

Longwood University Faculty Senate
PROPOSAL/POLICY COVER SHEET

This cover sheet is intended to provide information to members of the Faculty Senate about a new proposal/policy or about revisions to an existing proposal/policy. **If you are proposing a new policy, then attach the text of the policy to this form. If you are proposing a change to an existing policy, then attach the text of the current policy with any deleted language marked by a strikethrough and with new language marked by an underline. If you are deleting a policy, then attach the text of the policy to be deleted.**

COMMITTEE(S) that authored or sponsored this proposal: Academic Affairs, Deans Council.

TOPIC: FPPM Section III. M. Non-Tenure-Track Full-Time Faculty and III. T. Annual Performance Evaluation

BACKGROUND (Provide a brief statement describing the origins of this proposal, the nature of the problem it addresses, and the work completed to devise the proposal):

The ability to hire qualified full-time faculty in certain disciplines has been difficult, due to a lack of faculty with the terminal degree and/or the strong likelihood that faculty without a terminal degree have pursued professional experience. Current ranks and pay structures of full-time faculty do not account for the possibility of qualified faculty whose professional experience overlaps with Longwood's teaching needs and provides opportunities to increase student involvement in professional disciplinary experiences.

SUMMARY OF NEW POLICY OR PROPOSED CHANGES OR DELETIONS TO AN EXISTING POLICY (Provide a brief list or statement describing the content of the policy or the proposed changes or deletions):

Creation of a "practitioner" rank in non-tenure-track faculty, which merges aspects of clinical educators (without the clinical requirement) and visiting faculty (with an ability for longer-term continued employment) (III. M.). The proposed rank requires the addition of specific language for minimum percentages in the annual performance evaluation. (III. T.)

RATIONALE FOR THE POLICY OR PROPOSED CHANGES (Provide a brief statement as to why the new policy, the changes, or the deletion is needed):

The new rank would allow qualified candidates who don't possess a terminal degree but do bring substantial professional experience to a continuing, non-tenure-track role. Such a role could benefit areas in all three academic colleges where hiring a qualified candidate with a terminal degree has been challenging, but whose industry or professional experience would allow for up-to-date and practical disciplinary knowledge in the classroom as well as the opportunity for students to engage with those professional experiences sooner or more often.

This option for more flexibility in non-tenure-track roles reflects the most direct path to such a rank. It is expected that further discussion can occur next academic year about whether a promotion pathway should also be included and/or the opportunity for appointment at such a higher rank.

Routing information and signature lines:

Date submitted to Senate Executive Committee for Consideration:

Action(s) Taken:

Date first read at Faculty Senate:

Action(s) Taken:

Date final action taken by Faculty Senate:

Action(s) Taken:

Senate Chair: _____

Date submitted to the PVPAA (within 5 working days of Senate approval):

Action(s) Taken:

PVPAA: _____

Date: _____

Date submitted to other administration:

Action(s) Taken:

Administrator: _____

Date (within 15 working days of PVPAA's signature): _____

Date submitted to the Board of Visitors:

M. Non-Tenure-Track Full-Time Faculty

1. The ranks of practitioner, clinical educator, senior clinical educator, lecturer, and senior lecturer are full-time, non-tenure-track faculty appointments.

2. Practitioners

- a. The rank of practitioner is intended for personnel who have the master's degree in the field and extensive industry/professional experience in the discipline. The practitioner position is designated as a "continuing" position.
- b. Teaching, advising and mentorship, and continued engagement with the professional field are expected of the practitioner. The teaching assignment will normally consist of an average of 12 credit hours a semester in an academic year, as established by department standards. A practitioner may be expected to advise students and engage in committee work and other faculty responsibilities as designated by the department chair. The practitioner may also be assigned administrative responsibilities associated with the professional practice of the discipline. The practitioner is expected to remain current with developments in the knowledge base and pedagogy of their field.
- c. Practitioners are not eligible for promotion or tenure. Practitioners receive an annual performance evaluation by the department chair.

2.3. 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 ~~s~~ semesters 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](#)).

3.4. 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](#)).

~~4.5.~~ Positions at the rank of practitioner, clinical educator, and lecturer are to be advertised. A national search may be conducted when appropriate. A person appointed at the rank of practitioner, clinical educator, or lecturer must meet regional and program accreditation requirements for teaching in the discipline.

~~5.6.~~ Practitioners, Clinical educators, and lecturers will be given one-year, non-tenure track contracts.

~~6.7.~~ A practitioner, 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).

~~7.8.~~ Persons appointed at the rank of practitioner, 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. Practitioners, Clinical educators, senior clinical educators, lecturers, and senior lecturers will be considered for merit pay increases on the same basis as other continuing faculty.

~~8.9.~~ 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](#).

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.

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. Student evaluations (see [Section IV, Q. Student Evaluation of Instruction](#)) 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 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. For practitioners, the minimum percentages should be 70% teaching, with the other 30% determined by other duties assigned and/or the goals of last 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 re-alignment 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 <u>the annual evaluation</u> 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 practitioners, the minimum percentages should be 70% teaching, with the other 30% 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.