

SPCS FACULTY MEMBERSHIP, RESPONSIBILITIES, AND GOVERNANCE STRUCTURE

July 2013

The University of Richmond Faculty Handbook and the Guide to Faculty Governance provide the definitions of faculty roles and responsibilities. These guidelines may be referenced at:

http://facultyhandbook.richmond.edu/Ch_I/index.html

http://facultygovernance.richmond.edu/Ch_II/index.html

The purpose of this document is to describe the specific application of these overarching guidelines in the School of Professional and Continuing Studies (SPCS).

Membership in the SPCS Faculty

From the Faculty Handbook, the SPCS Faculty “shall consist of the President, the Provost, the Dean (as appropriate), and all with faculty rank as Professor, Associate Professor, Assistant Professor, or Instructor, including librarians and directors who hold faculty status, and not including faculty members holding visiting or part-time appointments.” In the SPCS, the faculty is comprised of those individuals in the School who hold faculty rank, plus staff members who are granted faculty status at the School level by vote of the SPCS faculty. Using guidance from the University Faculty Handbook, the following guidelines determine who has voice and vote in the SPCS Faculty:

- a) Full-time faculty members are appointed in a department or school where their responsibilities include full-time teaching, advising, scholarship, and service to the University.
- b) Faculty rank, as Instructor, Assistant or Associate Professor, or Professor, is given in a specific department or school to those whose primary responsibilities are teaching, advising, and scholarship.
- c) Certain staff positions directly involved in academic programs, e.g., the School librarian, may hold faculty status in the School by majority vote of the SPCS Faculty. This faculty status gives them voice and vote in School faculty meetings. Faculty status does not carry with it eligibility for promotion, nor does it automatically carry with it faculty rank, nor does it automatically give faculty status at the University level. The School follows the University guidelines for granting staff positions faculty status at the school level (see the 2006-07 report on <http://provost.richmond.edu/committees/Fac-Status.html> for details).

Responsibilities of the SPCS Faculty

Following the University Guide to Faculty Governance, the SPCS Faculty members defined above have the following primary responsibilities for establishing and implementing the educational policies of the University. More specifically, the faculty has the primary responsibility for:

- 1) determining the curriculum, methods of instruction, research,
- 2) determining student admission policies,
- 3) determining composition and status of faculty (selection and promotion),
- 4) determining academic support programs (such as library, research, and academic computing),
- 5) budgeting for the various academic programs,
- 6) determining the degrees to be offered by the University, degree requirements, and who should be awarded degrees.

In all these areas, the faculty's decision-making authority derives from its collective educational expertise, its stake in the success of the academic program, and its right to exercise and protect academic freedom. In addition, even though it is not the body primarily responsible for making such decisions, the faculty will be consulted in a meaningful way on such matters as faculty workloads, salaries, and benefits, and on all non-academic decisions that may have a direct impact on the academic life of the students.

The SPCS Governance Structure

The School of Professional and Continuing Studies (SPCS) is one of the five academic schools at the University of Richmond. Reporting to the Provost, the dean of the SPCS serves as the chief executive officer of the School and is responsible for the overall management of the instructional program. Each major or program in the School is overseen by a program chair, who reports to the dean. Program chairs are responsible for the academic program under their direction, including curricula and faculty. With the guidance of the chairs, the dean may appoint academic support personnel to carry out the mission of the School.

The following groups have defined responsibilities in faculty governance in SPCS.

1. The SPCS Academic Council

Academic policies and oversight of the curriculum rest with the SPCS Academic Council. Upon review and recommendation of the SPCS Faculty, the SPCS Academic Council approves courses, curriculum and degree requirements, and admission policies. The council also approves the creation, suspension and elimination of programs.

Membership shall come from the Academic Councils of Arts and Sciences (3), the E. Claiborne Robins School of Business (1), and the Jepson School of Leadership Studies (1), along with one faculty representative from the T. C. Williams School of

Law. The associate deans with faculty status, plus all full-time SPCS faculty members of the School of Professional and Continuing Studies shall also be included. The dean is both a member and Chair of the Council. The Provost and the Registrar are *ex officio* members.

