

## **Faculty Senate Meeting**

September 14, 2016, 2:30 PM to 5:00 PM

MGC 3 & 4

- 1) Welcome and Introduction of New Senators – Todd Eisenstadt (2:30)
- 2) Presidential Search Committee Members Discussion with Senate – Kiho Kim, Sharon Weiner and Sarah Menke-Fish (2:35)
- 3) Chair's Report – Todd Eisenstadt – (3:15)
  - a) May 4, 2016 & May 11, 2016 minutes approval
  - b) Election of new Executive Committee members, Brian Fantie and Emily Lindsey
  - c) Announcement of extended Presidential Search Committee results
- 4) Provost's Report – Scott Bass (3:30)
- 5) Faculty and Staff Retreat Update – Mary L. Clark (3:45)
- 6) Change in Academic Grade Grievance Policy - Jessica Waters (3:50)
- 7) Resolution on Term Faculty Salaries- Todd Eisenstadt (4:30)
- 8) Budget Update – Olivia Ivey (4:50)

## **Senate Executive Committee Meeting**

August 31, 2016, 10:00 AM to 12:00 PM

Senate Conference Room

- 1) Chair's Report – Todd Eisenstadt (10:00 AM)
  - a) Executive Committee nominations Brian Fantie and Emily Lindsey
  - b) Presidential Search Committee update
  - c) Freedom of Expression Resolution
- 2) Provost's Report – Scott Bass (10:15)
- 3) Faculty Senate Role at Faculty Retreat – Mary Clark (10:30)
- 4) Grievance of Grades Policy Change – Jessica Waters (10:35 AM)
- 5) For the Good of the Order – Todd Eisenstadt (11:05 AM)
- 6) Executive Session

## **Faculty Senate Executive Committee Minutes**

August 31, 2016

Present: Todd Eisenstadt, Andrea Pearson, Larry Engel, Maria Gomez, Olivia Ivey, Jun Lu, Scott Bass and Mary L. Clark

### **Chair's Report – Todd Eisenstadt**

- 1) Recommendation from Senate leadership was presented to request approval for Bryan Fantie and Emily Lindsey as the at-large & additional senators of the Executive Committee. The recommendation was approved and will be voted on by the Senate.
- 2) The Senate Leadership team over the summer requested that additional representation from all units be elected to sit with the already appointed faculty to interview Presidential candidates. The BoT did agree that if permissible they will try to allow for this body to interview candidates. The Executive Committee approved sending out notice to all unit Associate Deans to elect the following: 3 members from CAS and one each from SOC, SIS, SPA, KSB, SPExS, WCL and the University Library. Results are requested by September 12, 2016, which are to be announced at the September 14, 2016 Senate meeting.
- 3) The Executive Committee discussed the importance of having the 2015 Senate approved Freedom of Academic Expression resolution sent back out to the AU community. It was agreed it is important information for all, especially new faculty and students.

### **Provost's Report – Scott Bass**

- 1) The final RiSE report will be sent to the Mellon Foundation today. The report includes information on proposed pilots.
- 2) The numbers for the first-year class for AY 2016-2017 were right on target. More financial aid has been given to the first-year class than in the past and transfer student numbers are down. Graduate numbers were down but the success of the graduate online programs has made up the shortfall.
- 3) The university retreat will be held at the Eastern Shore October 14 & 15. This year the event will include faculty and staff and will be focusing on the RiSE initiative.

### **Grievance of Grade Policy Change – Jessica Waters**

VPUG Waters stated that the Grade Grievance Policy needed to be rewritten to clarify what grades are grievable and the process for handling these grievances. Major changes to the policy have been made and will be discussed by the Senate. The policy, with changes, has been distributed to the Associate Deans for their input.

### **The Executive Committee went into Executive Session**

The meeting was adjourned at 12:00 PM

*Minutes*  
*Faculty Senate Meeting*  
*May 11, 2016*

**\*\*\* The complete recording for this meeting can be found at <http://www.american.edu./facultysenate/agendas-minutes.cfm>**

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Present: Professors: Larry Engel, Todd Eisenstadt, Lacey Wootton, Karen Baehler, Kyle Brannon, Rachel Borchardt, Maria Gomez, Olivia Ivey, Kelly Joyner, Iris Krasnow, Gwanhoo Lee, Mike Limarzi, Jun Lu, Mary Mintz, John Nolan, Steve Silvia, Chris Simpson, Kate Wilson, Brian Yates, Provost Scott Bass, DAA Mary Clark.

Professor Engel called the meeting to order at 2:33 PM

**Chair's Report – Larry Engel**

Professor Engel discussed the following topics:

- Changing the dates for some Senate committee membership transition from June 15 to early fall. Discussion was had specifically in regards to the curriculum committees that are year-round committees. Professor Engel stated that he will bring language changes for the Senate by-laws forward in the fall.
- Setting up a Twitter account for the Senate was suggested by Librarian Ivey. The Senate discussed the option and stated it would be an additional form of communication but email will remain the primary form of communication.
- During the pilot of the Input on Teaching by Students (ITS), an oversight occurred with the 400/600 level classes and those that had fewer than 6 students were not included. Options to handle this situation are being addressed. Additional concerns arose with the narratives and insuring that they are only being sent to the faculty. This issue is being addressed.

**Provost's Report – Scott Bass**

- Undergraduate commencement was a success. WCL's commencement is upcoming and the BOT will be meeting this week.
- Undergraduate enrollment is strong. The admit rate is 26% and the yield is 35%. The GPA for the incoming class is 3.67 and SAT average is 1244. For the special programs 5 students were admitted and accepted in the FDDS program, 24 in the honors program including FDDS. It is too early to evaluate Graduate enrollment but it is running behind from last year at this time. More will be reported in the fall.

