SETH Term Faculty Guidelines for Merit and Promotion
Revised 6 July 2012

INTRODUCTION
The faculty of the School of Education, Teaching and Health (SETH) believe that its members should engage in meaningful and significant contributions to the learning community in the areas of teaching, service, and scholarship. Given that SETH wants its students to engage with faculty who not only understand the foundations of their fields, but also to be presented with current and rigorous teaching practices and relevant issues and research, the School expects its term faculty to strive to maintain their status in the field while interacting with students in substantial ways in and out of the classroom. The establishment of clear pathways to reappointment and promotion for term faculty members is an important step in ensuring that SETH is providing a high quality and intellectually rigorous education for its students.

This document outlines SETH criteria and procedures for evaluating the work of term faculty members in the areas of teaching, service, and scholarship. These procedures are based on principles of transparency and mutual respect. The purpose of these promotion and reappointment procedures is to provide a context for collegial feedback, encouragement and support for each term faculty member’s ongoing success and productivity.

Term faculty members seeking reappointment or promotion in SETH and at American University must demonstrate effective teaching and meaningful service to the educational and health community as a whole. SETH expects term faculty to prioritize teaching and service in their work profiles with scholarship as an optional, supplementary endeavor. As part of the reappointment process, term faculty members will be asked to quantify the proportion of time dedicated to each of these two key areas within the acceptable parameters established in these guidelines. The Rank, Tenure and Promotion Committee will then use these proportions to analyze a term faculty member’s achievements.

SETH follows the general standards, timetable, and procedures for reappointments, promotion, and/or tenure detailed in the American University Faculty Manual and supplemented by instructions from the Dean for Academic Affairs, the Committee on Faculty Actions, and the Dean of CAS. These documents will guide the Rank, Tenure and Promotion Committee in evaluating the term faculty member’s work for the academic year. Evaluation of any given file of a term faculty member in SETH requires the reviewer to carefully read, and if necessary, investigate the teaching, service, and scholarship of that faculty member within his or her field(s), the department, and the university community. This document seeks to make these criteria explicit and transparent both for term faculty members in SETH applying for reappointment and/or promotion, and for the Rank and Tenure Committee and Dean of SETH, so that they can adhere to shared standards when acting on reappointment or promotion recommendations.

SETH expects term faculty to focus on teaching. A faculty member is expected to be an effective teacher to receive a departmental recommendation for reappointment and/or promotion as term faculty. A term faculty member who excels in scholarship or service but who is an ineffective teacher will not be recommended for reappointment and/or promotion.

The Rank and Tenure Committee and the Dean of SETH recognize that newly-hired or recently-hired term faculty must build a record of teaching, first and foremost; and as appropriate, engage in service and scholarship. The candidate is encouraged to consult the Dean of SETH on matters regarding development in teaching, service, and where appropriate, scholarship. The Rank and Tenure Committee and the Dean of SETH will alert term faculty in writing to deficiencies in their teaching and service that might result in their not being reappointed.

Teaching Effectiveness
Term faculty typically have a six-course teaching load (3 Fall courses and 3 Spring Courses), and we expect that teaching will be the primary focus of their work. While we recognize that it is impossible to define the techniques of
“effective teaching” in a way that all teachers would endorse and understand that what might be effective for one teacher might prove either difficult or disastrous for another, the outcome of effective teaching is that students learn, that they achieve competence in the content of the material covered, and that they improve their critical faculties for study across disciplines.

The Faculty Manual (section 10, May 2010 edition) states:

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, 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.

Evidence of teaching quality should be obtained in a variety of ways. Standardized student evaluations of teaching are one indicator in evaluating faculty members for reappointment, promotion, and tenure, but these standardized tabulations should not be the sole evidence of teaching effectiveness; rather, other sources of evidence can demonstrate a well-organized, rigorous approach to teaching. These include, but are not limited to, course syllabi, assignments, student work, and special lectures given to broad audiences of faculty, students, and others that might provide evidence of skills inherent in effective teaching. In addition, faculty members should include documentation of an observation of teaching conducted by a colleague at every review.

