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Introductory Statement

The University recognizes the important role of term faculty both in teaching and in the broader intellectual life of the University. Term faculty teach classes in every academic and teaching unit, with primary roles in some programs, such as the Washington Semester and Mentorship Programs. They teach at all levels but play the largest role in educating undergraduates, especially freshmen and sophomores. Faculty success with these students may be seen by the improving freshman retention rate and the recent National Study Engagement Survey, which indicated that AU freshmen are largely satisfied with what they are learning.

Recognizing term faculty as an essential cohort within the AU faculty, the Faculty Senate outlined specific policies for term faculty as part of its recent revision of the *Faculty Manual*. The Faculty Senate found that across the University, policies and procedures for term faculty were implemented inconsistently. Additionally, there was substantial confusion about promotion criteria and pathways for term faculty, benefits available to term faculty, opportunities for professional development for term faculty, and the role of term faculty in University and unit governance.

Therefore, the Faculty Senate formed an ad-hoc Committee on Term Faculty University Policies in Spring 2011. This committee researched the role of term faculty in the University and current policies pertaining to term faculty, with the goal of clarifying and revising existing policies and recommending new policies if they are warranted.

The ad hoc committee's report that follows includes findings regarding existing policies, newly revised policies (based on Faculty Senate actions), and some recommendations for additional policies, procedures, and practices pertaining to term faculty.

The members of the 2011 Committee on Term Faculty University Policies are:

- Diane Lowenthal, Assistant Professor (term), Department of Government, Washington Semester Program
- Sarah Menke-Fish, Assistant Professor (term), School of Communication
- Lacey Wootton, College Writing Instructor (term), Department of Literature
- Patrick Jackson, Associate Professor (tenure-line), School of International Service, and Director of General Education
- Virginia "Lyn" Stallings, Associate Professor (tenure-line), Department of Mathematics and Statistics
- Ann Joiner, Senior Director of Employee Benefits, Office of Human Resources
- Carol Edwards, Senior Director of Human Resource Delivery, Office of Human Resources
- Phyllis Peres, Interim Dean of Academic Affairs

Please note that throughout this report, the passages that are highlighted in yellow are the committee's recommendations for changes in policies or procedures.

Term Faculty Data

This committee gathered data regarding term faculty and the role term faculty play in the University. For this report, we present summary data in two tables and one chart (attached). The tables labeled "Faculty Status Summary" were prepared by Human Resources staff. The tables show full-time faculty type by unit for the current and previous academic years. For the 2010-2011 academic year, out of 747 total full-time faculty, 277 are term faculty.

The committee created the chart "Fall 2010 Course Levels by Faculty Type" to illustrate differences in courses taught by different faculty types. Data from the Provost's Office show that term faculty play an important role in teaching 100-200 and 300-400-level courses (teaching 42.77% and 35.46% respectively). Term faculty teach a *smaller* proportion of the courses as the course level increases. By contrast, tenure-line faculty teach a *larger* proportion of courses as course level increases. Adjunct faculty teach a substantial proportion of courses at all levels (varying from 30.20%-41.98%).

Benefits

The options for benefits are the same for term faculty as for tenure-line faculty. All full-time faculty are eligible for the following benefits:

- *Medical Coverage* – CareFirst/Express Scripts and Kaiser
- *Dental Insurance* – Delta Dental
- *Life Insurance/Accidental Death & Dismemberment (Basic, Supplemental)* – MetLife
- *Short Term Disability Benefits* – Administered by MetLife
- *Long Term Disability Insurance* (after 1 year of service) – MetLife
- *Flexible Spending Accounts (Health care and Dependent Care)* – Administered by Payflex
- *Retirement Plan* (eligible for match after 1 year of service or immediately if previously employed by 501(c)(3) or 170(b) organization) – TIAA-CREF and Fidelity Investments
- *Educational benefits for faculty and spouse or same-sex domestic partner* (employed by AU for at least 4 months)
- *Educational benefits for dependents* (after two years of continuous employment at AU)
- *Long-term Care* – Todd Benefits Group
- *Group Legal* – Hyatt/MetLaw
- *Group Home and Auto* – MetLife
- *Family and Medical Leave Act (FMLA)* - All term faculty who meet the FMLA eligibility criteria can apply for FMLA leave. FMLA leave is unpaid. AU's FMLA policy can be found at <https://my.american.edu/hr/pdf/Staff%20Personnel%20Policies.pdf>

- *Faculty Policy for Modified Work Arrangement Due to Qualifying Family or Medical Leave Events* - Multi-year term faculty with a modified work arrangement approved under the *Faculty Policy for Modified Work Arrangements Due to Qualifying Family or Medical Leave Events* are eligible to receive pay during an approved FMLA leave. This policy can be found at <http://www.american.edu/policies/upload/Faculty-Policy-for-Modified-FMLA.pdf>. Note that term faculty on one-year contracts are not eligible for the *Faculty Policy for Modified Work Arrangement Due to Qualifying Family or Medical Leave Events*.
- Current Modified Work Arrangement refers to 2/2 teaching loads. This language will need to be updated for the multi-year faculty.
- Full-time multi-year faculty are eligible for Leave Without Pay according to the policies in the *Faculty Manual*.

Contracts

From the *Faculty Manual*, sections 14a, b, and c.

In recommending term faculty appointments or reappointments, the teaching unit must specify in writing the duties of the term faculty member and the means for evaluating the faculty member's performance.

The university customarily makes initial term faculty appointments for one or two years.

The university may reappoint term faculty for periods on one-year contracts or multi-year contracts of two to five years.