**Financial State of the University – CFO Doug Kudravetz**

CFO Kudravetz thanked the Senate for the invitation to speak on the financial state of the university. He presented the overall credit ratings of the university and went over the current progress of the endowment and operating budget.

CFO Kudravetz stated that the East Campus is behind schedule with a hopeful date of late August for two dorms to open. Spring Valley is under renovation and it is projected to be ready for people to move in by the end of the summer. He also stated that the university has gone “online” with the solar program. AU has formed a partnership with George Washington University Hospital allowing us to receive 50% of our electricity from solar energy coming from three solar farms in North Carolina. Additionally, the second floor of Butler Pavilion currently housing the lower floor of the bookstore will now be sharing space for the University Club and Student Life.

### **Ad-Hoc Term Faculty Committee: Faculty Manual Language Update – Sherburne Laughlin**

Professor Laughlin thanked the senators for the opportunity to present. She stated that the charge given to the committee was to revise the language in the *Faculty Manual* for Term Faculty particularly on ranks and promotion. The committee began its work from the Term Faculty report from 2011 that was accepted by the Senate in 2011. There was language proposed in the report that was never put into the *Faculty Manual*. Professor Laughlin stated the committee is working on:

- The Professorial Lecturer track to clarify the current language, specifically the Term Professor track ranks addressing the promotion from Assistant to Associate Professor
- Movement between paths and how to address them
- In-Residence faculty and how they can move within the ranks.

Professor Laughlin informed the Senate that the committee is leaning towards the units developing guidelines to address criteria for each of these issues including support with scholarship. The committee will be working over the summer and will be returning a report to the Senate in the fall that they hope will be presented to the Board of Trustees at the November meeting.

### **Grade Inflation Update – Stina Oakes & Christine Dulaney**

Professor Dulaney thanked the Senate for the invitation to the meeting. She stated that the committee was given a four-point charge as follows:

- 1) to define grade inflation
- 2) to review literature
- 3) to collect data and determine how grade inflation is affecting AU
- 4) to make recommendations.

Professor Dulaney stated the following:

- Grade inflation has three primary areas. Granting of higher grades for the same quality of work over a period of time, grade compression and grade inequality.
- The committee reviewed a large body of literature addressing how other universities have dealt with this issue. The policy’s generally fell into three broad categories.

- 1) grade targeting by following a bell curve

- 2) defining grade in context – providing a definition/explanation of what the grade means, usually reported on the transcript
- 3) Encourage departments or individual schools to develop policies in a way that suits a discipline
- During the committee’s research members did not find one approach that was definitive and affective.

Professor Oakes stated the following;

- AU is right in line with the national trend but within the college and schools there is deviation.
- With information provided from the Office of Institutional Research and Assessment, high grades are not as much a deciding factor on teaching evaluations as thought.
- Two departments at AU are known for having lower grades. Literature has a rubric that is used in the entire department and Accounting has a common syllabus and exam that is given at the same time to all students. These examples show that there is not a “one size fits all” approach.
- Some recommendations include informing first year students of this grading culture, add language on syllabi about grading expectations for more transparency, have faculty talk more about grades among themselves, look at how grades are being used in the evaluation process. and have ways to address students concerns when asking for a higher grade.

Professor Oakes expressed that this would be a very extensive project for the university to take on. She also informed the Senate that the final report will be finalized soon. The committee does support moving forward with this topic.

### **Faculty Conduct Guidelines – Lydia Fettig**

Professor Fettig stated that the guidelines document has been seen several times by the Senate body. Additionally, it was reviewed at two town halls, by the registrar and by the deans. She informed the Senate that she has received some great feedback that it has been implemented into the current version.

Professor Fettig informed the Senate that major changes were made to make parts of the document firmer and to add expectations. This is also reflected in the new title change, “Expectations and Guidelines for Faculty Conduct at American University.” Further discussion was had among the senators. The Senate requested that this document be returned in the fall for further review.

### **Athletics Update for NCAA Compliance – Josephine Harrington**

Senior Associate Athletic Director Josephine Harrington stated that the Athletic Department had a very successful year. She stated the following stats in her recap:

- The Department GPA was 3.38 and the cumulative GPA was a 3.34.
- All of the teams had a GPA of a 3.0 or higher and the woman’s field hockey team held the highest team GPA at a 3.65

- 23% of the athletes earned Deans List, 80.8% earned a 3.0 or higher and 46.6% earned a 3.5 GPA or higher.

Director Harrington presented several more statistics on the overall achievements of the AU athletes and stated that the support of the faculty and administration had made all these achievements possible.

The senators gave special thanks to Professor Larry Engel for his role as the 2015-2016 Faculty Senate Chair, and to Professor Lacey Wootton for her 5 years of service, 2 years as a senator and three years in leadership.

**The meeting was adjourned at 5:00 PM**

*Minutes  
Faculty Senate Meeting*

**\*\*\* The complete recording for this meeting can be found at <http://www.american.edu/facultysenate/agendas-minutes.cfm> May 4, 2016**

**<http://www.american.edu/facultysenate/agendas-minutes.cfm>**

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Present: Professors: Larry Engel, Todd Eisenstadt, Lacey Wootton, Karen Baehler, David Banks, Kyle Brannon, Rachel Borchardt, Chris Edelson, Maria Gomez, Olivia Ivey, Kelly Joyner, Despina Kakoudaki, Iris Krasnow, Gwanhoo Lee, Mike Limarizi, Jun Lu, Mary Mintz, John Nolan, Arturo Porzecanski, Andrea Pearson, Steve Silvia, Chris Simpson, Kate Wilson, Brian Yates, Provost Scott Bass, DAA Mary Clark.

