Faculty Senate Meeting
May 11, 2016, 2:30 PM to 5:00 PM
Location Change: MGC 2 & 3

1) Chair’s Report – Larry Engel 2:30

2) Provost’s Report - Scott Bass 2:45

3) Financial State of the University – Doug Kudravetz 3

4) Ad-Hoc Term Faculty Committee: Faculty Manual Language Update – Sherburne Laughlin 3:30

5) Grade Inflation Update – Stina Oakes & Christine Dulaney 3:50

6) Faculty Conduct Guidelines – Lydia Fettig 4:15 *

7) Athletics Update for NCAA Compliance– Josephine Harrington 4:45*

* = These items have attachments
Fall 2016 Student-Athlete Academic Performance

- Department GPA Fall 2015: 3.38 -- Department Cumulative GPA Fall 2015: 3.34
- 80.8% earned a 3.0 GPA or higher
- 46.6% earned a 3.5 GPA or higher
- 23% earned Dean’s List
- Women’s Field Hockey earned highest team GPA with a 3.65

Services Used by Student-Athletes through the Student-Athlete Support Program
August 1, 2015 – May 2, 2016

- Meetings with academic support & life skills counselors
  - 1,663 one-on-one appointments with a counselor
  - Additional 131 meetings with prospective student-athletes
- Tutoring
  - Open to all student-athletes, for any course
  - 487.75 hours of tutoring in 2015-2016
- Life Skills Programs
  - Led 81 presentations/workshops, totaling 1982 attendees
    - Freshman Transition Workshops (TALONS)
    - Leadership Development Program
    - Career & Graduate School Preparation
    - Sport Psychology Seminar
    - Student-Athlete Senior Transition Support
Academic Awards and Recognition

CoSIDA Academic All-District
- Lauren Crisler - Women's Basketball
- Marley Jennings - Women's Soccer
- Sarah Katz - Volleyball
- Kibu Mbaluku - Men's Soccer

Patriot League Scholar-Athlete of the Year
- Natalie Konerth - Field Hockey
- Monika Smidova - Volleyball (Third consecutive award)

Academic All-Patriot League*
- Natalie Konerth, Jess Davis, Angela Virtu – Field Hockey
- Monika Smidova, Sarah Katz, Krystina Lindovska – Volleyball
- Joel Hart, Kibu Mbaluku – Men’s Soccer
- Marley Jennings – Women’s Soccer
- Brendan Johnson – Men’s Cross Country
- Kilian Korth - Men’s Swimming & Diving
- Fiona Caulfield, Caylee Watson - Women's Swimming & Diving
- Jesse Reed – Men’s Basketball
- Lauren Crisler – Women’s Basketball
- Brendan Johnson – Men’s Indoor Track
- *Wrestling (EIWA All-Academic Award) - John Boyle, Esteban Gomez-Rivera, Tom Page, Tyler Scotton, Mitch Wightman

Coaches Association Individual Awards
- National Field Hockey Coaches Association Scholars of Distinction - Natalie Konerth, Maura Jacobs

Team Honors
- Wrestling earned a NCAA Public Recognition honor for being among the top 10 percent of APR metrics for D-1 programs nationally... The Public Recognition honor was the fourth straight for Eagles Wrestling.
- Field Hockey earned the top GPA in the nation, according to statistics released by the National Field Hockey Coaches Association... It's American’s 3rd such honor and the ninth time in the last 13 years we've been among the top five.
- Field Hockey and Wrestling winners of our Top Team GPA Awards in Department of Athletics 2015.

Top Academic Seniors

Each spring semester the top 10% of student-athletes, based on cumulative GPA as of the end of the fall 2015 semester, are recognized at an Academic Awards Reception. Additionally, the top male and female senior students are recognized. This year Sarah Katz (CAS, Health Promotion, women’s volleyball, 3.94) and Toby McCarroll (CAS, History, men’s swimming, 3.94) were recognized for their outstanding academic achievement over their AU careers.
Expectations and Guidelines for Faculty Conduct at American University

Preamble

The purpose of these Expectations and Guidelines is to clarify understandings for the professional conduct of the American University faculty. These Expectations and Guidelines are intended to be consistent with and amplify the AU Faculty Manual and existing University policies, rather than supplant the Manual or any policy.