Reappointment and Promotion Procedures

All appointments or reappointments that are for two to five years are considered "multi-year" faculty positions. All proposed multi-year appointments and reappointments must be approved by the academic unit dean and the Dean of Academic Affairs. It is the responsibility of the teaching unit and the academic unit to make a case for changing a faculty line from one year to multi-year.

The CFA no longer reviews term faculty appointments and reappointments. This change allows the DAA to notify one-year term faculty of their reappointments by mid-April (unless the position is dependent on enrollments).

The CFA reviews the file if there is a disagreement between the dean and the teaching unit on whether to reappoint term faculty members. The CFA makes a recommendation to the DAA, who will make the final decision about reappointment.

The DAA resolves any disagreement between the teaching unit and the academic unit about the length of a reappointment contract.

Term faculty cannot grieve non-reappointment of a contract.

The committee recommends that the Senate investigate a procedure for allowing long-term multi-year faculty to grieve a non-renewal of their contract.

Term faculty seeking reappointment without promotion should present a file for action that contains

- evidence of teaching per the university and unit criteria
- evidence of service per the expectations of the university and unit criteria
- evidence of scholarship per the university and unit criteria, if applicable

Term faculty seeking promotion should present a file for action that contains

- all appointment and reappointment letters
- all recommendations from internal reviewers
- evidence of teaching per the university and unit criteria
- evidence of service per the university and unit criteria
- evidence of scholarship per the university and unit criteria, if applicable

Noting a perceived over-reliance on SETs to evaluate term faculty teaching, the committee recommends that the Center for Teaching, Research & Learning offer training in developing and using multiple criteria for evaluating teaching.

Action Items for Teaching Units or Academic Units

1. Units need to meet with each “grandfathered” term faculty member to determine whether he or she wants to be assigned a new rank (if eligible).
2. The unit needs to have substantive discussions about the need for hiring term faculty at the Professor ranks.
 - a. What will be the role of the person’s scholarship in fulfilling the needs of the unit?
 - b. What will be the implications of renewing and promoting term faculty in the Professor ranks?
3. Each teaching/academic unit will establish a process for appointing and reappointing term faculty. The unit may not need to substantively change the way it processes files for temporary faculty, but the timeline of teaching unit and academic unit reviews should accommodate the DAA’s deadlines.

4. Academic units should post procedures and timelines for:
 - submitting reappointment files for one-year contracts
 - submitting reappointment files for multi-year contracts
 - review of reappointment files by the teaching unit
 - review of reappointment files by the academic unit dean
 - review of reappointment files by the Dean of Academic Affairs
 - comparable submission and review of promotion files.

See the description of internal-review timelines in the section on Term Faculty Ranks and Promotion in this document.
5. Academic units should keep faculty apprised of the status of their reappointment application throughout the process.
6. When recommending reappointments, all parties should be aware that, even with multiple renewals, one-year term faculty members' salaries cannot be portioned out over a 12 month period.
7. Reviewers must review the whole file for reappointment.
8. The unit will need to produce letters of appointment and reappointment that:
 - identify the length of the term of appointment or reappointment (one to five years);
 - clearly define the workload, including number of courses, campus presence, and service, as well as how each component will be evaluated and by whom;
 - clearly define the work (curriculum development, running a center, grant writing, etc.) that replaces a portion of the teaching workload and how that work will be evaluated and by whom; and
 - state, if applicable, how the faculty member's scholarship will be evaluated

See sample appointment and reappointment templates attached to this report.

Term Faculty Ranks and Promotions

Revision of the *Faculty Manual* in 2010 led to the following position statement on term faculty:

The university should use term appointments primarily:

- to retain a cadre of effective and committed teachers who can provide instructional continuity, particularly in multi-section courses
- to maintain flexibility in allocating its resources for faculty positions
- to bring in outstanding individuals who will enrich the learning experience through their professional qualifications and experiences from careers outside academia
- to provide additional time for scholarly pursuits of the tenure-line faculty

- to deal with exigent circumstances, such as replacing faculty on leave, filling vacancies that occur too late to conduct an appropriate search for a tenure-track faculty appointment, filling a vacancy resulting from an unsuccessful search for a tenure-track faculty member, or staffing an experimental program.

In the former manual's policies, the designations for the ranks were not consistent with peer universities and did not consistently reflect the duties associated with the ranks, particularly the Professor ranks. Therefore, the revised *Faculty Manual* established ranks for term faculty whose primary work obligations as defined by the academic unit are teaching and a separate set of ranks for term faculty whose work obligations as defined by the academic unit include teaching and some scholarship; these ranks were arrived at after extensive discussion and revision in Spring 2010 and were approved by a vote of the faculty and by the Board of Trustees on the revised Faculty Manual.

The new *Manual* policies (approved in May 2010) for incoming term faculty members include:

- categorizing temporary full-time faculty as "term faculty"
- establishing the Professorial Lecturer title with the opportunity to be promoted to Senior Professorial Lecturer and Hurst Senior Professorial Lecturer
- creating the ranks of Assistant Professor, Associate Professor, and Full Professor for term faculty in the rare event that an academic unit decides to commit its resources for teaching and scholarship activity for a term position
- allowing continuing term faculty who were hired as Assistant Professors to retain their title.

Implications for all incoming new term faculty:

- Customarily, all new hires will either be appointed as instructors (no terminal degree) or as Professorial Lecturers (terminal degree).
- A terminal degree is defined as a terminal degree in the field.
- Only in rare circumstances will term faculty members be hired to the Professor ranks.
- Promotion in the instructor/Professorial Lecturer ranks is not awarded based on length of service.
- Faculty in Professorial Lecturer ranks cannot pursue promotion to the Professor ranks without the advance support of the academic unit and DAA.
- In-Residence full-time faculty members follow the teaching unit and academic unit procedures for review. Academic units make recommendations to the DAA for reappointment and contractual changes.
- There will be an increase in base salary with a promotion.