Professor Engel called the meeting to order at 2:31 PM

### **Chair's Report – Larry Engel**

Professor Engel thanked all the current senators and new senators for their service. He started that this would have been the last official meeting of the year, but an additional meeting has been scheduled for May 11, 2016.

- **Approval of the April 6, 2016 Minutes** - Professor Engel opened the floor for comments or changes, and none were received. The Senate **VOTED** and the minutes were approved 22-0-1.
- **Thank You Exiting Senators & Welcome New Senators** – Professor Engel thanked all the exiting senators for their hard work and dedication to the Senate. He also thanked all the new members that will be joining the Senate on June 15 for their upcoming service.
- **Diversity and Inclusion Working Group** – The working group has been meeting since March and will be continuing their work in the fall. Contact has been made with student leadership to select groups of students to meet with and hear to their concerns. This will take place in the fall semester.
- **RiSE Update** – The following faculty have agreed to serve on the RiSE Faculty Senate Task Force. Sonya Greer, who will also serve as chair, Christine Chin, Kiho Kim, Bill LeoGrande, Rodger Streitmatter, Maria DeJesus, Megan Romin, Alex Hodges, Elizabeth Worden, Billie Jo Kaufman, Daniel Puskin, Steve Silvia and Larry Engel.
- **Managing Senate Committees, ad-hoc and Working Group** – After discussion with the Senate Executive Committee, the work of this group will be to provide guidelines for reporting and communication from the groups to the Senate and to Senate leadership. Senate leadership will work on this over the summer and report back to the senators in the fall.

### **Provost's Report – Scott Bass**

Provost Bass stated that the undergraduate enrollment numbers are complete and will meet the 1700 student cap. The SAT and GPA scores are up slightly again and the admit rate is 26% and yield is 35%. Congratulations to everyone!



## **Presidential Search Resolutions – Todd Eisenstadt**

Professor Eisenstadt stated that the resolution from the April 6, 2016 meeting was presented to the Presidential Search Committee, but the request for equal faculty representation was not agreed to. As a result there are now two faculty members elected by the community on the committee. There will be one additional faculty member appointed by the BoT. The break down of membership is as follows; 9 trustees, 3 faculty, Mary Clark, one staff member and 3 students.

Professor Eisenstadt informed the senators that the Senate leadership and Executive Committee had drafted two resolutions. The first resolution suggested the hopeful qualifications of any candidates that are chosen. The importance of having an educational background with strong teaching, research and service knowledge verses a corporate background should be considered. After discussion and language changes were made and the Senate **VOTED** 19-4-1 in favor.

### **Faculty Senate Sense of the Senate: Academic Experience of Candidates for AU Presidency**

*The Faculty Senate urges the presidential search committee to give consideration to finding a president who has experience as a tenured faculty member, a distinguished record of peer-reviewed scholarly work (as defined by the university's Faculty Manual, which includes scholarly, creative, or professional activity), and strong experience in academic administration. The Faculty Senate recognizes the trends in higher education of hiring public intellectuals from the public sector and corporate and non-profit leaders. Some such experience may be beneficial, but the candidate first and foremost should have a long record of academic achievement and leadership. American University has achieved success by fundraising successfully, understanding its position among national and regional universities, and greatly improving its scholarly record while maintaining a strong tradition of teaching and service.*

Professor Eisenstadt stated that along with discussion with the Executive Committee the second resolution is requesting that the faculty have a committee to be part of the interview process with the finalists. Discussion was had on unit representation and the combination of the three elected faculty search committee members finalized the language. The senate **VOTED** unanimously, 24-0-0 in favor.

### **Faculty Senate Resolution: Faculty Interview Committee**

*The Faculty Senate resolves that the presidential search committee receive feedback on the finalists from a committee of faculty interviewers. This approach to the search is essential, given that faculty are among the most vital stakeholders in the performance of any president, that faculty are represented by only three members on the search committee, and that the precedents for presidential searches included faculty interviews. Indeed, in the normal course of candidate consideration, candidates for president are interviewed by constituencies beyond members of the committee and the Board of Trustees. The faculty interview committee will uphold the same standards of professionalism as members of the search committee, including confidentiality.*

*The faculty interview committee will comprise representatives elected from each unit, with one each from KSB, SIS, SOC, SPA, SPExS, the University Library, and WCL, and three from CAS, with an additional two members nominated by the Executive Committee and approved by the full Senate and the three members currently on the presidential search committee. The election will occur approximately 45 days before the final round of candidate interviews. The faculty interview committee will meet with all finalists.*

### **Freedom of Expression and Dissent – Larry Engel & Vice President Gail Hanson**

Professor Engel reminded the senators that at the April meeting the policy for Freedom of Expression and Dissent was brought to the Senate for input. Due to lack of time at the April meeting it was requested that the policy be brought back for further discussion. Various professors expressed concern for language issues as well as addressing concern for other bodies of people that were not listed in the policy such as staff that no longer are employed with the university. Discussion was had and VP Hanson stated that the recommendations were appreciated.

### **Freedom of Expression and Dissent – Larry Engel & Vice President Gail Hanson**

Professor Engel reminded the Senators that at the April meeting the policy for Freedom of Expression and Dissent was brought to the senate for input. Due to lack of time at the April meeting it was requested to bring the policy back for further discussion. Various professors expressed concern for language issues as well as addressing concern for other bodies of people that were not listed in the policy such as staff that no longer are employed with the university. Discussion was had and VP Hanson stated that the recommendations were appreciated.

### **Presidential Search Committee Chair Report – Jeff Sine**

Presidential Search Committee chair Jeff Sine stated the following information on the search committee and its process.

