**Online Professional Faculty
Classification, Promotion, and Annual Evaluation
Guidelines**

July 2023

Online Professional Faculty Classification

Definition

Online Professional Faculty (OPF) have specialized training and experience in an academic discipline, along with an appropriate academic credential and, in some fields, professional licensure or certification. These individuals are responsible for providing disciplinary expertise, program direction, curriculum development, and adjunct faculty oversight for professionally oriented degree programs. This faculty role will serve in a leadership capacity in areas supporting faculty, curriculum, academic success, outreach activities, and other areas as needed. Actual teaching load will vary with other responsibilities but will not exceed four courses per fiscal year. Online Professional Faculty are fiscal year employees.

Appointment Procedure

Online Professional Faculty will be appointed by the dean of the college following a search process conducted by a faculty-led search committee comprised of relevant faculty and staff members that have relevant knowledge of the academic area. Appointments are made at three faculty levels: Online Professional Faculty, Senior Online Professional Faculty, and Online Professional Faculty Academic Center Director. Promotion criteria and processes follow University guidelines.

Criteria

A master's degree and extensive teaching experience at the appropriate level are minimum requirements for Online Professional Faculty. A doctorate or terminal degree is preferred. Substantial relevant industry/professional experience within the field, evidence of experience teaching in an online or hybrid environment, a commitment to teaching excellence, and a high level of student service are also highly desirable. Online Professional Faculty must maintain expertise through ongoing professional development and/or professional association activities.

Online Professional Faculty will have demonstrated successful college teaching and/or significant professional/industry experience and hold a minimum of a graduate degree in the field of instruction. Online Professional faculty will be expected to demonstrate proficiency with online teaching and course design.

Senior Online Professional Faculty will hold a terminal degree or a combination of non-terminal degree and significant professional/industry experience appropriate for the discipline and have five or more years of outstanding teaching performance within their discipline. Senior Online Professional Faculty will have shown evidence of professional leadership, including curricular, program development, and faculty leadership.

Responsibilities and Privileges

Online Professional Faculty are responsible for providing disciplinary expertise and leadership for professionally oriented academic programs. Online Professional Faculty workloads are determined by the university and shall include instructional and non-instructional activities. Initial workload assignments will be a routine component of the hiring process and specified to the extent practical in the hiring letter. Online Professional Faculty workload assignments will be reviewed, updated as appropriate, and clearly described each fiscal year.

All academic activities that involve the instruction of enrolled students. In addition to teaching courses, other assigned activities may include:

- Independent Learning Contracts: Teaching of undergraduate and graduate students, registered with the faculty member one-on-one or on a small group basis in an online or face-to-face format.
- Supervision of student research projects, internships or field-work: this activity involves the placement of students in an internship or field-experience with the subsequent supervision, guidance, and evaluation.
- Supervision of Capstone: This activity involves selection and definition of the project, and the subsequent supervision, guidance and evaluation of students.
- Field-Based Faculty: This activity involves direct supervision and documenting demonstrated mastery of competencies of GSC students, as well as mandatory meetings and other responsibilities as outlined in the project contract.
- E-Portfolio Coordinator: This activity involves coordination of e-portfolio systems to link program curricula and assignments to assessments, as well as advising, training faculty, coaching, and managing curricular updates.

A variety of activities and projects within the discipline, division, college, or community. These activities may include serving as a program director or coordinator for one or more academic programs, providing faculty leadership, and participating in projects related to curriculum, academic success, outreach, service, and other activities. For example:

Faculty Leadership work may include but not be limited to: Serve as hiring manager for discipline or program(s); supervise and provide training to faculty; and monitor and assess faculty performance, including serving as a peer reviewer.

Curriculum Leadership work may include but not be limited to: Design and implement a plan for regular curriculum review; define, articulate, and regularly review expected student learning outcomes for courses and programs; align assessment criteria across course sections and with program goals to ensure consistency of assessment; support the prior learning assessment program through leading or participating in institutional validation reviews or experiential learning portfolios; review course content/outcomes to determine placement of courses in transfer; monitor consistency of delivery across

course sections; and design new programs or curricular components.

Academic Success Leadership work may include but not be limited to: Collaborate with campus teams and adjunct faculty to promote student academic success; guide faculty and student problem resolution including academic difficulties and conflicts; and identify students at risk and collaborate with campus teams to implement and monitor individualized success plans.

Outreach Leadership work may include but not be limited to: Confer with prospective students and campus staff on program-specific questions and student goal setting in specific fields; develop curriculum/program pathways for articulation with other institutions; create and leverage external relationships; and consult with enrollment management and marketing on program content and promotion.

Service Activities include but are not limited to:

Service to the Institution through administrative activities in leadership roles at the college, division, or program or college level such as serving as a program director or coordinator. Service activities could also include active participation on committees that focus on issues or directives of the institution, which includes assuming a leadership role on one or more committees or actively participating on one or more committees per year. For senior faculty, service would also include formal mentoring of junior faculty.

Service to the Discipline through active participation in professional or governmental organizations at the local, state, regional, national, or international level. This participation may include serving on committees, being an officer in an organization, and/or developing a conference program. It also includes providing professional peer reviews, news releases, or other means for informing the popular media; serving on external review teams; and presenting keynote addresses to local, regional, national, and professional agencies.

Other Activities include but are not limited to: research, scholarship, and creative activity that have a focus within the discipline, division, College, or community. Specific examples include learning outcome assessment projects designed to answer questions relevant to teaching and learning at the University and provide evidence to affirm or change practices at the course, program, or institutional level; peer-reviewed or professionally reviewed publications or creative exhibitions; and, national and international professional presentations, conference or professional meeting keynote addresses, conference panel or respondent presentations.