Implications for grandfathered term faculty:

- Assistant Professors can keep their titles as long as they are continuously employed at AU.
- Assistant Professors cannot pursue promotion to the Associate Professor rank without the advance support of the academic unit and DAA.

- Assistant Professors can elect to switch to the Professorial Lecturer track (which allows for promotion based on teaching performance).
- Assistant Professors who are appointed to Senior Professorial Lecturer will be treated as achieving a promotion in rank.
- Instructors and other term faculty can apply for promotion to a higher Professorial Lecturer rank.
- Faculty in Professorial Lecturer ranks cannot pursue promotion to the Professor ranks without the advance support of the academic unit and DAA.
- There will be an increase in base salary with a promotion.

Pathways for promotion and description of ranks and criteria for promotion attached at the end of this report.

Internal review of appointments, reappointments, and promotions to the Professorial Lecturer ranks:

- Follow teaching unit procedures for reviewing file.
- File is submitted to academic unit dean for review.
- If there is no disagreement about whether to appoint or reappoint, file is sent to DAA for decision.

Internal review of promotions to the rank of Assistant Professor, Associate Professor, or Full Professor:

- Follow teaching unit procedures for reviewing file (must have a vote of support of the tenured faculty).
- File is submitted to academic unit dean for review.
- File is submitted to CFA for review.
- File is submitted to DAA and Provost for decision.

Governance

If a full-time faculty member's contract satisfies the term requirements for Faculty Senate membership, he or she can serve

- as an academic unit representative on the Faculty Senate
- on Faculty Senate committees
- as a chair of a Faculty Senate committee
- on three of the five available at-large Senate seats, one of which is a dedicated term faculty seat.

Teaching units and academic units should formulate procedures and by-laws that give multi-year term faculty the opportunity to have a voice in areas of governance such as (but not limited to)

- searching and hiring other term faculty

- policies on buy-out of courses via external grant funding that comes through the university
- promotion of term faculty to the Professorial Lecturer ranks
- decisions involving curriculum
- workload assignments
- professional development
- program review
- council governance
- other participation as defined by the unit by-laws

The committee recommends that term faculty have a vote in issues that are not directly related to tenure-line faculty appointments, reappointments, promotion, and tenure.

Professional Development Policies and Support

In a survey of the academic units, the committee found the following:

KSB: KSB generally supports travel to present one paper each year. Other support may include funding for trips to professional conferences, subscriptions to professional journals, etc. Decisions on faculty support are typically made at the teaching-unit level, as each chair is allocated a budget for this and other purposes. When teaching-unit funds are insufficient, the dean's office may contribute.

CAS: Since travel funds are allocated to the College (and then to the teaching units) based on tenure-line faculty needs, the College does not provide support to term faculty for conference/professional workshop travel. If a teaching unit is not "over budget" and wants to support term faculty travel, it may do so.

SPA: SPA provides \$1,000 to each term faculty member for travel to academic conferences. They also provide 10 hours of graduate-assistant time (and hope to be able to continue to do so).

SOC: SOC provides up to \$600 per term faculty member for travel to conferences or professional development. SOC bases its decisions on the conference or workshop; often the professional nature of these events is best suited to its term faculty so SOC tries to support them as much as possible. SOC also provides graduate assistants to all its term faculty.

SIS: SIS provides the same type of support for term as it does for tenured and tenure-track faculty, which is \$750, in addition to the Provost's funding for specific conferences. SIS also provides graduate assistants to each of its term faculty.

WSP: WSP provides conference travel when presenting a paper, and may provide summer support through small summer research grants from the dean through a competitive process, and support for technology and other materials for research.

University Library: The University Library provides the same support for term librarians as for tenure-line librarians: an academic stipend for travel and professional activities. Additional activities may be supported pending supervisor approval and funding availability.

The committee recommends that the University foster term faculty professional development, recognizing that being current in one's field is essential to excellent teaching. Currently, there is support for term-faculty professional development, although in some cases it is inconsistently offered or insufficient; the committee recommends continued and consistent support for professional development across the University, including (but not limited to)

- professional conference attendance and presentations
- summer research support
- technology training
- curriculum development (note that multi-year faculty members can apply for curriculum development grants)
- GEFAPs

The committee also recommends discussion of an overload stipend for term faculty who teach additional credits above the normal workload of his or her teaching unit at the request of the university.

Other Recommendations

The committee recommends the continuance of the ad hoc Term Faculty University Policies Committee or the formation of a similar committee to

- investigate other sources of professional development
- investigate the need for and role of an ombudsperson for faculty issues
- review the category of In-Residence faculty (titles, duration of stay at AU, etc.)
- create a "term-faculty manual" containing the policies and procedures described here, to be posted on the DAA's website.

The committee recommends the formation of an ad hoc Committee on Adjunct Faculty Policies.

The committee discussed the need for and the advantages of having a Faculty Ombudsperson. The committee suggests that the Faculty Senate investigate this option.

The committee recommends investigating the reinstatement of small grants for teaching resources (formerly offered by the Center for Teaching, Research, and Learning).

Summary of Recommendations

The committee recommends updates to the Modified Work Arrangement, which currently refers to 2/2 teaching loads to accommodate multi-year faculty teaching loads.

Noting a perceived over-reliance on SETs to evaluate term faculty teaching, the committee recommends that the Center for Teaching, Research & Learning offer training in developing and using multiple criteria for evaluating teaching.

The committee recommends accepting the modified templates for appointments and reappointments following these recommendations.

The committee recommends that the Senate investigate a procedure for allowing long-term multi-year faculty to grieve a non-renewal of their contract.

The committee recommends accepting the description of ranks and criteria for promotion attached at the end of this report.