Effective teaching could be demonstrated in:
- Course design, content, methods (as evidenced in the syllabus, selected assignments and grading rubrics)
- Use of technology
- Observation by a fellow SETH faculty member (preferable on the Rank and Tenure Committee)
- Student evaluations
- Presentations to other faculty members on effective pedagogy
- New course development
- Implementation of innovative pedagogical methods (such as service learning)

In some cases, teachers effective in promoting students’ mastery of course material and development of critical faculties might well accomplish their ends without meeting all the elements previously described in equal proportions. Also, a faculty member might achieve the fundamental goal of effective teaching—getting students to learn—through innovative methods not included in the Manual’s definition.

Evidence of effective teaching encompasses a demonstration of a variety of skills and accomplishments. Teachers should be effective in large classes, workshops, seminars, online learning, and independent study courses. They should be sufficiently perceptive, flexible, and knowledgeable to be able to educate a range of students, from undergraduates to advanced graduate students, as well as continuing education students and career switchers. Faculty should have a thorough, up-to-date, broad mastery of a field or fields in education and/or health, and they should be able and willing to teach a variety of courses within their range of teaching and scholarly competence. Ideally, faculty should also have sufficient knowledge of fields or disciplines outside their own specialties to situate them within the context of their own areas of expertise. In commenting on students’ work, faculty should be able to respond constructively and specifically, rather than simply expressing satisfaction or dissatisfaction.

Students should receive clear guidance to the sources of information in a field and to the development of course themes through the distribution of syllabi and reading lists, as well as through written and oral comments.
Contact with students outside the classroom can constitute a meaningful part of the educational process, and the effective teacher should be approachable outside the classroom and, on matters of great importance, outside office hours as well. We hope that faculty will not only provide their students with new information in a field, but also stimulate increased enthusiasm and respect for the fields of study, whether that includes the general fields of education and health, or other, more specific subfields. Faculty members may also be able to help students develop a link between their classroom studies and career objectives.

Service

Academic institutions flourish by blending a variety of abilities, interests, and commitments. Faculty involvement in SETH, CAS, and University activities is essential, and the Rank and Tenure Committee and the SETH Dean should give appropriate weight to faculty service in reappointment and promotion decisions. Although service is valued, it should be kept in appropriate balance and not hamper or impede a term faculty member’s teaching priorities.

Service can be demonstrated through voluntary activities in support of the academic department, CAS, and the University. Some examples of service include participating in student capstone projects, Student Research Projects, thesis committees, advising student organizations, planning extracurricular activities to support learning (e.g. film series), serving on administrative committees, and others. In addition to departmental, CAS, and University service, SETH also values committee and organizational service in professional or scholarly associations, attending professional conferences, work with schools and school systems, community organizations, work with advisory or editorial boards of scholarly journals and book publication programs. Appointment or election to participate in such activities is an expression of the scholarly regard in which one is held by one’s peers. SETH faculty members are encouraged to participate in such activities. In sum, faculty members should demonstrate a record of acceptance, in a spirit of willing cooperation, of a normal number of committee assignments, participation in professional organizations or service to other outside groups, and a record of involvement in the outreach efforts of the School of Education, Teaching & Health to its various constituencies. SETH will communicate with term faculty members about opportunities to engage in service activities.

Scholarship

This category is broadly construed to include all original inquiry, systematic attacks on problems (both practical and theoretical) that result in original writings, other products such as educational assessment tools, and systematic instructional development work. In general, this category involves the question of what, through scholarship and creative efforts, the faculty member is contributing to the fields of education and health. The members of the SETH faculty believe that what counts as creative, excellent and rigorous scholarship is situated within disciplines and their subfields. Because scholars in the fields of education and health utilize different disciplines in their research activities, the criteria and standards used to evaluate the research of individual faculty member should be based on the criteria of the discipline (or disciplines) in which they pursue their work.