The Academic Council shall recommend to the Provost the approval all new credit and degree offerings of the School, shall conduct periodic reviews of its various programs and report its findings and recommendations to the Provost.

The Academic Council shall meet regularly and report relevant actions to the faculties of the University for information or approval as appropriate.

The Promotion Sub-Committee of the SPCS Academic Council reviews and approves the promotion of full-time faculty in the SPCS. The Promotion Committee of the Academic Council includes the council representatives from Arts & Sciences, the Jepson School of Leadership Studies, the Robins School of Business, and the School of Law, plus any full-time SPCS faculty members who have achieved the rank being sought by the candidate under consideration. The candidate may request an outside reviewer from the candidate's discipline.

2. The SPCS Faculty

As described above, all full-time SPCS faculty members, and staff members with faculty status in the School, comprise the SPCS Faculty. (Part-time adjunct faculty members do not belong to this group, but have a voice in academic programs and School activities described below.)

Using guidance from the University Guide to Faculty Governance, “The University of Richmond is committed to the principle and practice of shared governance, which entails decision-making through a process of joint effort and collaboration on the part of the Board of Trustees, administration, faculty, staff, and students. The University is also committed to establishing and maintaining an atmosphere of openness and respect, as well as clear, ongoing, and reciprocal communication among the different groups involved in its governance.” To this end, the SPCS Faculty meets monthly during the academic year, and as needed to ensure clear and timely communications with the deans and staff.

3. The Council of Chairs

Each major/academic program in the SPCS is headed by a program chair. Chairs have primary responsibility to review and recommend the program budget, adjunct and full-time faculty selection, adjunct faculty promotion, curriculum and course learning outcomes, course scheduling, and method of instruction. The program chairs also mentor, develop, and evaluate the other full-time faculty in their department, with input from the Dean of the SPCS.

Ad hoc meetings of the Council of Chairs and the Dean may be requested by any member to discuss issues and tasks that may arise.

4. Adjunct Faculty

SPCS Adjunct Faculty members are critical to the success of the SPCS, and thus their input is valued and sought not only by their respective chair but also by the Office of the Dean. The views of the adjunct faculty are represented by the Adjunct Faculty Advisory Committee (AFAC), which typically includes at least one representative from each program. The Senior Associate Dean for Academic Programs provides support for the AFAC and serves as liaison between the SPCS Faculty and the AFAC. In addition, there are two general meetings of the full-time and adjunct faculty each year, one in the fall and one in the spring. These meetings include breakout sessions by program where adjunct faculty are updated on the status of programs, and are consulted on curriculum and scheduling issues.

Adjunct faculty members are eligible for promotion through the adjunct ranks (adjunct instructor through adjunct full professor). The process is outlined in the document entitled "Promotion Process for the Adjunct Faculty and Faculty Achievement Portfolio." This is in the Adjunct Faculty Handbook. Part-time and visiting faculty members are not eligible for promotion through the full-time faculty promotion process.

5. Graduate Council

The Graduate Council reviews exceptions that arise in graduate students' adherence to degree requirements. The Graduate Council consists of the program chairs of the graduate programs plus the Associate Dean responsible for academics.

6. Academic Appeals Committee

The Academic Appeals Committee consists of a minimum of three program chairs plus the Associate Dean responsible for academics. This group is convened by the Dean as needed to review academic suspensions and other exceptions to graduation requirements.

Faculty Role In Strategic Planning And Resource Allocation In SPCS

The "Report on the Allocation of Resources at the University of Richmond," adopted by the University Faculty in January of 2008, recommends that each School document its planning and resource allocation process. See <http://facultygovernance.richmond.edu/> for the SPCS document.

SPCS engages in ongoing planning, creating both annual action plans along with School-wide overarching strategic plans, the latter updated on a 3-5 year basis. The full-time faculty are central to both processes.