The committee recommends that the University foster term faculty professional development, recognizing that being current in one's field is essential to excellent teaching.

The committee also recommends discussion of an overload stipend for term faculty who teach additional credits above the normal workload of his or her teaching unit at the request of the university.

The committee recommends the continuance of the ad hoc Term Faculty University Policies Committee or the formation of a similar committee.

The committee recommends the formation of an ad hoc Committee on Adjunct Faculty Policies.

The committee suggests that the Faculty Senate investigate the option of having a Faculty Ombudsperson.

The committee recommends investigating the reinstatement of small grants for teaching resources (formerly offered by the Center for Teaching, Research, and Learning).

The committee recommends that teaching units and academic units apply the following procedures or policies:

1. Units need to meet with each "grandfathered" term faculty member to determine whether he or she wants to be assigned a new rank (if eligible).

2. The unit needs to have substantive discussions about the need for hiring term faculty at the Professor ranks.
 - a. What will be the role of the person's scholarship in fulfilling the needs of the unit?
 - b. What will be the implications of renewing and promoting term faculty in the Professor ranks?
3. Each teaching/academic unit will establish a process for appointing and reappointing term faculty. The unit may not need to substantively change the way it processes files for temporary faculty, but the timeline of teaching unit and academic unit reviews should accommodate the DAA's deadlines.
4. Academic units should post procedures and timelines for:
 - submitting reappointment files for one-year contracts
 - submitting reappointment files for multi-year contracts
 - review of reappointment files by the teaching unit
 - review of reappointment files by the academic unit dean
 - review of reappointment files by the Dean of Academic Affairs
 - comparable submission and review of promotion files.
5. Academic units should keep faculty apprised of the status of their reappointment application throughout the process.
6. When recommending reappointments, all parties should be aware that, even with multiple renewals, one-year term faculty members' salaries cannot be portioned out over a 12 month period.
7. Term faculty seeking reappointment without promotion should present a file for action that contains
 - a. evidence of teaching per the university and unit criteria
 - b. evidence of service per the expectations of the university and unit criteria
 - c. evidence of scholarship per the university and unit criteria, if applicable.
8. Term faculty seeking promotion should present a file for action that contains
 - a. all appointment and reappointment letters
 - b. all recommendations from internal reviewers
 - c. evidence of teaching per the university and unit criteria
 - d. evidence of service per the university and unit criteria
 - e. evidence of scholarship per the university and unit criteria, if applicable.
9. Reviewers must review the whole file for reappointment of a term faculty member.
10. The unit will need to produce letters of appointment and reappointment that:

- identify the length of the term of appointment or reappointment (one to five years);
 - clearly define the workload, including number of courses, campus presence, and service, as well as how each component will be evaluated and by whom;
 - clearly define the work (curriculum development, running a center, grant writing, etc.) that replaces a portion of the teaching workload and how that work will be evaluated and by whom; and
 - state, if applicable, how the faculty member's scholarship will be evaluated.
11. Teaching units and academic units should formulate procedures and by-laws that give multi-year term faculty the opportunity to have a voice in areas of governance.
12. The committee recommends that term faculty have a vote in issues that are not directly related to tenure-line faculty appointments, reappointments, promotion, and tenure.

TEMPLATE 1: TERM INITIAL OFFER LETTER FROM ACADEMIC UNIT

Dear <Name>:

[with terminal degree at time of offer] I am very pleased to have recommended your appointment as <rank> in the <teaching unit> of the <academic unit> for <AY> with a base salary of <amount>.

[with terminal degree pending at time of offer] I am very pleased to have recommended your appointment at the rank of Instructor in the <teaching unit> of the <academic unit> for <AY> with a base salary of <amount>. If you complete all requirements for your <name of terminal degree> prior to <start date>, you will be appointed at the rank of Professorial Lecturer.

[with no terminal degree] I am very pleased to have recommended your appointment at the rank of Instructor in the <teaching unit> of the <academic unit> for <AY> with a base salary of <amount>.

Your academic responsibilities for <AY> will be [responsibilities]. [The evaluation criteria for these responsibilities are \[criteria\].](#)

The University offers an attractive program of health care benefits, all of which provide options for spouse, domestic partner, and dependent coverage. Among other employee benefits offered by the university are life insurance, long-term disability coverage, and a generous retirement plan with investments managed by TIAA/CREF or Fidelity Investments. There are also options for dental insurance, long-term care insurance, and pre-paid legal assistance. In addition, the university provides educational benefits for faculty members, their spouses or same-sex domestic partners, and their college-age dependent children under certain conditions.

This offer of employment is contingent upon proof of highest degree received in Human Resources prior to the commencement of your employment. This offer is also contingent upon your providing proof of U.S. citizenship, permanent resident alien status, or legal authorization to work in the United States, as required by the Immigration Reform and Control Act of 1986. Please be prepared to present the necessary documents on or before your first day of work.

[Add closing remarks from dean or ~~dept chair~~[teaching unit chair](#)]

TEMPLATE 2: TERM REAPPOINTMENT FROM DEAN OF ACADEMIC AFFAIRS

I am pleased to inform you that you have been reappointed as <rank> in the <department> in the <school> for AY <year>. This is a term contract that expires on <date>. [Please refer to the offer letter from your academic unit for specific responsibilities and evaluation criteria.](#)

Two copies of the Full-Time Faculty Contract reflecting this action are enclosed. The salary on the contract is fixed at your current salary level. Merit salary increases are determined during the summer and, should you be eligible, you will be notified of an increase at that time. Please sign and return one copy of the contract to Dean <dean>'s office within thirty days of the date of this letter, retaining one copy for your records.

If you have questions or concerns my office is here to assist you.