- Identified the 17 members of the committee as follows: Trustees are Jeff Sine, Chair; Gina Adams, Vice Chair; Gary Cohn, Marc Duber, Judge Gerald Lee, Betsy Mangone, Arthur Rothkopf, Peter Scher, Jack Cassell, ex-officio member; Mary Clark, Dean/Administration; Andrea Agathoklis Murino, President AU Alumni Board; Shyheim Snead & Arthur Soto-Vasquez, students; Tiffany Speaks, Senior Director, Center for Diversity and Inclusion, staff; and Kiho Kim, CAS Sarah Menke-Fish, SOC and Sharon Weiner, SIS, faculty.
- One of the challenges was to maintain the confidentiality and privacy of the search while still moving forward in the early planning stages.
- Keeping the release of this announcement in good standing to continue the positive publicity of the university.
- Interviewed 5 search firms and Spencer Start was selected.
- Listening sessions have already taken place. All the key groups of the university were heard from and valuable feedback was received.
- At the start of the summer the committee will begin to form the candidate list and the end of the summer will be a time for the committee to do its outreach.

Professor Engel asked about the reporting process and if there would be communication during the summer.

Chair Sine replied that more communication happens in the beginning that would consist of feedback on what to look for in candidates and then it slows down until moving closer to a final list of candidates where communication begins again.

### **Spencer Stuart Presidential Search Consultant – Michele Haertel**

Michele Haertel thanked the senate for the invitation to speak. She stated that they had spent time on the campus with students, faculty and staff learning about AU to understand more of what type of president is needed. She asked the senators to give examples of what they are looking for in the next presidential candidate. The examples included:

- A tenured faculty member with a distinguished record of peer-reviewed scholarly work to include scholarly, creative or professional activity, also with a strong experience in academic administration.
- Having an understanding of the expectations and challenges of teaching, service and research by having personal experience.
- Values, integration of faculty and staff cohorts and the importance of integrating them.
- Strong presence on campus and willingness to interact with students.
- Sustain the intense growth of graduate growth.
- Show a record of shared governance with evidence.

Michele Haertel asked the Senators what questions should be ask to assure that they have the qualities above.

- Give an example of when you started with a certain position on some idea and the you changed that position after listening to others. What process did you go through for that to happen?
- What are the challenges, crossroads, difficulties you have faced, vulnerabilities?
- Share the passion and reasons that led you to apply for this position.
- Examples of original fundraising ideas.

Michele Haertel thanked the Senators for all the information that was provided and encouraged contact via email to the search committee and search firm.

### **General Education Report – Cindy Bair Van Dam & Peter Starr**

Professor Bair Van Dam thanked the Senate for the opportunity to present the most recent report. She stated that the current revised report is a result of sharing the report with the campus community and implementing the feedback received. With all the changes no core principles have been compromised.

Dean Peter Starr stated the following:

- Professor Andrea Brenner will be teaching the first pilot of the AU experience (AUx).
- The budget issues continue to come up. The Complex Problems and AUx1 and AUx2 appear to be the most costly part of this program. Budget numbers are coming together; however, over the summer addressing the staffing, instructional and course approval process will be worked on.

The senators had lengthy discussion on various areas of the program. Concerns on the expected vote was expressed and revised language was drafted to address these concerns in the opening language of the report. The senate VOTED on the proposal with language changes and the proposal to pilot the program was approved **21-0-0**. The Senate will hear an update about the pilot in the fall.

Provost Bass stated that the Senate will give a recommendation; however, it will be his final decision how this will ultimately be implemented.

### **Changing of the Gavel Ceremony – Larry Engel, Todd Eisenstadt & Lacey Wootton**

Professor Engel thanked the Senate for a great year. He also thanked his leadership colleagues Todd Eisenstadt and Lacey Wootton for their hard work and dedication through out the year.

**The meeting adjourned at 5:08 PM**

## University Policy: Student Academic Grade Grievances Policy

**Policy Category:** Academic Policies

**Office Responsible for Review of this Policy:** Office of the Provost

**Related University Policies:** Discrimination and Sexual Harassment Policy

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### I. SCOPE

The Policy on Student Academic Grade Grievances provides a formal process for undergraduate students to grieve a final grade in an undergraduate or graduate course.

### II. POLICY STATEMENT

The purpose of this policy is to provide the American University community with the process for submitting an academic grade grievance. This policy applies only to final course grades. Grades on individual assignments and exams may not be grieved until a final course grade is assigned and only if they impacted the final course grade.

Judgment regarding a student's academic performance in a course is an instructor's responsibility; disagreement with the instructor's professional judgment about the quality of academic work is not a basis for a grievance.

Students may grieve a grade only if:

- a. there was an error in calculation, or
- b. the instructor failed to comply with the syllabus or posted revisions to the syllabus, other written and established course requirements, and/or university policy which had a material impact on the final course grade.

Failure to meet any of the above criteria immediately terminates the grievance process.

If there is evidence that the final course grade resulted from a violation of the University's discrimination policies, students should follow the processes in the University's Discrimination and Sexual Harassment Policy.

Each academic unit appoints the appropriate Student Academic Grievance (SAG) designee(s) for students to contact concerning grade grievances. The SAG Designee might be a Chair, Director, or Associate Dean.

Students must initiate discussions with their instructors over their final course grades. If no informal resolution can be reached, students may ask the SAG Designee of the instructor's unit to facilitate a discussion or informal resolution.

Instructors are expected to change grades if they have made an error in calculation.

### III. DEFINITIONS

*SAG Designee*: the person(s) identified by the academic unit as the contact for facilitating academic grade grievances.

