To the PVPAA

Reference: Faculty Senate Minutes, April 25, 2019

BB. INTERCOLLEGIATE ATHLETIC COUNCIL

1. **Purpose and Duties:** The Intercollegiate Athletic Council shall have general oversight over athletic policy, paying particular attention to compliance with NCAA regulations and equal opportunity requirements. It is an advisory body to the Athletic Director and may make recommendations as it deems appropriate. The Intercollegiate Athletic Council is empowered to organize itself and to adopt rules and regulations to conduct its business.
2. **Membership:** The total membership of the IAC will be 21 of which 13 members vote.
 - a. **Voting Membership will include:** 8 faculty members including the Faculty Athletic Representative (FAR), 1 alumnus/a, the Director of Citizen Leadership and Social Justice Education, 1 President of the Student Athletic Advisory Committee (SAAC), and 1 student representative from the Government Association (SGA) and 1 staff representative from the Staff Advisory Committee (SAC).
 - b. **Non-voting Ex-officio membership will include:** the Director of Athletics, the Vice President for Administration and Finance, the Director of Recruitment for Admissions, the Associate VP of Enrollment Management and Student Success, the Senior Associate Athletics Director for Athletics Administration and Senior Woman Administrator (SWA), the Assistant Athletics Director for Academic and Leadership Development, Director of Student-Athlete Enhancement, and the Director of Compliance.
3. **Tenure Restrictions:** None
4. **Departmental Restrictions:** No more than 2 representatives from the same academic department.
5. **University Restrictions:** At least one, but no more than three representatives from each of the following colleges: Cook-Cole College of Arts and Sciences, College of Business and Economics, and College of Education, Health, and Human Services.
6. **Other Restrictions:** No member of the coaching faculty may serve; no member of the Lancer Club Board may serve.
7. **Term of Office:** Staggered 3 year terms for the faculty members; all others appointed annually.
8. **Method of Selection:** Student and Staff members are appointed by their respective Associations; faculty members will be nominated by the Executive Committee of the Faculty Senate and appointed by the PVPAA in consultation with the FAR.
9. **Chair:** Faculty Athletic Representative (FAR). *See outline of duties below.
10. **Meeting Stipulations:** The Intercollegiate Athletic Council will meet at least twice each semester; the Chair may call additional meetings as necessary. Members are expected to participate and attend most, if not all, of the yearly meetings.
11. **Reporting Route:** The Intercollegiate Athletic Council will send recommendations for policy change through the appropriate channels starting with the Director of Athletics and

progressing to a final approval from the Board of Visitors (BOV). The minutes of meetings will be taken by the Athletic Director's secretary, and distributed to all IAC members.

* NCAA Faculty Athletics Representative Responsibilities

A FAR is:

1. a member of the **faculty** appointed by President;
2. a **liaison** between the intercollegiate athletic program and the institution, thus a faculty voice ensuring balance between Academics and Athletics for the **benefit and welfare of the student-athlete**; and
3. an **official representative** of the institution in NCAA affairs.

The Three Prongs of an effective FAR are:

- Academic Integrity [within the athletic program]
- Student-Athlete Well-Being
- Institutional Control [of the athletic program]

1. Advisory Role

- a. The FAR will provide advice to the President regarding the conduct of the University's Intercollegiate Athletic Program. The FAR will meet with the President twice in the fall semester and twice in the spring semester each year.
- b. The FAR and the Athletic Director will have regular interaction to include wide-ranging discussions of the Intercollegiate Athletic program. Such meetings shall take place at least once per month.
- c. The FAR shall serve as Chair of the Intercollegiate Athletics Council.
- d. The FAR will provide an annual report to the Faculty Senate.
- e. The FAR will be the Athletic Eligibility Counselor to the NCAA.
- f. The FAR shall serve on the Awards Committee that annually celebrates student-athlete accomplishments.
- g. The FAR may serve on any committee that hires head coaches for any sport deemed appropriate.