TEMPLATE 3: MULTI-YEAR REAPPOINTMENT FROM DEAN OF ACADEMIC AFFAIRS

I am pleased to inform you that you have been reappointed as <rank> in the <department> for Academic Years <years>. This appointment is made in accordance with section 14 of the *Faculty Manual*. Consequently, there is no implication for tenure. [Please refer to the offer letter from your academic unit for specific responsibilities and evaluation criteria.](#)

Two copies of the Full-time Faculty Contract reflecting this action are enclosed. The salary on the contract is fixed at the same amount for all contract years. If salary increases are authorized by the Board of Trustees and if you are eligible to receive a merit salary increase, you will be notified of that increase during the summer. Please sign and return one copy of the contract to Dean <dean>'s office within thirty days of the date of this letter, retaining one copy for your records.

University-wide Criteria and Specific Descriptors for Promotion to Ranks

Part I: Proposed University Criteria for Evaluation of Term Faculty in Professorial Lecturer Ranks

Every faculty action should serve to enhance the quality of the university. Faculty members must demonstrate effective teaching and a willingness to assume a fair share of service, as well as a commitment to continued advancement in teaching and service. As members of the learned profession responsible for educating the future citizenry, the university expects faculty members to exhibit civility, collegiality, and respect for different points of view in the academic community.

To achieve these objectives, constituent faculty in each teaching unit or academic unit must establish guidelines that define the expectations for the overall contributions of each faculty member; these guidelines will contain substantive criteria beyond the Student Evaluations of Teaching and will be used for personnel actions, including reappointment and promotion. Faculty members' action files will be the basis for judging whether they have met the criteria. The Committee on Faculty Actions shall review these guidelines as specified in the section "Governance at American University" in the *Faculty Manual*. Upon approval by the appropriate dean and the Provost, the academic unit will make these guidelines available to faculty.

a. *Teaching*

Effective teaching enables students to acquire knowledge, develop critical thinking skills, and become active participants in the learning process. Each teaching unit or academic unit establishes guidelines for evaluating teaching by members of that unit. In each case, these evaluation metrics must extend beyond Student Evaluation of Teaching scores. Faculty may demonstrate effective teaching in a variety of ways, including course design, development of new curricular initiatives, up-to-date course content, assignments that challenge and engage students, initiatives with students outside the classroom (i.e., independent studies, internships, capstones, and research), and adherence to evaluation procedures that accurately reflect student accomplishments. Teaching units or academic units may also view publication and presentation of teaching materials and methodologies as a contribution to teaching. Additional ways of evaluating teaching may include, but are not limited to, the items made available to faculty by academic units and the Office of the Dean of Academic Affairs.

b. *Service*

Engagement at American University is an essential component of faculty responsibility. Faculty members should demonstrate engagement in the university community, including a meaningful level of teaching unit, academic unit, or university service, as well as participation in major campus-wide events, such as opening convocation and commencement. Each teaching unit or academic unit

must establish guidelines for evaluating service that include evidence of a willingness to carry an appropriate share of teaching unit or academic unit collegiate service obligations. As appropriate, teaching units or academic units may include service to the profession and service beyond the university. In certain cases, a term faculty member may perform extraordinary service (such as directing a program or chairing a search committee) in lieu of one of their course obligations. Such arrangements must be approved in advance by the relevant teaching unit and academic unit.

Proposed Rank-specific Promotion Criteria for Term Faculty, Lecturer Track

- i. *Instructor* The *Faculty Manual* states that “[f]or term faculty members who do not hold a terminal degree in their field, the rank of instructor is a temporary one-semester or one-year appointment....Reappointments are subject to annual review. Teaching and academic units evaluate instructors primarily on their teaching and, if applicable, service to the teaching unit or academic unit.”
- ii. *Professorial Lecturer* According to the *Faculty Manual*, “[t]erm faculty members are awarded the rank of Professorial Lecturer if they (1) have demonstrated successful teaching in the rank of instructor for a period of three years, or (2) hold the terminal degree in the field, or (3) have professional experience and achievement equivalent to a terminal degree.” New hires may be appointed to this rank if they meet criteria (2) or (3). Candidates who were hired as Instructors may apply for promotion to Professorial Lecturer after a period of three years. They will be successful teachers who have built well-thought-out courses that foster student learning and achievement and that reflect the current state of their academic field. Their course materials will state clear objectives that are informed by the goals of their academic unit or program. Their professionalism will be displayed through their syllabi, text selections, assignments, evaluation of student work, and Student Evaluation of Teaching scores that are generally in line with their teaching and academic units. Candidates for Professorial Lecturer will also provide service to the teaching unit, academic unit, and university.
- iii. *Senior Professorial Lecturer* After five years of service, Professorial Lecturers are eligible for promotion to Senior Professorial Lecturer. The *Faculty Manual* describes the rank of Senior Professorial Lecturer as a promotion that “recognizes the contributions of faculty members who have served in the rank of Professorial Lecturer and have demonstrated superior performance as a teacher. An academic unit may also appoint to this rank those who have equivalent professional experience.” Candidates for Senior Professorial Lecturer will be expert teachers whose courses foster, in challenging and complicated ways, student learning and achievement. Their course materials will promote the goals of their academic unit or program and demonstrate currency in their academic field. Their professionalism and expertise will be displayed through their syllabi, text selections, assignments, evaluation of student work, and Student Evaluation of Teaching assessments. They will provide significant service and contribute to professional

development, which might include leadership activities such as faculty mentoring and research in their field, to their academic unit or program, and to the university.