On an annual basis, the faculty and deans typically meet in an all-day retreat format to discuss both School-wide and individual program objectives. Additionally, each full-time

faculty member meets twice annually with the dean and senior associate dean. Summer meetings establish goals and objectives for the coming year. Spring meetings are used to review and update those goals. Written documentation of these conversations is sent to each faculty member and becomes part of the annual review process and the promotion process.

The creation of a new strategic plan is driven by internal and external factors, and regularly occurs on a three- to five-year basis. These plans typically involve all full-time faculty and staff plus representatives from the adjunct faculty, students and alumni. Additionally, these plans include all operating units of the School and may engage outside consultants in the process. These activities may result in a written document and may require Board of Trustees approval, depending on the nature of the recommendations made.

Program chairs in the SPCS are engaged in resource allocation decisions affecting the Evening School on an ongoing basis. The director of administrative and technical services meets with each program chair during the preparation of the School's budget. Each program chair makes recommendations about program needs along with projections about enrollments (revenues) and expenses. Each program chair oversees a program budget.

Resource questions that cut across programs or involve operating units outside of the Evening School are addressed in monthly meetings that include the dean, senior staff members and the faculty.

Faculty Role and Procedures for Suspension or Discontinuance of an Academic Program in the SPCS

Because of the need for coordination between multiple groups within the School, University, and accrediting organizations, the special decision to discontinue an academic program must follow careful planning, communications, and adherence to timetables.

The decision to suspend or eliminate an academic program in the SPCS (degree or certificate) rests with the provost, subject to the approval of the president and the Board of Trustees. The process may originate with a faculty member or dean, and begins with a letter of intent outlining the rationale underlying the recommendation and processes to be followed. The letter of intent includes a program description, justification, potential impact, and teach-out plan including a timeline for communications with the faculty of the School, advisors, marketing, as well as current and prospective students in the discontinued program. The letter of intent should be shared with relevant parties, including but not limited to faculty impacted by the decision, the Council of Chairs, and Academic Council.

Details of the letter of intent are described in communications from the Deans' Council.

Standards And Process For Promotion For SPCS Full-Time Faculty

From the University Faculty Handbook: full-time faculty members are appointed in a department or school where their responsibilities include full-time teaching, advising, scholarship, and service to the University.

Full-time faculty members as well as administrators with faculty rank in the SPCS are eligible for promotion in rank without tenure through the rank of full professor. Full-time staff members who have separate contracts as part-time adjunct faculty are promoted using the adjunct promotion process detailed in the Adjunct Faculty Handbook.

The promotion process for full-time faculty and administrators with faculty rank begins with an initial probationary appointment of up to three (3) years, with subsequent appointments of up to five (5) years. Eligibility for promotion from assistant to associate professor commences with the second appointment (first 5-year appointment). Eligibility for promotion from associate to full professor commences with the third appointment (second 5-year appointment).

The primary criteria to be used in making promotion decisions include teaching, scholarship, service, and program development. Candidates are expected to have a record of accomplishments in each area – teaching, scholarship, service, and program development.

It is important to recognize, however, that each faculty member in the SPCS is charged annually with specific objectives in each of the criteria. Those objectives, articulated in a letter from the Dean to the faculty member and specific to that individual, should form the basis for any assessment for promotion. The letters from the Dean should address each of the standards relevant for that individual for that year and it is therefore possible that variations across the criteria will exist between candidates for promotion.

1. Promotion Expectations - Teaching

The standard to be used is excellence in teaching. Numerous criteria are available for use in judging teaching effectiveness:

- ability to design courses and present material effectively
- level of preparation
- effectiveness of teaching methods
- quality of interaction with students both inside and outside the classroom
- adequacy of exams and other testing material
- adequacy of comments on student work
- timeliness of feedback on student work
- interest in and involvement with student welfare

The instruments available to help evaluate teaching effectiveness include but are not limited to those listed below. Staff evaluations will not be considered. Circumstances such as teaching load, proportion of required and elective courses, number of contact hours, class size, subject matter, methodologies, and preparation

of teaching materials will be considered when evaluating teaching and the candidate's overall performance.