These Expectations and Guidelines for Faculty Conduct articulate standards of professional conduct derived from general professional consensus about acceptable faculty behavior. Conduct that departs from these principles is unacceptable because it is contrary to the mission of the University and is inconsistent with professional consensus.

This document is organized into four sections:

I. Expectations for the Administration of Classes
II. Guidelines for Interactions with Students
III. Guidelines for Interactions with Other Faculty, Staff, and the University
IV. Guidelines for Scholarship and Research

If these expectations and guidelines are not satisfied, concerns will be initially addressed at the unit level. If and when applicable, additional support and resources will be provided to faculty members. In some cases, informal methods of resolution or disciplinary procedures may be enacted per the university’s Faculty Manual.

I. Expectations for the Administration of Classes

Each faculty member is charged with the full responsibility for the conduct and control of the classes to which he or she is assigned. This responsibility is to be guided by policies and regulations of the university and the college or school in which a course is offered.

A faculty member should follow the general course description and objectives as provided by the college, school or department where the course is offered; administer examinations or other appropriate evaluative methods and otherwise provide adequate basis for evaluation of students; and
maintain good order and enforce university regulations in classes at all times. All faculty members are encouraged to avail themselves of the resources provided by the Center for Teaching, Research, and Learning which include a Template for Course Syllabi, a Best Practices Guide, and a New Faculty Guide.

The following are procedures for faculty to follow in administering their classes.

A. Syllabi

A syllabus describing the general nature and scope of each course should be prepared and submitted to the academic unit in which the course is offered. This syllabus should be updated and shared with the appropriate academic unit(s), course chair, and/or program director each time the class is offered.

All syllabi should include learning outcomes, the methods by which course grades are determined, and policies regarding attendance, participation, and the submission of incomplete or late work—provided these policies are not contrary to those of the university or the college or school in which the course is offered.

All faculty members should also establish reasonable rules within their syllabi with respect to unexcused absences with the understanding that students cannot be penalized for officially excused absences. In addition, faculty members are encouraged to create and include a syllabus policy about the classroom use of electronic devices (cell phones, laptop computers, e-readers and tablets, etc.).

All syllabi should provide the faculty member’s contact information and office hours, relevant information about teaching assistants, and the required passages provided within the Center for Teaching, Research, and Learning’s Syllabus Template.

Substantive syllabus changes should not be made while the course is being taught. Non-substantive changes, such as alternate readings, minor alterations to course assignments, and schedule changes should be clearly communicated to the students in a timely manner.

A syllabus is not intended to inhibit flexibility on the part of the faculty member or place limits on the prerogative of adapting a course in the way it seems most suitable. The university is well aware that each faculty member will place emphasis in a course according to the professor's conception of the subject matter covered. However, all syllabi should provide a clear summary of what the course is intended to achieve, the content it covers, and some indication of the breadth and depth of coverage and the basic assignments and examinations required of students. In addition, all major course assignments and examinations should relate to the learning outcomes stated within the syllabus.
B. **Social Media Guidelines**

The creation and use of technology and social media are constantly evolving. Faculty should therefore advise students to obtain permission before recording or sharing any class content. Given issues regarding ownership, privacy, ethics, and related matters, faculty members are also encouraged to incorporate the Social Media Syllabus Language guidelines, created by the Social Media Policy Committee, and the Faculty Senate’s Social Media Tips and Guidelines. Both of these documents are available on the [Senate Reports webpage](#).

C. **Office Hours**

All faculty members are expected to be available to communicate with students outside of class sessions during every term in which they teach. Some academic departments and units may require a minimum number of weekly office hours. Customarily, tenured, tenure-track, and term faculty hold 2-3 in-person office hours per week; adjunct faculty hold 1-2 in-person office hours per week.

Office hours should be noted on syllabi and, for courses that do not take place online, at least some of the hours should be offered in person. In addition, at the start of every academic term, faculty members should post their office hours outside their office doors and provide their academic units with information about their selected office hours.