- iv. Hurst Senior Professorial Lecturer* The *Faculty Manual* describes this rank as “a term appointment an academic unit awards to a senior professorial lecturer who has provided particularly meritorious performance to the university over a period of years or to a new faculty member whose previous career and experience are notably prestigious.” Senior Professorial Lecturers who are candidates for HSPL will demonstrate a consistent record of marked teaching excellence. Their application portfolios will show that they have continually refined their teaching, adapted to new student populations, and attended to innovations in the field. These candidates will also have demonstrated leadership in their academic unit or program, have contributed to professional development initiatives in their academic unit or program and in their field, and have engaged in notable service to their academic unit or program and the university.

Part II: Proposed University Criteria for Teaching, Scholarship, and Service for Term Faculty in the Professor Ranks

The academic unit must provide a written commitment to appoint or reappoint term faculty to Assistant Professor, Associate Professor, and Full Professor by including in the contract the expectations for scholarship and a flexible timeline for assessing scholarly productivity. Every term faculty appointment or promotion to the ranks of assistant professor, associate professor, and full professor must be initiated by the teaching unit or academic unit and approved by the Dean of Academic Affairs and the Provost, and should serve to enhance the quality of the university. Term faculty members must demonstrate effective teaching and significant scholarship, as well as a willingness to assume a fair share of service. There must also be evidence of the ability and commitment to continued advancement in all areas. As members of the learned profession responsible for educating the future citizenry, the university expects term faculty members to exhibit civility, collegiality, and respect for different points of view in the academic community.

To achieve these objectives, constituent faculty in each teaching unit or academic unit must establish guidelines that define the expectations for the overall contributions of each term faculty member; these guidelines will contain substantive criteria beyond the Student Evaluations of Teaching and will be used for personnel actions, including reappointment and promotion. Faculty members’ action files will be the basis for judging whether they have met the criteria. The Committee on Faculty Actions shall review these guidelines as specified in the section “Governance at American University” in the *Faculty Manual*. Upon approval by the appropriate dean and the Dean of Academic Affairs, the academic unit will make these guidelines available to faculty.

a. Teaching

Effective teaching enables students to acquire knowledge, develop critical thinking skills, and become active participants in the learning process. Each teaching unit or academic unit establishes guidelines for evaluating teaching by term faculty members of that unit. In each case, these evaluation metrics must extend beyond Student Evaluation of Teaching scores. Faculty may demonstrate effective teaching in a variety of ways, including course design, development of new curricular initiatives, up-to-date course content, student engagement and achievement outside the classroom, and adherence to evaluation procedures that accurately reflect student accomplishments. Teaching units or academic units may also view publication and presentation of teaching materials and methodologies as a contribution to teaching.

Additional ways of evaluating teaching may include, but are not limited to, the items made available to faculty by academic units, Dean of Academic Affairs, and the Center for Teaching, Research, and Learning

b. Scholarship

Term faculty members' thorough understanding of and significant contribution to their field are essential to the mission of the academic unit and to the advancement of knowledge. All teaching units or academic units must have criteria that require creative, scholarly, and professional achievements of the highest quality and with national or international impact. The university shall base its assessment of a term faculty member's achievements on the aggregate productivity over a period of time that corresponds to the expectations for tenure-line productivity with an adjustment based on the required teaching load of the term faculty member. For example, a term faculty member in the assistant professor rank may be expected to produce one publication as compared with the expectation that a tenure-line faculty member produce two publications. The expectations for promotion of term faculty will be specifically defined by the teaching unit or academic unit and must be approved by the dean and the Dean of Academic Affairs. The work should relate directly to the criteria established by the academic unit's contract with the term faculty member. An additional required assessment addresses the likelihood of continued successful achievements.

c. Service to the Teaching Unit, Academic Unit, or University

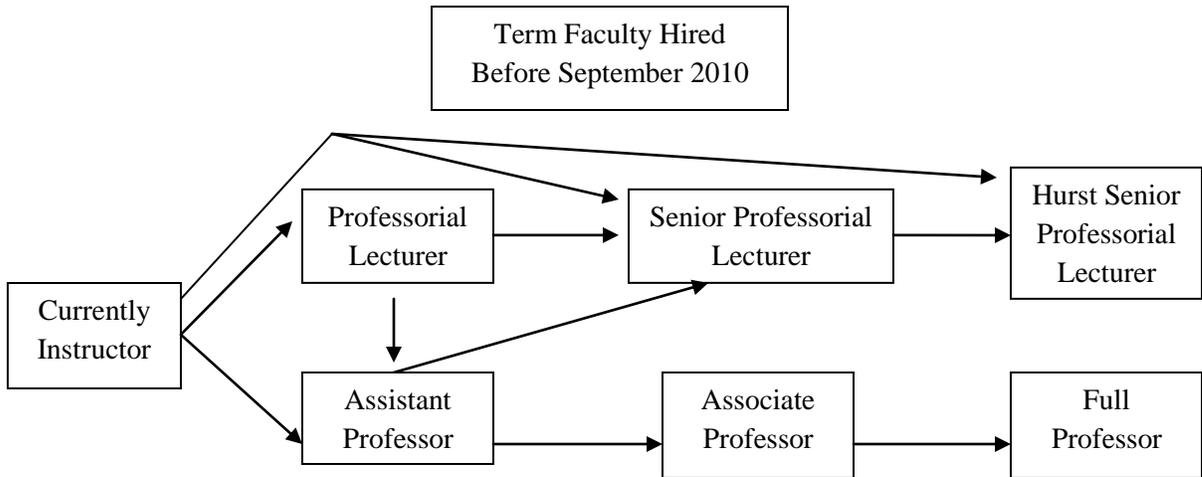
Engagement at American University is an essential component of faculty responsibility. Term faculty members should demonstrate a meaningful level of engagement in the teaching unit, academic unit, or university service, as well as participation in major campus-wide events, such as opening convocation and commencement. As appropriate, teaching units or academic units may include service to the profession and service

beyond the university. Each teaching unit or academic unit must establish guidelines for evaluating service that include expectations for a willingness to carry an appropriate share of teaching unit or academic unit collegiate service obligations. In certain cases, a term faculty member may perform extraordinary service (such as directing a program or chairing a search committee) in lieu of one of their course obligations. Such arrangements must be approved in advance by the relevant teaching unit and academic unit.

