

• **Long Time Visiting and Adjunct Faculty Appointment Policy Proposal** •

Prepared for the 1/16/2008 Faculty Meeting by the LTVAFAP DTF

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**>Introduction**

On March 14, 2007, the faculty meeting resolved “that we call on the United Faculty of Evergreen and the college’s administration to include in the union contract a new hiring policy that includes a separate process by which long-time visiting and adjunct faculty may apply for regular term appointment.”

The faculty resolution reflected concern about the number of faculty who have become long-time visitors or adjuncts filling recurring curricular needs.

Subsequent to the passage of the resolution the Agenda Committee appointed and charged a DTF.

**>DTF Charge (Excerpt)**

“The Agenda Committee charges the Long-Time Visiting and Adjunct Faculty Application Policy DTF to recommend the separate process by which long-time visiting and adjunct faculty may apply for regular term appointment....The DTF should consider the impact of its recommendations on all the policies and practices that surround hiring and retention, and should describe how its proposal informs them.”

## >Guiding Principles

- Visitors and adjuncts who have been hired repeatedly for a long time reflect an ongoing curricular need that merits filling with a more permanent position than a year-by-year contract.
- Faculty members are now, and should remain, at the center of the hiring decision-making process. Our appointment policy for longtime visitors and adjuncts should respect this.
- Our appointment policy should be transparent and fair.
- We will always have a cohort of valued temporary faculty; faculty members on temporary contracts provide an essential flexibility in delivering curriculum. They allow the college to respond quickly to fluctuations in enrollment and student interest. Having temporary faculty contracts allows regular faculty to rotate into the deanery, to take sabbaticals and to take leaves without pay. Our appointment policy should ensure that this cohort of visitors and adjuncts is vibrant, distinguished and respected.
- A separate appointment policy for longtime visitors and adjuncts is insufficient. Supplementary policy recommendations are necessary to acknowledge and address the reasons that we have so many visitors and adjuncts on temporary contracts. Having large number of temporary faculty members creates uncertainty and can make long term planning and initiatives difficult, we should find a balance to reduce the tension between flexibility and uncertainty.

## >Defining Different Temporary Faculty Positions

Visiting and adjunct faculty play a variety of different and important roles at the college. A long-time visitor and adjunct faculty appointment policy must respect the different positions these faculty fill. For purposes of this policy, we propose three different types of faculty positions. We recognize that individual faculty occasionally teach in a variety of these positions from year to year, or quarter to quarter and sometimes within the same quarter. We recognize the flexibility in our current system that allows temporary faculty to move between these roles at different times and our policy continues this flexibility.

- Full-time Visiting Positions  
These are full-time temporary appointments for one-year contracts in the daytime or graduate curriculum. The roles these positions serve in the curriculum are varied, but generally they fill two types of needs. First, they fill disciplinary gaps created by a shortage of faculty in a particular subject area. Second, they are used to create additional interdisciplinary programs to cover a shortfall in first year offerings.
- Half-Time Visiting Positions  
These are temporary positions for faculty who are appointed to teach 8 or 12 credit EWS interdisciplinary programs or half time in graduate programs. Typically these programs are team-taught and require significant curriculum development. EWS faculty in these positions are currently called adjunct faculty, but the role they play in the curriculum is substantially different from other adjuncts and parallels the type of teaching that full-time visitors do. As such, we believe that any appointment policy for such half-time visitors should parallel that for full-time visitors.
- Adjunct Positions  
These are part-time temporary positions in EWS or graduate programs for 2, 4 or 6 credit courses in support of the curriculum, such as language, statistics, writing, calculus, etc. Such courses are typically repeated year to year, are taught solo and are needed to support the rest of the curriculum. Because regular faculty members are free to teach in programs of their own choosing, we need to rely on adjuncts to teach these courses.

## >Long-time Visitor and Adjunct Appointment Policies

### Policy for Full-Time Visitors

#### Eligibility

A full-time visitor who meets the following three requirements becomes eligible for the long-time visitor appointment policy:

- (a) The visitor has been hired on full-time visiting contracts for at least nine quarters in the last four years (or substantially similar experience<sup>1</sup>); the current year is included in the four years; summer quarters are excluded.
- (b) The visitor is being offered an appointment to a full-time visiting position in the next academic year. (This reflects that there is an ongoing curricular need).
- (c) The visitor's teaching has been reviewed by his or her dean following the criteria indicated in the visiting faculty review procedure.

#### Appointment Procedure

When a full-time visitor meets the eligibility requirements above, their dean notifies them that they qualify to be a long-time visitor. Then, if the visitor requests, the following appointment procedure applies.