2. Delegate to Regional and National Meetings

- a. The FAR has the ability to represent the University at the Annual NCAA Convention as the designated voting delegate.
- b. The FAR is expected to regularly attend the FARA Annual Meeting, NCAA Compliance Regional Rules Seminar, and NCAA Convention as well as other Conference meetings as appropriate.

3. Welfare of Student-Athletes

- a. The FAR will meet with the Student-Athlete Advisory Committee (SAAC) and its officers on a regular basis during the academic year, at least twice a month.
 - b. The FAR will oversee the Athletic Department assessments and the Student-Athlete activities, including exit interviews, athletic training reports and others.
 - c. The FAR will annually review the University academic advisement program for student-athletes. Each semester, the FAR will receive a report on academic performance by student-athletes.
 - d. The FAR should visit practices and games of all sports' teams as his/her schedule permits.
4. Institutional Compliance with NCAA rules
- a. The FAR will ensure that effective policies and procedures are in place to certify eligibility of student-athletes and compliance with all NCAA Regulations. The FAR will chair the University's Compliance Review Committee.
 - b. The FAR will play a central role in the investigation of any suspected major rules violations. The FAR will review and comment on all documents regarding major or secondary violations prior to forwarding of the institutional report to the NCAA.
 - c. The FAR will be responsible for the administration of the Coaches' Certification Test for off-campus recruiting. The FAR may delegate that responsibility to the Athletic Director or the Compliance Officer at times the FAR is not available.
 - d. The FAR shall be an active participant in all instances when Rules Education is applied at any level to coaches, student-athletes, staff, faculty, and constituents.

References: Minutes of the Faculty Senate, February 4, 2016, April 6, 2017.

CC. LIBERAL STUDIES CURRICULUM COMMITTEE

1. **Purpose and Duties:** The responsibilities of this committee are twofold: to review and revise curriculum and to support the Liberal Studies Program Coordinator in assessing program outcomes of all Liberal Studies concentrations.
2. **Membership:** Three members of the Cook-Cole College (to include the Liberal Studies Program Coordinator), with representation from among three of these four areas: natural sciences and mathematics, social sciences, humanities, and fine arts.
3. **Ex officio Members:** Associate Dean of the Cook-Cole College of Arts & Sciences and a representative from the Cormier Honors College, to be determined by the CHC Dean. Ex officio members are non-voting.
4. **Tenure Restrictions:** None.
5. **Other Restrictions:** None.
6. **Term of Office:** Staggered three-year terms, renewable.
7. **Method of Selection:** Named by the Dean of the Cook-Cole College of Arts & Sciences.
8. **Chair:** Liberal Studies Program Coordinator
9. **Reporting Route:** To the Cook-Cole College of Arts & Sciences Curriculum Committee.

Reference: Minutes of the Faculty Senate, April 8, 2010, April 23, 2020, February 11, 2021, October 24, 2024.

DD. LIBRARY ADVISORY COMMITTEE

1. **Purpose and Duties:** The purpose of the committee is to advise the Dean of Longwood Library in matters relating to service and collections, both print and electronic; serve as a liaison between the library and its users; and act as an advocate for the library.
2. **Membership:** 6 (4 Faculty Members, 1 Student, and the Dean of Longwood Library).
3. **Ex-officio Members:** Dean of Library (non-voting).
4. **Tenure Restrictions:** None.
5. **Department Restrictions:** None.
6. **College Restrictions:** Two faculty members from the Cook-Cole College of Arts and Sciences (one from mathematics or the natural Sciences; one from the social sciences or the humanities), one faculty members from the College of Business and Economics, one faculty members from the College of Education, Health, and Human Services. One student member.
7. **Other Restrictions:** At least one faculty member must also be a member of the Faculty Senate.
8. **Term of Office:** 2-year staggered terms, eligible to serve for additional terms.
9. **Methods of Selection:** Faculty members shall be appointed by the Executive Committee of the Faculty Senate. Student members shall be appointed by the Student Government Association.
10. **Chair:** Faculty member elected by committee at the first meeting.
11. **Reporting Route:** To the Faculty Senate.