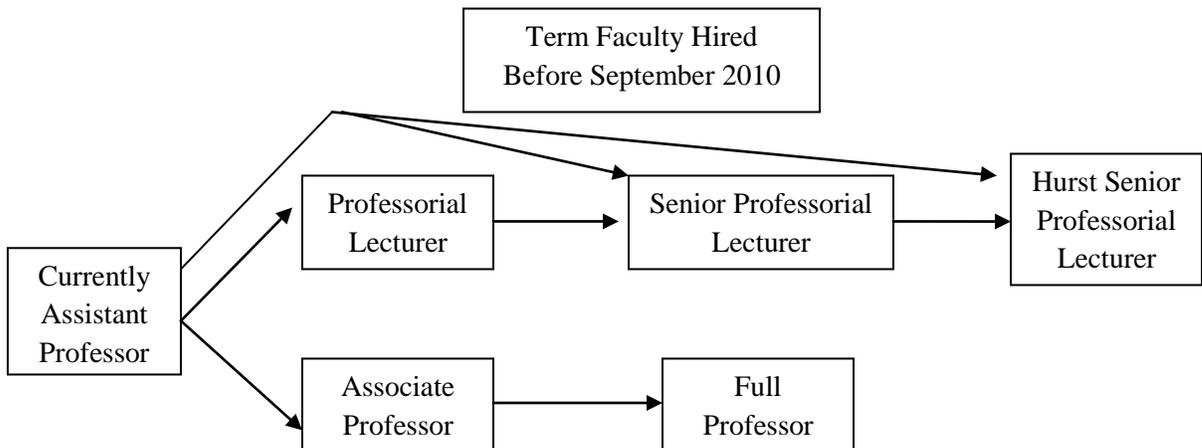
Proposed General University Description of Term Faculty Professor Ranks

- i. Assistant Professor* In most circumstances, an appointee to this rank holds an earned doctorate or the highest degree customary in the field. In extraordinary circumstances, an appointee may have professional experience equivalent to the highest degree in the field. In all cases, the appointee demonstrates the potential to achieve excellence in teaching and scholarly activities and demonstrates the promise of future professional growth in the field. When applicable, an appointee also has the potential to participate in internal service or to mentor and advise students.
- ii. Associate Professor* In addition to meeting the criteria for the rank of assistant professor, the faculty member demonstrates high quality as a teacher, engagement with students in and outside the classroom, significant scholarly accomplishments appropriate to the field, professional recognition and growth, and potential for a career of sustained scholarly distinction and/or prominent accomplishments. Customarily, the faculty member has a significant proven record of teaching.
- iii. Professor* In addition to meeting the criteria for the rank of associate professor, the faculty member demonstrates continuing excellent scholarship and/or prominent accomplishments in the field, high-quality teaching, continuing active engagement with students in and outside the classroom, and when applicable, continuing relevant and effective internal service, as well as evidence of the potential to sustain excellence in all of these areas.

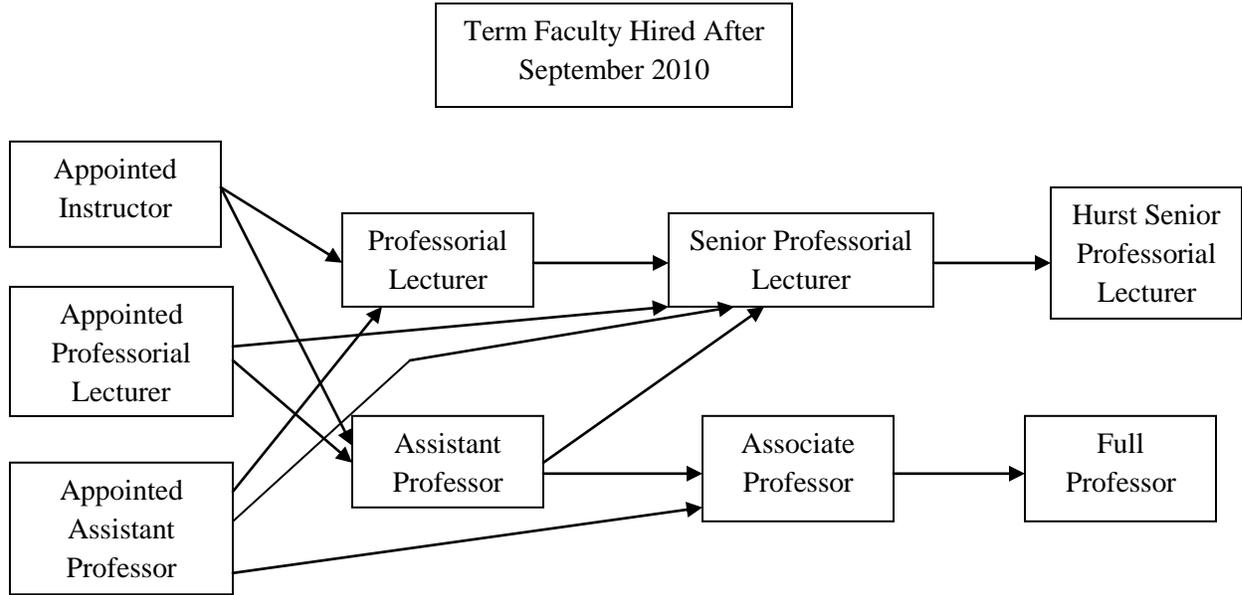
PATHWAYS TO PROMOTIONS (Grandfathered faculty who are currently instructors)