*Associate Dean*: for grievances related to undergraduate courses, refers to the Undergraduate Associate Dean; for graduate level courses, refers to the Graduate Associate Dean.

### III. POLICY

#### Resolution Process:

#### A. *Consultation and Informal Resolution*

- i. If a student disagrees with a course grade, the student must notify the instructor within ten (10) working days from the posting of the course grade. Both parties are encouraged to resolve the issue in an informal manner.
- ii. If no informal resolution can be reached or if the instructor is unavailable for a discussion, the student may seek the assistance of the SAG Designee within the school or college that the course is offered.
- iii. After consulting with the student and the instructor, the SAG Designee may do any of the following.
  1. If the grade was computed in error or did not comply with the syllabus or a posted revision to the syllabus, other written and established course requirements, and/or university policy, the SAG Designee will recommend corrective actions, including recalculating the grade. If the instructor does not agree with the corrective action, the student may file a formal grievance.
  2. If there is evidence that the final course grade resulted from a violation of the University's discrimination policies, the SAG Designee will refer the case to the Title IX Officer who will review the case in accordance with the [University's Discrimination and Sexual Harassment Policy](#).
  3. If there is no basis, as described in Section I, for the complaint, then the SAG Designee may dismiss the case. The student may write an appeal to the Dean of the academic unit. The Dean may refer the case to a formal grievance or deny the appeal. If the Dean denies the appeal, the case is closed.

B. *Formal Grievance Process*

i. Preliminary Procedures

1. If the student is allowed to file a formal grievance, they may provide a written grievance (“Formal Grievance”) with the appropriate Associate Dean within the office of the dean of the school in which the course or program is offered. The Formal Grievance must fully describe the nature of the complaint, including any supporting documentation, informal resolution efforts, and the conclusion of the SAG Designee or Dean.
2. A Formal Grievance must be filed within twenty (20) working days from the posting of the final course grade or five (5) working days upon the conclusion of the informal resolution, whichever is later.
3. Upon receipt of a Formal Grievance, the Associate Dean will
  - a. notify the parties and the student’s academic and teaching unit of the Formal Grievance,
  - b. convene a Formal Grievance Review Committee to review the Formal Grievance, and
  - c. allow the parties reasonable access to the case file(s).

ii. Formal Grievance Review Procedures

1. The Formal Grievance Review Committee consists of two instructors. Committee members generally should not serve on cases involving their teaching unit/program. Either party may request that a Committee member be disqualified from service on the grounds of conflict of interest. The Associate Dean will have the sole authority to dismiss Committee members.
2. A Formal Grievance Review (“Review”) is ordinarily scheduled within fifteen (15) working days from the receipt of the Formal Grievance. The student may waive in writing the right to appear for the Review. Otherwise, if the student fails to appear for the Review, the Committee must dismiss the case with prejudice unless the student can demonstrate that he or she was detained for reasons beyond the student’s control. If the responding instructor does not appear, the Review may proceed in that person’s absence.
3. The Formal Grievance Review Committee will assess the basis for the complaint, as described in section I.
4. The Formal Grievance Committee will monitor the length of the Review and may limit the presentation of irrelevant or redundant information.

5. Parties to the Formal Grievance Review shall have an opportunity to state their cases, present evidence and witnesses, ask questions, and present a closing statement. The Formal Grievance Review Committee, at its discretion, may call additional witnesses, request documents, and take other action to facilitate a fair review.
6. The student has the burden of presenting a grievance that is supported by clear and convincing evidence.
7. Either party may be accompanied by an advisor, whose role in the Review is limited to consultation with the party he or she accompanies. Advisors have no active or speaking role in the Formal Grievance Review. Because the purpose of the Formal Grievance Review is to provide a fair review rather than a formal legal proceeding, participation of persons acting as legal counsel or any representative capacity in the grievance process is not permitted.
8. All Formal Grievance Reviews are closed to the public.
9. It is not the task of the Committee to substitute its judgment for the responding instructor's professional judgment about the student's performance in the class. The Committee may require the instructor to take corrective action consistent with its findings. These actions may include but are not limited to recalculating the grade, resubmitting academic work, and changing a grade to "P" pending resubmission of academic work. If the instructor is unavailable to take corrective actions, the Associate Dean has the authority to correct the grade or take other corrective actions.
10. The Formal Grievance Review Committee will issue its decision, in writing to the applicable Associate Dean for either undergraduate or graduate studies.
11. The Associate Dean will communicate the Committee's decision, including the rationale and remedies (if any), in writing to the parties. The decision of the Committee is final and may not be appealed.
12. The Associate Dean is responsible for implementing the decision of the Committee.

#### *C. Records*

- i. All records pertaining to a grievance case shall be maintained for a period of three years by the office of the dean of the academic unit in which the grievance occurred.
- ii. The student and instructor involved shall be given reasonable access to the case file before, during, and after the proceeding.

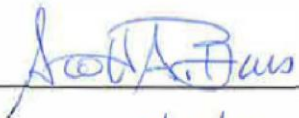
#### **V. EFFECTIVE DATE AND APPROVAL**



This Policy is effective: 5/16/16

This policy needs to be signed by the appropriate officer (listed below) before it is considered approved.

Approved:

Provost: 

Date Approved: 5/16/16

## University Policy: Student Academic Grade Grievances Policy

**Policy Category:** Academic Policies

**Office Responsible for Review of this Policy:** Office of the Provost

**Related University Policies:** Discrimination and Sexual Harassment Policy

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### I. SCOPE

The Policy on Student Academic Grade Grievances provides a formal process for ~~undergraduate~~ students to grieve a final grade in an undergraduate or graduate course.