D. **Textbooks and Class Materials**

Faculty members who expect that students will acquire textbooks, other books, or specialized materials such as art paper, must ensure that the campus store is informed of their needs at least two months prior to the beginning of the course to ensure availability at the start of the semester. Faculty members or the appropriate teaching unit should also advise the campus bookstore as to whether books not sold for a given course should be returned to the publisher or retained in stock for sale when the course is offered again.

Desk copies of textbooks for faculty members should be secured directly from the publishers following the guidelines provided by the publisher. They will not be available through the campus store.

The University Library can place course materials on reserve either in the library or online. See the [Library’s Reserves website](#) for more information and deadlines.

Please note that no course material selections can be made for an entire class until alternate formats of materials have been secured for any registered students with approved accommodations. This
includes the viewing of captioned visual media, if captioning has been approved as an accommodation. Faculty members are expected to coordinate with the Academic Support and Access Center (ASAC) as needed regarding alternate formats of materials and captioning.

E. Class Norms

Accommodations. Any student requesting accommodation for a disability who does not have a letter of approved accommodations from the Academic Support and Access Center (ASAC), should be referred to the ASAC.

Atmosphere. All faculty members teaching classes at American University, whether they are full- or part-time faculty, will observe the highest possible academic and professional standards in their own performance and in the performance they demand of their students. Faculty members should be committed to practice intellectual honesty, to encourage the free pursuit of learning and the free expression of ideas among their students, to promote high scholarly standards, to respect students as individuals and to treat them appropriately in and out of class, to evaluate students' work fairly, and to adhere to their proper roles as intellectual guides and counselors of students.

Management of Disorderly Students. Primary responsibility for managing the classroom environment (including meetings with students during office hours) rests with faculty. A faculty member may remove any disorderly student for the remainder of the class or end a meeting early, and, if necessary, call upon public safety for assistance. If circumstances require a longer suspension from class or dismissal from the University or other sanctions, these disciplinary measures must be preceded by the process outlined in the Student Conduct Code.

Diversity and Inclusion. All faculty should respect and embrace diversity as outlined within American University’s Strategic Plan.

Trigger Warnings. The University’s stance, which supports faculty discretion and favors academic freedom, is outlined within the Faculty Senate Resolution on Freedom of Expression, the full text of which is available on the Senate Reports webpage.

F. Cancellation of Class Meetings

Each faculty member, in accepting an appointment to teach for the university, assumes an obligation to be present for the full length of all meetings of each class to which he or she is assigned. Faculty members are expected to conduct classes as scheduled and on time.
Students cannot be expected to wait for a tardy instructor for more than twenty minutes and no faculty member may penalize a class which exercises its prerogative of disbanding when the instructor is late.

If a make-up class is scheduled on-line, the faculty member must ensure that the class is accessible to any student with approved accommodations that require ASL interpreting, CART service, or visual descriptors.

Public and Private Cancellations. When cancellation is announced publicly through the usual media of local communication, classes will not meet. If a faculty member needs to cancel one or more class sessions and/or office hours due to a personal emergency or related situation, he or she should make arrangements with her or her academic department and/or dean. Ideally, other faculty members will volunteer to cover classes as a means of fostering collegiality and supporting students. When this is not possible and cancellations are necessary, instructors should notify their academic department and their students. Students are expected to adhere to the course schedule despite the cancellation while professors are expected to ensure that all substantive materials and assignments will be covered. A faculty member who wishes to hold a class meeting in lieu of one cancelled may not schedule it on holidays, during vacation periods, during periods that conflict with other classes or at other times when classes are not meeting regularly. No make-up classes may be offered during the final exam period, regardless of whether this time would conflict with another final examination for any of the students. Make up classes may be held on the designated study days, but must be scheduled in advance with Academic Scheduling. A special class meeting should be at a time which is mutually satisfactory to the instructor and students. Any student who cannot attend this special meeting will not be penalized for nonattendance.

Substitutes. If and when needed, substitutes must be carefully selected and given enough information about the course content and student assignments to enable them to carry out their work satisfactorily and in accordance with the faculty member's syllabus.