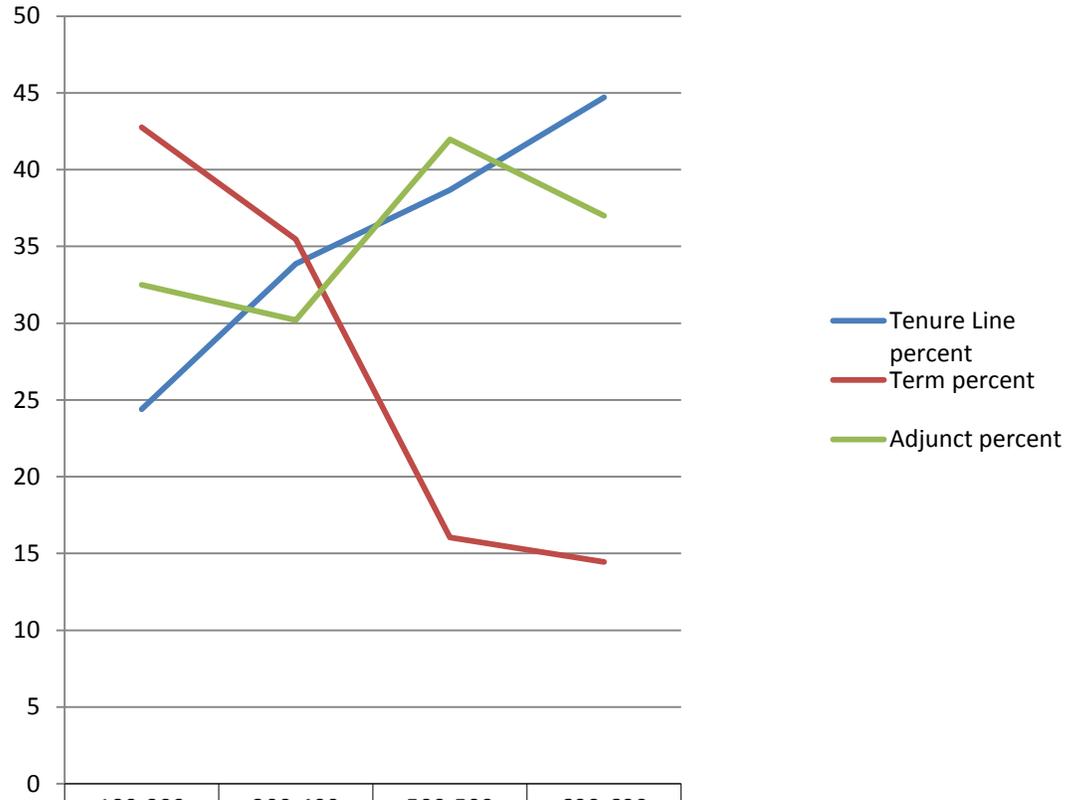
PATHWAYS TO PROMOTIONS (Grandfathered faculty who are currently assistant professors)



PATHWAYS TO PROMOTIONS (New term faculty)



Fall 2010 Course Levels by Faculty Type



	100-299	300-499	500-599	600-699
Tenure Line percent	24.4	33.86	38.68	44.7
Term percent	42.7672956	35.45816733	16.04938272	14.45086705
Adjunct percent	32.5	30.2	41.98	36.99

Course Levels

FACULTY STATUS SUMMARY

Academic Year 2010-2011

College	All Faculty							
	Total	Tenured		Tenure Track		*Term		In-Res
	#	#	%	#	%	#	%	#
CAS	309	136	44%	66	21%	109	35%	4
KSB	77	38	49%	12	16%	27	35%	16
LIB	19	9	47%	3	16%	7	37%	0
SIS	107	39	36%	17	16%	49	46%	4
SOC	47	21	45%	10	21%	16	34%	5
SPA	85	40	47%	15	18%	33	39%	6
WCL	105	54	51%	17	16%	28	27%	24
WPDT	1	0	0%	0	0%	1	100%	0
Total	747	337	45%	140	19%	270	36%	59

Term Faculty			
Total	Multi-year	One-year	Visiting
#	#	#	#
109	21	87	0
27	6	21	0
7	5	2	0
50	5	45	1
16	4	12	0
33	9	21	0
34	6	22	6
1	0	1	0
277	56	211	7

* Term: includes all In-Residence appointments, number of In-Residence appointments show on right of chart. Excludes all Visiting Professors.

Academic Year 2009-2010

College	All Faculty							
	Total	Tenured		Tenure Track		Term*		In-Res
	#	#	%	#	%	#	%	#
CAS	298	132	44%	65	22%	101	34%	7
KSB	73	38	52%	10	14%	25	34%	15
LIB	18	9	50%	2	11%	7	39%	0
SIS	101	37	37%	16	16%	48	48%	5
SOC	47	20	43%	8	17%	19	40%	5
SPA	85	36	42%	15	18%	34	40%	10
WCL	108	53	49%	18	17%	31	29%	25
WPDT	0	0	0%	0	0%	0	0%	0
Total	730	325	45%	140	19%	265	35%	67

Term Faculty			
Total	Multi-year	One-year	Visiting
#	#	#	#
101	19	82	0
25	3	22	0
7	0	7	0
48	5	43	0
19	5	14	0
34	7	27	0
37	3	28	6
0	0	0	0
271	42	223	6

* Term: Includes all In-Residence appointments, number of In-Residence appointments show on right of chart. Excludes all Visiting Professors.