References: Minutes of the Faculty Senate April 11, 2013; February 4, 2016.

EE. LONGWOOD COMMITTEE ON INTELLECTUAL PROPERTY

1. **Purpose and Duties:** This committee convenes as requested by the Provost and Vice President for Academic Affairs (PVPAA) to review and make recommendations regarding cases involving intellectual property issues. (See [Section II.P.](#))
2. **Membership:** 5 faculty members.
3. **Ex-Officio Members:** (non-voting): Director of the Office of Research, Grants, and Sponsored Projects, and Dean of the Library.
4. **Restrictions:** None
5. **Departmental Restrictions:** None
6. **College Restrictions:** Three faculty members from the Cook-Cole College of Arts and Sciences (one from Mathematics or the natural Sciences; one from social sciences; one from the humanities), one faculty member from the College of Business and Economics, one faculty member from the College of Education, Health, and Human Services.
7. **Other restrictions:** None
8. **Term of Office:** 3-year staggered terms.
9. **Method of Selection:** Appointed by the PVPAA (upon nomination by the Executive Committee of the Faculty Senate).
10. **Chair:** Appointed by the PVPAA.
11. **Reporting Route:** The PVPAA (see [Section II.P.](#)).

Reference: Minutes of the Faculty Senate, November 1, 2018

FF. LONGWOOD SENIOR THESIS COMMITTEE

1. **Purpose and Duties:** The purpose of this committee is to administer the Longwood Senior Thesis Program under the Office of Student Research. The duties of the committee are three-fold to review and approve thesis proposals, verify that thesis defenses are maintained at an acceptable level of academic rigor, and to aid OSR in disseminating a call for proposals that reaches both the potential faculty and student level participants.
2. **Membership:** 4 reps. CCCAS; 2 CEHHS; 1 COBE; 1 CHC. No more than one from any department.
3. **Ex-officio Members:** Director of the Office of Student Research, with full voting privileges.
4. **Tenure Restrictions:** None
5. **Departmental Restrictions:** None.
6. **College Restrictions:** See above.
7. **Other Restrictions:** None
8. **Term of Office:** 3 years; eligible for reappointment.
9. **Method of Selection:** Nominated by Executive Committee of the Faculty Senate and approved by the Director of the Office of Student Research.
10. **Chair:** Appointed by the Director of the Office of Student Research.
11. **Reporting Route:** To the Director of the Office of Student Research.

Reference: Minutes of the Faculty Senate, April 10, 2003; February 13, 2020; February 11, 2021

GG. LONGWOOD UNIVERSITY INSTITUTIONAL REVIEW BOARD

1. **Purpose and Duties:** The responsibility of this committee is to review research proposals involving human research to ensure adequate protection of the subjects involved. This committee is required by law.
2. **Membership:** 5, 1 from community outside of University.
3. **Ex-officio Membership:** None.
4. **Tenure Restrictions:** None.
5. **Departmental Restrictions:** None.
6. **College Restrictions:** None.
7. **Other Restrictions:** None.
8. **Term of Office:** 1 year, may be reappointed.
9. **Method of Selection:** Appointed by the Provost and Vice President for Academic Affairs (PVPAA).
10. **Chair:** Appointed by PVPAA.
11. **Reporting Route:** To the PVPAA.