### II. POLICY STATEMENT

The purpose of this policy is to provide the American University community with the process for submitting an academic grade grievance. This policy applies only to final course grades. Grades on individual assignments and exams may not be grieved until a final course grade is assigned and only if they impacted the final course grade.

Judgment regarding a student's academic performance in a course is ~~an instructor's solely the instructor of record's~~ responsibility; disagreement with the instructor's professional judgment about the quality of academic work is not a basis for a grievance.

Students may grieve a grade only if:

- ~~a. an instructor fails to enter a course grade by 10 (ten) business days after the last day of the semester in which the course was taken; or~~
- ~~a.b. there was an error in calculation, or which had a material impact on the final course grade; or~~
- ~~b. the instructor failed to comply with the syllabus or posted revisions to the syllabus, or other written and established course requirements, and/or university policy which had a material impact on the final course grade.~~

~~Failure to meet any of the above criteria immediately terminates the grievance process.~~

~~If there is evidence that the final course grade resulted from a violation of or the University's University discrimination policies, students should follow the processes in the University's Discrimination and Sexual Harassment Policy.~~

- ~~c. Each academic unit appoints the appropriate Student Academic Grievance (SAG) designee(s) for students to contact concerning grade grievances. The SAG Designee might be which had a Chair, Director, or Associate Dean. material impact on the final course grade.~~

~~Students must initiate discussions with their instructors over their final course grades. If no informal resolution can be reached, students may ask the SAG Designee of the instructor's unit to facilitate a discussion or informal resolution.~~

~~Instructors are expected to change grades if they have made an error in calculation.~~

Only complaints based on the above criteria are grievable.

### III. DEFINITIONS

~~SAG Designee: the person(s) identified by the academic unit as the contact for facilitating academic grade grievances.~~

~~Associate Dean: for grievances related to undergraduate courses, refers to the Undergraduate Associate Dean; for graduate level courses, refers to the Graduate Associate Dean.~~

~~Instructor unavailable to grade: Instructors are required to evaluate all work and assign grades for each student in their course. If an instructor is unavailable to evaluate a student's work due to illness, death, or other emergency, or has failed to respond in a reasonable time to the Chair's/Division Director's request to enter an outstanding grade, the instructor will be considered unavailable to grade. A determination that an instructor is unavailable should only be made in extraordinary circumstances.~~

~~Department Chair or Division Director: The Chair of the department or the Director of the division in which the course or program is offered, or the Dean's designee in the academic unit in which the course is offered~~

~~Dean: The Dean of the academic unit in which the course or program is offered. The Dean may choose to appoint the unit's undergraduate or graduate Associate Dean as his or her designee.~~

### IV. POLICY

~~A. Resolution Process~~

~~A. Consultation and Informal Resolution~~

i. If a student ~~disagrees with~~disputes a course grade, the student must notify the instructor of record within ten (10) ~~working~~business days from the posting of the course grade. Both parties are encouraged to resolve the issue in an informal manner. Instructors must correct grades if they have made an error in calculation.

ii. If no informal resolution can be reached ~~or if (which includes a situation where~~ the instructor is unavailable for a discussion~~),~~ the student may seek the ~~assistance~~review of the ~~SAG Designee~~Department Chair or Division Director within the school or college that the course is offered. -Such review must be sought no later than five (5) business days after

attempts at informal resolution have failed. The student's written grievance must fully describe the nature of the complaint and the informal resolution efforts, and should include any relevant evidence or documentation.

~~iii. After consulting~~ Upon receipt of the grievance, the Chair/Director will, within ten (10) business days of receipt, notify the instructor of the grievance, consult with the student and the instructor, ~~the SAG Designee may do any of the following:~~

~~4.iii. If the grade was computed in error or did not comply with the syllabus or a posted revision~~ review any relevant evidence related to the syllabus, other written and established course requirements, and/or university policy, the SAG Designee will recommend corrective actions, including recalculating grade, and enter judgement on the merits of the grade. If the instructor does not agree with the corrective action, the student may file a formal grievance.

~~2.1. If there is evidence~~ the student alleges that the final course grade resulted from a violation of the University's discrimination policies, the ~~SAG Designee~~ Chair/Director will immediately refer the case to the Deputy Title IX Officer for Faculty who will review the case in accordance with the University's Discrimination and Sexual Harassment Policy.

2. If the instructor has not entered a course grade within ten (10) business days of the end of the semester in which the course was offered, the Chair/Director will direct the instructor to enter a course grade.

i. If the instructor is unavailable to evaluate the student's work, as defined in Section II, the Chair/Director will consult the academic unit's Associate Dean and designate an instructor within the same department/division to act as the instructor of record and evaluate and grade the student's work. The Associate Dean will provide any necessary documentation to the Office of the Registrar to facilitate the change in instructor of record.

3. If the Chair/Director determines there is no grievable basis, as described in Section I, for the complaint, then the SAG Designee ~~Chair/Director~~ may dismiss the case. The dismissal shall be issued in writing to the student and the instructor.

~~3.i~~ The student may write an appeal to the Dean of the academic unit. The Dean may refer the case to a formal grievance or deny the appeal. If such a dismissal to the Dean denies the appeal, the case is closed. such an appeal must be in writing and transmitted to the Dean within five (5) business days of the Chair's/Director's written dismissal.

