

## University-wide Criteria and Specific Descriptors for Promotion to Ranks

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

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

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

#### a. *Teaching*

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

#### b. *Service*

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

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

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

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

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

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

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

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

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

*a. Teaching*

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

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

*b. Scholarship*

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

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

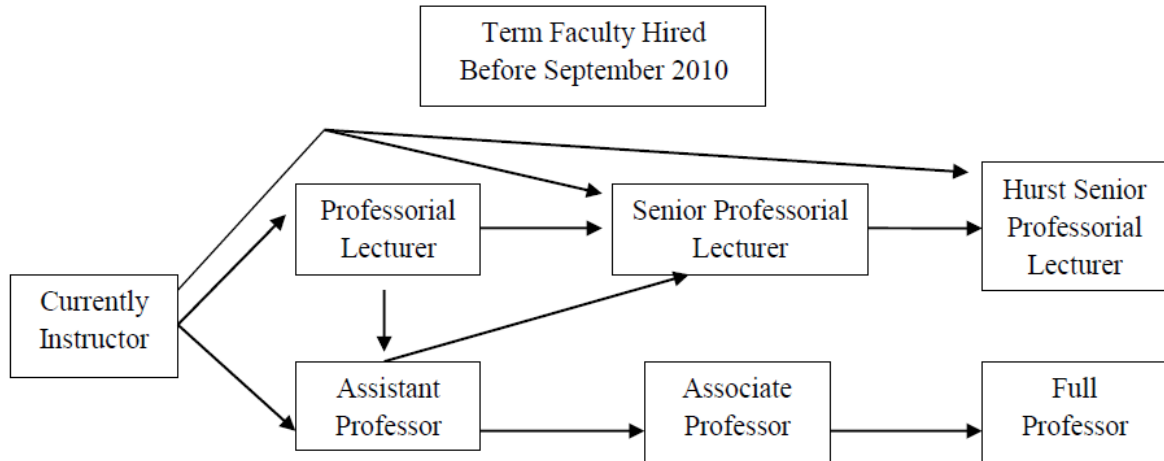
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beyond the university. Each teaching unit or academic unit must establish guidelines for evaluating service that include expectations for a willingness to carry an appropriate share of teaching unit or academic unit collegiate service obligations.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

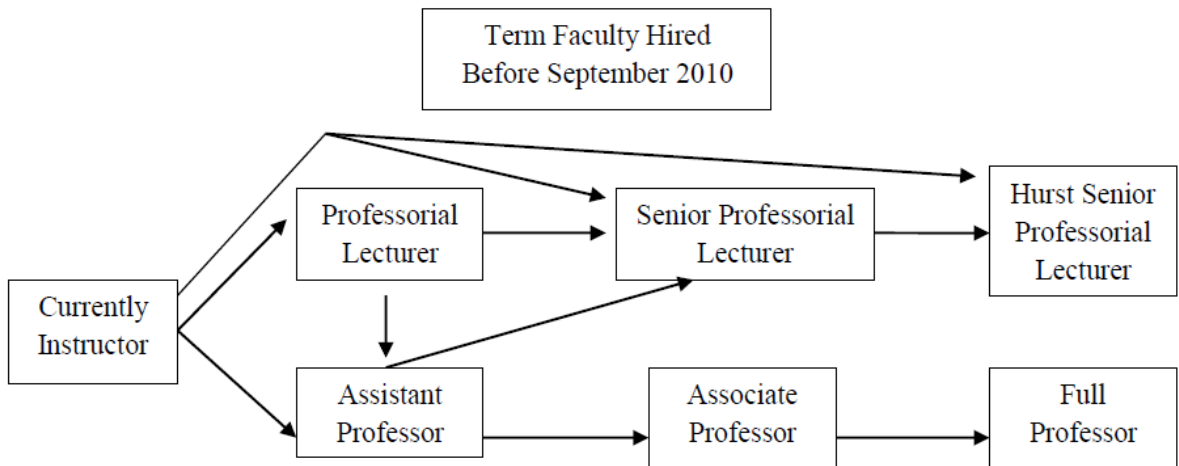
### **Proposed General University Description of Term Faculty Professor Ranks**

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

**PATHWAYS TO PROMOTIONS (Grandfathered faculty who are currently instructors)**



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



**PATHWAYS TO PROMOTIONS (New term faculty)**