- student evaluations
- peer reviews
- letters from past students
- personnel evaluations from the Dean
- course materials, including syllabi, exams, class assignments
- online courseware
- student work products, including papers, projects and exams
- statements of past activities and future plans to enhance teaching effectiveness
- innovations in instructional methods
- self-evaluation
- teaching awards
- grade distribution statistics (compared against student evaluations)

2. Promotion Expectations - Scholarship

Scholarship generally involves the generation, transmission, application or preservation of knowledge. In the School of Professional and Continuing Studies, it may include the investigation of both theory and practice of an academic discipline or in the field of continuing education. The criteria used to assess scholarship include peer-reviewed journal articles, books, presentations at professional conferences, book chapters, media broadcasts, op ed pieces, and published instructional materials (videos, assessment instruments, etc.).

Information used to evaluate a candidate's achievements as a scholar include but are not limited to those listed below.

- copies of published work (or works in progress)
- curriculum vitae
- copies of instructional materials
- copies of professional presentations
- candidate's statement of future research plans
- letters from outside reviewers regarding the quality of published work
- letters indicating acceptance of manuscripts for publication

3. Promotion Expectations - Service

Service to both the campus community and the community-at-large plays a unique and critical role in the mission of the School of Professional and Continuing Studies. Specifically, the School is charged with providing "exemplary credit and non-credit programs" to meet community needs. Additionally, the School is charged with supporting the missions of both the University and other units across campus.

Faculty members are expected to engage with both communities and play effective roles in the affairs of the School and the University.

Faculty are expected to serve on committees on campus, to advise and counsel students, and generally to participate in the non-curricular life of the School and the University. Externally, faculty members are encouraged to serve as advocates for and representatives of the School and University through service in professional, civic or community organizations. Consulting, public speaking engagements, non-credit teaching, and other activities involving the faculty member's professional expertise are also expected and should be included in assessing faculty performance in this area.

The evidence used to document service may include but is not limited to the items listed below.

- curriculum vitae listing committee and other service assignments, consulting, speaking engagements, memberships and service to external organizations
- candidate statement regarding contributions in these areas
- letters from committee chairs, advisees, or anyone to whom the candidate has provided service

4. Promotion Expectations – Academic Program Development

Each full-time faculty member also has administrative responsibilities and is therefore responsible for the overall wellbeing of the program under his or her charge.

The criteria available to assess academic programmatic development may include those listed below.

- curricular reviews and enhancements
- faculty recruitment, support and development
- new academic program development
- marketing and student recruitment activities
- cross-school collaboration
- collaboration with external agencies
- grants and contracts

Candidates can demonstrate their role in program development through a variety of means, including but not limited to those listed below.

- statement of program development activities
- course/program proposals
- letters from faculty
- marketing proposals and activities

Note: Whenever external letters are included as part of the supporting documentation for any of the above criteria, the Promotion committee chair on the SPCS Academic Council is asked to seek sources independent of those used by the candidate.

Promotion Calendar

Candidates for promotion must request review from the Dean by September 1 and submit a portfolio documenting how they have met the standards. The Dean is charged with convening the Promotion Committee and delivering (presenting) the candidate's portfolio to the committee for its independent consideration. The committee meets, selects a chair, reviews the portfolio, and makes a recommendation to the Provost. The Dean reviews the recommendation and notes his or her own recommendation to the Provost. Promotion recommendations are made once each year and are due to the Provost by December.

September 1	Candidate notifies Dean of intention to seek promotion. Dean notifies Promotion Committee.
October 1	Candidate submits portfolio.
October 1 - December 1	Dean convenes Promotion Committee of the Academic Council.
December 1	Recommendations of Promotion Committee sent to Dean. Chair notifies candidate of committee's decision.
December 15	Recommendations from Dean and Promotion Committee due to Provost. Dean notifies candidate of dean's recommendation.
9-10-2013	Approved by the SPCS Council of Program Chairs
9-26-2013	Approved by the SPCS Academic Council
02-18-2014	Approved by the UR University Faculty
04-25-2014	Approved by UR Board of Trustees