Scholarship is valued but should be kept in appropriate balance and not hamper or impede a term faculty member’s teaching and service responsibilities. The evaluation of scholarly work by the Rank, Tenure and Promotion Committee will be determined by the proportion of time the term faculty member designates for scholarship. When appropriate, the term faculty should demonstrate that they are developing a program of research in a specific field and are contributing to that field through some original inquiry, unique interpretations or synthesizes that disseminate new knowledge.
Merit, Reappointment and Promotion Allocation of SETH faculty

Each faculty member completes the following worksheet indicating selected weights for each of the following areas within the following ranges:

<table>
<thead>
<tr>
<th>Domain</th>
<th>Percentage Range for Tenure Track Faculty</th>
<th>Percentage Range for Term Faculty</th>
<th>Your Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>30 – 60%</td>
<td>60 – 90%</td>
<td></td>
</tr>
<tr>
<td>Service</td>
<td>10 to 30%</td>
<td>10 – 30%</td>
<td></td>
</tr>
<tr>
<td>Scholarship</td>
<td>30 – 60%</td>
<td>0 – 20%</td>
<td></td>
</tr>
</tbody>
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**Rank Criteria**

The following section details specific performance expectations for each of the four ranks in the Professorial Lecturer track. Please note that, although the Faculty Manual anticipates that Senior Professorial Lecturers and Hurst Senior Professorial Lecturers will hold multi-year contracts ranging from three to five years, the recommendation to confer a given rank and appointment to a multi-year contract are, strictly speaking, separate actions. As a general rule, the College only considers term faculty for a multi-year appointment when a) the faculty member has taught at AU on a full-time basis for one to three years, and b) the Provost’s office deems long-term funding of the position to be secure.

**Instructor**

In the College of Arts and Sciences, the rank of Instructor is reserved for a) those term faculty members who have not yet been granted their terminal degree, in which case the rank is “a temporary one-semester or one-year appointment”; or for b) faculty in certain skill areas—such as writing, mathematics or foreign language instruction—where the terminal degree is not deemed necessary (section 13). Reappointments at the rank of Instructor are typically subject to annual review. Instructors will be evaluated on their teaching and service to their department or college, relative to allocated job responsibilities.

Candidates for reappointment in the rank of Instructor should 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(s). 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, assignments, evaluation of student work, advising or mentorship, and Student Evaluation of Teaching scores that are generally in line with those in their department and college. Candidates for reappointment as Instructor will also provide service to the teaching unit, academic unit, and university, commensurate with the general expectations listed above.

**Professorial Lecturer**

The Faculty Manual states that “[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” (section 13). New hires may be appointed to this rank if they meet criteria (2) or (3).
Candidates for promotion to (or reappointment in) the rank of Professorial Lecturer should 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(s). 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, assignments, evaluation of student work, advising or mentorship, and Student Evaluation of Teaching scores that are generally in line with those in their department and college. Candidates for Professorial Lecturer will also provide service to the teaching unit, academic unit, and university, with the expectation that their service profile will both broaden and deepen over time.

**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 recognizing “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” (section 13). Appointments at the Senior Professorial Lecturer rank typically “range from three to five years, depending on the needs of the teaching unit.”

Candidates for Senior Professorial Lecturer should be expert teachers whose courses foster, in challenging and motivating 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 course and curriculum development, syllabi, assignments, evaluation of student work, advising or mentorship, 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, assessment work, or research in their field, in addition to significant service to their department or program, college, and/or university.

**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” (section 13).

Senior Professorial Lecturers who are candidates for Hurst Senior Professorial Lecturer should demonstrate a consistent record of marked teaching excellence. Their professionalism and expertise will be displayed through their course and curriculum development, syllabi, assignments, evaluation of student work, advising or mentorship, and Student Evaluation of Teaching assessments. 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 strong leadership in their academic unit or program, have contributed to professional development initiatives in their department or program and in their field, and have engaged in notable service to their department, college, and university.