~~B.~~ Formal Grievance Process

~~i.~~ Preliminary Procedures

- ~~1. If the student is allowed to file a formal grievance, they may provide a written grievance (“Formal Grievance”) with the appropriate Associate Dean within the office of the dean of the school in which the course or program is offered. The Formal Grievance must fully describe the nature of the complaint, including any supporting documentation, informal resolution efforts, and the conclusion of the SAG Designee or Dean.~~
- ~~2. A Formal Grievance must be filed within twenty (20) working days from the posting of the final course grade or five (5) working days upon the conclusion of the informal resolution, whichever is later.~~
- ~~3. Upon receipt of a Formal Grievance, the Associate Dean will
  - ~~a. notify the parties and the student’s academic and teaching unit of the Formal Grievance,~~
  - ~~b. convene a Formal Grievance Review Committee to review the Formal Grievance, and~~
  - ~~c. allow the parties reasonable access to the case file(s).~~~~

~~ii. Formal Grievance Review Procedures~~

- ~~1. The Formal Grievance Review Committee consists of two instructors. Committee members generally should not serve on cases involving their teaching unit/program. Either party may request that a Committee member be disqualified from service on the grounds of conflict of interest. The Associate Dean will have the sole authority to dismiss Committee members.~~
- ~~2. A Formal Grievance Review (“Review”) is ordinarily scheduled within fifteen (15) working days from the receipt of the Formal Grievance. The student may waive in writing the right to appear for the Review. Otherwise, if the student fails to appear for the Review, the Committee must dismiss the case with prejudice unless the student can demonstrate that he or she was detained for reasons beyond the student’s control. If the responding instructor does not appear, the Review may proceed in that person’s absence.~~
- ~~3. The Formal Grievance Review Committee will assess the basis for the complaint, as described in section I.~~
- ~~4. The Formal Grievance Committee will monitor the length of the Review and may limit the presentation of irrelevant or redundant information.~~

~~ii. Parties to the Formal Grievance Review shall have an opportunity to state their cases, present evidence and witnesses, ask questions, and present a closing statement. The Formal Grievance Review Committee, at its~~

~~discretion, may call additional witnesses, request documents, and take other action to facilitate a fair~~ If, after review of the record, the Dean determines that the complaint is grievable, the Dean will determine the corrective action to be taken, including but not limited to recalculating the grade, and shall issue the decision in writing to the instructor, Chair/Director, and the student. If the Dean determines that the complaint is not grievable, the Dean shall issue the decision in writing to the student, Chair/Director, and instructor. In either case, the Dean's decision is final.

4. If the Chair/Director determines that there is evidence that the grade was computed in error or did not comply with the syllabus or a posted revision to the syllabus, other written and established course requirements, and/or university policy, the Chair/Director will issue a written recommendation for corrective actions, including but not limited to recalculating the grade.

i If the student and instructor agree to the proposed corrective action, the process is concluded. The Chair/Director is responsible for ensuring that the corrective action is implemented.

ii If either the student or instructor disagree with the Chair's/Director's recommendation for corrective action, either party may appeal in writing to the Dean within five (5) business days of the Chair's/Director's written recommendation.

~~5.—The Dean will review:~~

~~6.—The student has the burden of presenting a grievance that is supported by clear and convincing all submitted statements and evidence:~~

~~7.—Either party may be accompanied by an advisor, whose role in the Review is limited to consultation with the party he or she accompanies. Advisors have no active or speaking role in the Formal Grievance Review. Because the purpose of the Formal Grievance Review is to provide a fair review rather than a formal legal proceeding, participation of persons acting as legal counsel or any representative capacity in the grievance process is not permitted.~~

~~8.—All Formal Grievance Reviews are closed to the public.~~

~~9.—It is not the task of the Committee to substitute its judgment for the responding instructor's professional judgment about the student's performance in the class. The Committee, including the Chair's/Director's recommendation. The Dean may require the instructor to take corrective action consistent with its findings. These actions may include but are not limited to recalculating the grade, resubmitting academic work, and changing a grade to "I" pending resubmission of academic work. If the instructor is unavailable to take corrective actions, the Associate Dean has the authority to correct the grade or take other corrective actions.~~

~~10. The Formal Grievance Review Committee will issue its decision, in writing to the applicable Associate Dean for either undergraduate or graduate studies.~~

~~11.iii The Associate Dean will communicate the Committee's decision, including the rationale and remedies (if any), corrective action or determine that no corrective action is warranted. The Dean's decision will be issued in writing to the parties. The decision of the Committee instructor, Chair/Director, and the student. In either case, the Dean's decision is final and may not be appealed.~~

~~12. The Associate Dean is responsible for implementing the decision of the Committee.~~

~~CB.~~ *Records*

- i. All records pertaining to a grade grievance case shall be maintained confidentially for a period of three years by the ~~office of the dean of the academic unit~~ Department/Division in which the grievance occurred.
- ii. The student and instructor involved shall be given reasonable access to the case file before, during, and after the proceeding.

**V. EFFECTIVE DATE AND APPROVAL**

~~This Policy is effective:~~ 5/16/16

This policy needs to be signed by the appropriate officer (listed below) before it is considered approved.

Approved:  
Provost: [Signature]  
Date Approved: 5/16/16

## **University Policy: Student Academic Grade Grievances Policy**

**Policy Category:** Academic Policies

**Office Responsible for Review of this Policy:** Office of the Provost

**Related University Policies:** Discrimination and Sexual Harassment Policy

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### **I. SCOPE**

The Policy on Student Academic Grade Grievances provides a formal process for students to grieve a final grade in an undergraduate or graduate course.

### **II. POLICY STATEMENT**

The purpose of this policy is to provide the American University community with the process for submitting an academic grade grievance. This policy applies only to final course grades. Grades on individual assignments and exams may not be grieved until a final course grade is assigned and only if they impacted the final course grade.

Judgment regarding a student's academic performance in a course is solely the instructor of record's responsibility; disagreement with the instructor's professional judgment about the quality of academic work is not a basis for a grievance.