G. Guest Lecturers and Class Visitors

Guest lecturers must be carefully selected and given enough information about the course content and assignments to enable them to carry out their work satisfactorily and in accordance with the faculty member's syllabus.

Occasionally visitors to the university wish to attend classes as observers. Such visitors may include friends, prospective students, faculty colleagues, and scholars interested in educational developments and methodology. Those visits must be approved by the instructor and, when appropriate, pre-arranged with the academic unit. Otherwise, faculty members are expected to deny a
place in the class to any person who has not been formally registered, unless an unregistered student is attending a portion of a course for valid academic reasons with the permission of the instructor and the relevant academic unit.

H. Grades and Examinations

The proper evaluation of students should be a major concern of faculty members. Faculty should provide students with prompt, objective assessments that make full use of the grading scale. Many of the expectations outlined below are consistent with policies and procedures outlined within the university’s Academic Rules and Regulations.

Exam administration and grading. Each faculty member may decide the frequency of examinations in his or her courses. Each faculty member (even if assigned a teaching assistant) is responsible for the preparation and grading of his or her own examinations and for keeping them in a secure place until they are administered. Faculty members are also responsible for the appropriate administration of exams. Final examinations are scheduled by the Office of the University Registrar. During the final exam period, all classes will meet at the designated time to either conduct a final examination, or if no final examination is planned, to conduct the normal classroom activities. No class meetings will be cancelled during the final week except in unusual circumstances in which case the prior approval of the dean or department chair is required.

Take home exams. Instructions for take home, online, or other remotely administered examinations, including level of collaboration or consultation of references should be clearly communicated before the examination is given. Faculty members may require that students taking examinations outside a proctored classroom sign a statement of compliance with the stated examination policies and/or the Academic Integrity Code.

Early warning reports. The university expects faculty members to assign and assess student work early within the semester. Faculty are also expected to submit early warning reports for any student registered in an undergraduate-level course whose progress in the course is unsatisfactory due either to academic performance or non-attendance. Early warnings conveyed by the course instructor to the Registrar will be reported to students and their teaching units.

Final course grade submission. Faculty members are required to report grades to the Office of the University Registrar within 72 hours after the scheduled final examination period in each course or final meeting date of the class. In any case, grades must be submitted no later than the due date for grades published as a part of the schedule in the Schedule of Classes each session. It is the responsibility of all dean's offices to secure grade reports from instructors in their academic units, to
ensure that these grade reports are filled out completely and accurately, and to submit these grade reports to the Registrar's Office by the designated deadline.

*Communication of grades to students.* Final grade records are maintained by the Office of the University Registrar and are made available to students as early as possible. Instructors may release grade results to their students in any manner which preserves the confidential nature of grade information.

*Grade changes.* A request from a faculty member to change a grade which has been reported to the University Registrar may be honored only under the following conditions:

- When there is certification in writing to the University Registrar that the original grade was a clerical or computation error on the faculty member's part. Such certifications will be routed through the teaching unit head and that unit's dean to the University Registrar.
- When a grade of I (Incomplete) has been given, the instructor may change the grade to A, A-, B+, B-, C+, C, C-, D, P, F, or ZF (but not to W) upon completion or failure to complete the requirements of the course within the time allowed, as described above. A request from a faculty member to change a grade which has been reported cannot be considered unless it is received by the University Registrar before the closing date of the session after the one in which the course was offered.

Grades reported by faculty members are entered on the student's permanent record and, once entered, they may not be removed or changed after one year except when there is certification in writing to the University Registrar that the original grade was a clerical or computation error on the faculty member's part. In the event a grade change is authorized in accordance with university regulations, the new grade will replace the former grade on the student's cumulative record. Any comments or notes entered on the transcript to explain a grade change may not be removed at a later time.