Work responsibilities will be defined in the appointment letter and/or annual workload document. All activities included in workload must be pre-approved by the Dean.

Online Professional Faculty are not eligible for sabbatical leave or tenure. Voting rights of Online Professional Faculty in a department or program are determined by the by-laws of the college/department/program. Online Professional Faculty otherwise have faculty privileges (library, parking, etc.) They are eligible for USNH benefits which may be found at https://www.usnh.edu/human-resources.

Online Professional Faculty Academic Center Directors

Additional specific areas of responsibility for Online Professional Faculty Academic Center Directors include:

Academic and Curriculum Leadership:

- Ensure the academic quality and integrity of all academic center curricula.
- Oversee development of program curricula and approval processes.
- Promote experiential learning, learning outcomes assessment, and interdisciplinarity.
- Serve as a member of the online division academic leadership team.

Faculty Development and Evaluation:

- Negotiate individual faculty workload assignments, subject to the approval of the Dean.
- Assign faculty to committees as needed.
- Support and advocate for faculty within and across academic centers.
- Annually evaluate online professional faculty within their academic center.

Student and Faculty Relations:

- Manage student and faculty complaints that have not been resolved at the course or program level.
- Participate in the administration of academic policies, including grade appeal and academic honesty.

Term of Service: Online Professional Faculty Academic Center Directors (ACD) are appointed by the Dean and serve a 3-year term that is renewable. ACDs receive a stipend for these additional responsibilities. Annual faculty workload responsibilities may be adjusted while serving as an ACD upon approval of the Dean.

Online Professional Faculty Promotion Process

Online Professional Faculty (OPF) have demonstrated training and experience in an academic discipline, along with an appropriate academic credential and, in some fields, professional licensure or certification. These individuals are responsible for providing disciplinary expertise, program direction, curriculum development, and adjunct faculty oversight for professionally oriented degree programs. This faculty role will serve in a leadership capacity in areas supporting faculty, curriculum, academic success, outreach activities, and other areas as needed. Actual teaching load will vary with other responsibilities but will not exceed four courses per fiscal year. Online Professional Faculty are fiscal-year employees.

Promotion Procedure

There are two recognized faculty levels: Online Professional Faculty and Senior Online Professional Faculty. Online Professional Faculty will be promoted to Senior Online Professional Faculty by the Dean of the College following an evaluation and recommendation process conducted by the Associate Dean, in conjunction with the annual evaluation process. Promotion criteria and processes follow University guidelines. Promotion Materials must be submitted by February 15 to be considered for promotion in the upcoming academic year.

Promotion Criteria

To be promoted to Senior Online Professional Faculty, the candidate will hold a terminal degree or a combination of non-terminal degree and significant professional/industry experience appropriate for the discipline and have five or more years of outstanding college-level teaching performance within their discipline. College teaching prior to full-time faculty status at UNH CPSO may be considered in this review.[1] They will have shown evidence of effective professional leadership, including curricular development, faculty leadership, and on-going service to the College of Professional Studies Online Division, the College, and the University. This evidence will be supported by excellent faculty evaluations and achievement of individual performance objectives as documented in Annual Work Plans.

---

[1] 1 year of teaching prior to UNH-CPSO hiring= 8 courses taught at a higher ed institution

Full-time Online Professional Faculty Annual Evaluation

July 1-June 30ᵗʰ

Name:	
Job Title:	
Supervisor's Name:	
Academic Center:	

Please complete all "self-assessment" and "self-reflection" portions including ratings and comments. Comments should provide specific evidence of your ratings or please include the self-reporting tool for each area in an addendum. Once completed, return the form and summary to your supervisor for their review. They will add ratings and comments, and then schedule a time to review. After discussion, both parties will sign the document as an acknowledgment of receipt and discussion. Include your current CV and updated teaching philosophy when returning this document to your supervisor.

Reflection on Goals from Previous Year: *Goals should be SMART= Specific, Measurable, Achievable, Relevant, and Time-Based for the academic year (summer term through spring term: July 1-June 30th).*

Self-reflection	
Supervisor Additional Comments:	

Teaching Expectations (for all Faculty): *Refer to the "Faculty Expectations" chart on p. X of the Faculty Handbook.*

	Self-Assessment			Supervisor Assessment		
	Met	**Progressing**	**NI/NA**	**Met**	**Progressing**	**NI/NA**
Aligns with the "General Teaching Expectations" in the Faculty Handbook						
Aligns with the "Start of Term Teaching Expectations" in the Faculty Handbook						
Aligns with the "Active Teaching Expectations" in the Faculty Handbook						
Aligns with the "End of Term Teaching Expectations" in the Faculty Handbook						
Self-Assessment Additional Comments:						
Supervisor Assessment Additional Comments:						

Leadership (for Program & Center Directors): *These areas are required and correlate to full-time faculty role expectations for the academic year.*

	Self-Assessment			Supervisor Assessment		
	Met	**Progressing**	**NI/NA**	**Met**	**Progressing**	**NI/NA**
Faculty Leadership:						
Comments:						
Curriculum Leadership:						
Comments:						
Academic Success Leadership:						
Comments:						
Outreach Leadership:						
Comments:						

Service to the Institution:					
Comments:					
Service to the Discipline:					
Comments:					
Self-Assessment Additional Comments:					
Supervisor Assessment Additional Comments:					

Goal Setting for next Academic Year: *Goals should be SMART= Specific, Measurable, Achievable, Relevant, and Time-Based. Full-time faculty instruction is assigned each semester (up to 4 courses per year). Include teaching load (number of courses) in the goals for the next academic year.*

Individual goals based on evaluation:	
Supervisor Additional Comments:	

Faculty Signature: **Date:**

Supervisor Signature: **Date:**