Students may grieve a grade only if:

- a. an instructor fails to enter a course grade by 10 (ten) business days after the last day of the semester in which the course was taken; or
- b. there was an error in calculation which had a material impact on the final course grade; or
- c. the instructor failed to comply with the syllabus or posted revisions to the syllabus, or other written and established course requirements, or the University discrimination policies, which had a material impact on the final course grade.

Only complaints based on the above criteria are grievable.

### **III. DEFINITIONS**

*Instructor unavailable to grade.* Instructors are required to evaluate all work and assign grades for each student in their course. If an instructor is unavailable to evaluate a student's work due to illness, death, or other emergency, or has failed to respond in a reasonable time to the Chair's/Division Director's request to enter an outstanding grade, the instructor will be considered unavailable to grade. A determination that an instructor is unavailable should only be made in extraordinary circumstances.



*Department Chair or Division Director:* The Chair of the department or the Director of the division in which the course or program is offered, or the Dean's designee in the academic unit in which the course is offered

*Dean:* The Dean of the academic unit in which the course or program is offered. The Dean may choose to appoint the unit's undergraduate or graduate Associate Dean as his or her designee.

#### IV. POLICY

##### A. *Resolution Process*

i. If a student disputes a course grade, the student must notify the instructor of record within ten (10) business days from the posting of the course grade. Both parties are encouraged to resolve the issue in an informal manner. Instructors must correct grades if they have made an error in calculation.

ii. If no informal resolution can be reached (which includes a situation where the instructor is unavailable for a discussion), the student may seek the review of the Department Chair or Division Director within the school or college that the course is offered. Such review must be sought no later than five (5) business days after attempts at informal resolution have failed. The student's written grievance must fully describe the nature of the complaint and the informal resolution efforts, and should include any relevant evidence or documentation.

iii. Upon receipt of the grievance, the Chair/Director will, within ten (10) business days of receipt, notify the instructor of the grievance, consult with the student and the instructor, review any relevant evidence related to the course grade, and enter judgement on the merits of the grade grievance.

1. If the student alleges that the final course grade resulted from a violation of the University's discrimination policies, the Chair/Director will immediately refer the case to the Deputy Title IX Officer for Faculty who will review the case in accordance with the [University's Discrimination and Sexual Harassment Policy](#).

2. If the instructor has not entered a course grade within ten (10) business days of the end of the semester in which the course was offered, the Chair/Director will direct the instructor to enter a course grade.

i. If the instructor is unavailable to evaluate the student's work, as defined in Section II, the Chair/Director will consult the academic unit's Associate Dean and designate an instructor within the same department/division to act as the instructor of record and evaluate and grade the student's work. The Associate Dean will provide any necessary documentation to the Office of the Registrar to facilitate the change in instructor of record.

3. If the Chair/Director determines there is no grievable basis, as described in Section I, for the complaint, then the Chair/Director may dismiss the case. The dismissal shall be issued in writing to the student and the instructor.
  - i The student may appeal such a dismissal to the Dean; such an appeal must be in writing and transmitted to the Dean within five (5) business days of the Chair's/Director's written dismissal.
  - ii If, after review of the record, the Dean determines that the complaint is grievable, the Dean will determine the corrective action to be taken, including but not limited to recalculating the grade, and shall issue the decision in writing to the instructor, Chair/Director, and the student. If the Dean determines that the complaint is not grievable, the Dean shall issue the decision in writing to the student, Chair/Director, and instructor. In either case, the Dean's decision is final.
4. If the Chair/Director determines that there is evidence that the grade was computed in error or did not comply with the syllabus or a posted revision to the syllabus, other written and established course requirements, and/or university policy, the Chair/Director will issue a written recommendation for corrective actions, including but not limited to recalculating the grade.
  - i If the student and instructor agree to the proposed corrective action, the process is concluded. The Chair/Director is responsible for ensuring that the corrective action is implemented.
  - ii If either the student or instructor disagree with the Chair's/Director's recommendation for corrective action, either party may appeal in writing to the Dean within five (5) business days of the Chair's/Director's written recommendation.
  - iii The Dean will review all submitted statements and evidence, including the Chair's/Director's recommendation. The Dean may require corrective action or determine that no corrective action is warranted. The Dean's decision will be issued in writing to the instructor, Chair/Director, and the student. In either case, the Dean's decision is final.

#### B. *Records*

- i. All records pertaining to a grade grievance case shall be maintained confidentially for a period of three years by the Department/Division in which the grievance occurred.
- ii. The student and instructor involved shall be given reasonable access to the case file before, during, and after the proceeding.

## V. EFFECTIVE DATE AND APPROVAL

This policy needs to be signed by the appropriate officer (listed below) before it is considered approved.

Approved:

Provost:

Date Approved:

Scott A. Faus  
5/16/16

## **Term Faculty Salary Senate Resolution 2016**

The Faculty Senate appreciates that the university has begun to address term-faculty salaries, particularly the process underway to raise the lowest term-faculty salaries. While we recognize there is still more to be done, we applaud the fact that AU is now in the 80<sup>th</sup> percentile—the top tier—for the AAUP salary rankings for instructors. We are concerned, however, that compensation both for the lowest-paid and for long-serving term faculty still remains inadequate, given the extraordinary cost of living in the DC area and the possibility that some term faculty are unlikely or unable to take advantage of certain benefits included in total compensation, such as the matching retirement contributions. In addition, there remains significant inequity between term and tenure-line salaries. Therefore, we call on the Academic Budget and Benefits Committee, the University Budget Committee, the university administration, and the Board of Trustees to continue to support increases for the lowest-paid term faculty and to begin to attend to the low wages of long-serving career term faculty.