**II. Guidelines for Interactions with Students**

The roles of instructor and student comprise the heart of the life of the university. The instructor exemplifies the search for truth by means of the free exchange of arguments, ideas, and evidence, and he or she aims to encourage the same ethos in students. The instructor should thus treat all students with respect, evaluate students without bias, and avoid actions that interfere with the activity of inquiry inside or outside the classroom. Faculty members should also serve as campus resources to their students; in doing so, they should be knowledgeable about academic regulations and the wide variety of support services available to students.
A. Advising and Counseling Students

An important part of the teaching function is consultation with students both on their problems and progress in particular courses and on their programs, academic goals, and career objectives in general. Faculty members should advise a student in academic difficulties in any of their classes and suggest possible methods by which the student may improve performance.

Faculty members are encouraged to document any concerns they may have about students via the university’s CARE Network, a streamlined reporting tool for the sharing of concerns about student behaviors. A faculty member may also refer a student to the staff of the Counseling Center if a student’s difficulty appears to involve personal issues or to the staff of the Academic Support Center if the difficulty appears to involve academic issues.

Full-time faculty members are prohibited from entering into privately negotiated remunerative arrangements for special tutoring of students in any American University courses.

B. Ethical Considerations

All faculty members should observe these ethical standards:

- To encourage students in the search for truth by means of free exchange of arguments, ideas, and evidence.
- To exhibit the highest scholarly standards of the disciplines.
- To demonstrate respect for students and encourage a spirit of respect inside and outside the classroom.
- To make every effort to evaluate students fairly and without bias.
- To protect the academic freedom of students inside and outside of the classroom, including by both respecting the free speech of students and fostering respect for the legitimate diversity of views.
- To apprise themselves of university policies and statutory obligations concerning reporting accusations of serious misconduct and criminal acts.

Similarly, all faculty members should avoid the following sorts of unacceptable behavior in their role as teacher and mentor:

- Discrimination against students on the basis of political belief, race, gender, sexual orientation, age, religion, disability, or other factors extrinsic to the roles of teacher and student.
- Use of the classroom for political purposes, including required participation in political campaigns or lobbying efforts for specific causes.
● Use of the classroom for personal purposes; class time should be devoted to the professional and academic study of matters related to the course.
● Failure to respect students as fellow inquirers inside or outside the classroom.
● Evaluation of students by criteria irrelevant to performance in class.
● Failure to abide by professional standards with regard to the administration of classes, including the circulation of syllabi, returning graded work in a timely fashion, and the like.
● Failure to respect norms of confidentiality with regard to students.
● Entering a consensual sexual relationship with any student or individual for whom the faculty member has a professional or supervisory responsibility, as outlined within the Faculty Manual.

III. Guidelines for Interactions with Other Faculty, Staff, and the University

Faculty members at American University, while they may be employed under different types of contracts, are part of the same learning community. They and university staff all work toward a common purpose and share a core set of institutional values including diversity and integrity. While protected by academic freedom, faculty members also have obligations as colleagues, as described in the AAUP Statement on Professional Ethics.

All faculty members should adhere to the procedures and policies as outlined within the Faculty Manual. Potential violations will be investigated, as outlined within the Faculty Manual. All faculty should also review and abide by the other university procedures and policies, many of which are listed on the University Policies Webpage. Finally, faculty are encouraged to adhere to the guidelines below, some of which may overlap with existing guidelines and policies:

● Faculty members should keep confidentiality when requested and when appropriate.
● Faculty members should not make evaluations of the professional competence of other faculty members or staff by criteria not reflective of professional performance.
● Faculty members should encourage the expression of and respect the opinions of others. They should not use their positions to intimidate, humiliate, bully, or coerce other faculty members or staff. They are aware that their obligations as colleagues extend to various electronic forms of communication including social media and e-mails as well as face-to-face communication.

IV. Guidelines for Scholarship and Research

The value and reputation of any intellectual community necessitates academic rigor and scholarly integrity.
All faculty members should adhere to the Scholarly Misconduct Policy and be aware of the Scholarly Misconduct Procedures. Potential violations will be investigated, as outlined within the Faculty Manual.

Faculty members who need or want research-related support should consult the appropriate resources, several of which are listed below.

- Center for Teaching, Research & Learning
- Faculty Research Home Page
- General Research Home Page
- Office of Institutional Research & Assessment
- Office of Research Integrity
- Opportunities for Funding
- Research Centers and Institutes
- University Library