HH. PROFESSIONAL EDUCATION COUNCIL

- 1. Purpose and Duties:** The purpose of the Professional Education Council (PEC) is a) to provide a forum to effectively collaborate, review, and discuss common issues that cross discipline and departmental lines in relation to the preparation of professional educators, b) to advise and provide recommendations to administrators and to programs that prepare education professionals to work in PK-12 schools regarding these issues, and c) to conduct curricular review and assessment to ensure compliance with CAEP standards for EPP-level action.
- 2. Membership:** The program coordinator/director from each teacher preparation program at both initial and advanced levels. The Director of Teacher Preparation, and the Deans of CCCAS, CEHHS, and CGPS are non-voting members. All of the members are ex-officio.
- 3. Tenure Restrictions:** None.
- 4. Departmental Restrictions:** None.
- 5. College Restrictions:** None.
- 6. Other Restrictions:** None.
- 7. Term of Office:** 1-year for program coordinators and program directors, subject to no term limits.
- 8. Method of Selection:** All members are ex-officio.
- 9. Chair:** A committee of six members serves as the Executive Committee to determine agendas for PEC meetings. The Executive Committee consists of the Deans of CCCAS and CEHHS; the Director of Teacher Preparation; and three faculty members, one from CEHHS, one from CCCAS, and one representing an advanced-level program. The three faculty members are elected at the last meeting of the spring semester. One of those three faculty members is elected as the presiding faculty member. The Dean of CEHHS and the presiding faculty member conduct PEC meetings. The presiding faculty member serves on the Committee on Educational Policy.
- 10. Reporting Route:** To the Dean of CEHHS for non-curriculum matters; to the Committee on Educational Policy for curriculum matters.

Reference: Minutes of the Faculty Senate, April 25, 2019; February 11, 2021; April 9, 2026.

II. STUDENT SHOWCASE ORGANIZING COMMITTEE

1. **Purpose and Duties:** This committee shall be responsible for the central organization of the Student Showcase for Research and Creative Inquiry, which occurs at the end of each spring semester. The Student Showcase is a professional event for all students, where they may present research or creative projects related to independent study or course work. The duties of the committee shall include, but are not limited to, registration for the event, scheduling, budget management, data collection, and any other activities related to the planning of a conference.
2. **Membership:** Membership shall include 6 faculty. Membership should include the Director of the Office of Student Research and at least one faculty member from each college.
3. **Tenure restrictions:** None.
4. **Departmental restrictions:** None
5. **College restrictions:** Membership should include at least one faculty each representing Cook-Cole College of Arts and Sciences, College of Education, Health, and Human Services, College of Business and Economics, College of Graduate and Professional Studies, and the Cormier Honors College.
6. **Other restrictions:** None.
7. **Term of office:** Two years with possibility of renewal.
8. **Method of selection:** Appointed by the Executive Committee of the Faculty Senate.
9. **Chair:** Director of Office of Student Research or Director's designee.
10. **Reporting route:** To the Faculty Senate and to the PVPAA.

Reference: Minutes of the Faculty Senate: April 26, 2018, April 25, 2019, September 3, 2020, March 2, 2023.

JJ. UNDERGRADUATE PETITIONS COMMITTEE

1. **Purpose and Duties:** The responsibility of the Undergraduate Petitions Committee shall be to handle appeals from students for exemptions or variations from any university-wide academic rule or regulation.
2. **Membership:** 1 regular and 1 alternate from each academic college.
3. **Ex-officio Member:** Registrar (non-voting) and designee (non-voting).
4. **Tenure Restrictions:** None.
5. **Departmental Restrictions:** None.
6. **College Restrictions:** None.
7. **Other Restrictions:** Members must be confirmed by the Senate.
8. **Term of Office:** 3 years, staggered terms.
9. **Method of Selection:** Appointed by the Executive Committee of the Faculty Senate.
10. **Chair:** Elected by the committee at the first fall meeting.
11. **Reporting Route:** To the Faculty Senate.

The Undergraduate Petitions Committee will meet four times during the academic year to review student petitions. Here are the timeframes for petition submission; actual dates will be posted at the beginning of each semester.

Fall semester petitions deadlines:

- 5PM the Friday prior to fall break
- 5PM the Friday of the week following exams

Spring semester petitions deadlines:

- 5PM the Friday prior to spring break
- 5PM the Friday following graduation

Reference: By-laws of the Faculty Senate.

1992-93 Faculty Policies and Procedures Manual prepared by:

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2026-27 Faculty Policies and Procedures Manual – Revised by the Office of Academic Affairs to include Senate actions taken in 1998-99, 1999-2000, 2000-01, 2001-02, 2002-03, 2003-04, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23, 2023-24, 2024-25, 2025-26.