- (a) For the next academic year they are offered a three-year full-time visiting contract (This is a temporary contract with regard to the RIF policy)<sup>2</sup>. Faculty on three-year visiting contracts would be expected work closely with the curriculum deans to ensure that their teaching assignments each year align with curricular needs. They would also fulfill the normal governance work of a regular faculty member.
- (b) The appointment to a three-year visiting contract would trigger an automatic meeting of a group of faculty including the curriculum and hiring deans and past teaching partners on continuing contracts in fall quarter of the year of this appointment. This group would be responsible for writing a description for a full-time regular teaching description focusing on the kind of teaching and curricular needs the visitor has been fulfilling, e.g., interdisciplinary teaching, area of expertise, experience with teaching first year students, full-time, etc.<sup>3</sup>
- (c) The position description would then be forwarded directly to the next Hiring Priorities DTF for prioritization. Ideally the DTF would prioritize this, or a substantially similar position, in time for a national search for which the visitor could apply by the end of the three-year contract, although exceptional circumstances might prevent this.
- (d) In the event that a long-time visiting faculty member is unsuccessful in applying for the advertised position, or the position is not prioritized before the end of their three-year temporary contract, they would remain eligible for future visiting appointments. Such appointments would revert to one-year temporary contracts.

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<sup>1</sup> A faculty member employed, during a continuous four-year period, as a full time visitor for 6 quarters and as a half-time visitor for 6 quarters, excluding summer quarters, would meet this eligibility criterion.

<sup>2</sup> A three-year visiting contract marks a change from the current policy of only offering one year visiting contracts. The purpose for offering three-year visiting contracts for long-time visitors who are reappointed is to recognize that they are repeatedly fulfilling a curricular need that regular faculty are unable or unwilling to do, and to recognize their commitment for being available to fill this need by offering a degree of contract certainty. Such a policy would parallel the proposed policy for adjuncts and the existing one for regular faculty on term contracts.

<sup>3</sup> It is important that this description be true to the type of work the visitor has been doing but not be tailored specifically to the visitor in question. Given the nature of the description a well-qualified visitor should be a strong candidate, but would in not be guaranteed appointment. In particular, the description would have our usual academic requirements even if the visitor in question does not meet those requirements. A terminal degree is usually one such requirement for full-time faculty and is frequently required for part-time faculty also.

## **Policy for Half-Time Visitors**

### Eligibility

A half-time visitor who meets the following three requirements is considered a long-time visitor and becomes eligible for the long-time visitor appointment policy:

- (a) The visitor has been hired to teach in 8 or 12 credit programs in EWS or as half-time visitors in the grad programs, NAWIPS and Tacoma for at least nine quarters in the last four years, including the current year but excluding summer quarters. If the half-time visitor has taught some quarters as a full-time visitor in those four years those quarters could contribute to the total. When a visiting faculty member with a recent history of teaching primarily in half-time programs is asked by the EWS dean to teach two or more multiple 4 credit courses instead of a half-time interdisciplinary program for a quarter they may request, in writing and in advance of teaching, that the dean consider this teaching as contributing to their future eligibility for long-time visitor status. Faculty members who do most of their teaching in 4 credit undergraduate courses are considered adjuncts and would not be eligible for the half-time visiting position.
- (b) The visitor is being offered an appointment to a half-time visiting position in the next academic year
- (c) The visitor's teaching has been reviewed by his or her dean following the criteria indicated in the visiting faculty review procedure.

### Appointment Procedure

If a part-time visitor meets the eligibility requirements above, the EWS dean notifies them that they qualify to be a long-time visitor. Then, if the visitor so requests, the following appointment procedure applies.

- (a) For the next academic year they are offered a three-year half-time visiting contract (This is a temporary contract with regard to the RIF policy). Faculty on three-year visiting contracts would be expected work closely with the EWS dean to ensure that their teaching assignments each year align with curricular needs. They would also fulfill the normal governance work of a regular faculty member.
- (b) The appointment to a three-year visiting contract would trigger an automatic meeting of a group of faculty including the Evening and Weekend studies Dean and past teaching partners on continuing contracts in fall quarter of the year of this appointment. This group would write a description for a half-time regular teaching description focusing on the kind of teaching and curricular needs the visitor has been fulfilling, e.g, interdisciplinary teaching, area of expertise, half-time etc.
- (c) The position description would then be forwarded directly to the next Hiring Priorities DTF for prioritization. Ideally, the DTF would prioritize this or a substantially similar position in time for a national search for which the visitor could apply by the end of the three-year contract, although exceptional circumstances might prevent this.
- (d) In the event that a long-time visiting faculty member is unsuccessful in applying for the advertised position, or the position is not prioritized before the end of their three-year temporary contract, they would remain eligible for future visiting appointments. Such appointments would revert to one-year temporary contracts.

## **Policy for Adjunct Faculty**

### Eligibility

An adjunct faculty member who meets the following requirements is considered a long-time adjunct and becomes eligible for the long-time adjunct appointment policy.

- (a) The adjunct faculty member has been hired on as an adjunct faculty for at least nine quarters in the last four years, including the current year but excluding summer quarters. If the adjunct faculty

- member has taught as a visitor, either full-time or half-time, for any quarters during that time, those quarters can contribute to the total.
- (b) The adjunct faculty member is being offered an appointment to an adjunct position in the next academic year. (This reflects that the curricular need they are filling still exists).
  - (c) The adjunct faculty member has had a satisfactory review of his or her teaching following the criteria indicated in the adjunct faculty review process.

#### Appointment Procedure

If an adjunct faculty member meets the eligibility requirements above then the following appointment procedure applies.

- (a) They are offered a three-year adjunct contract (This contract would be considered a temporary contract with regard to the RIF policy). Faculty on three-year adjunct contracts would be expected to continue teaching the same or substantially similar courses to those they were hired to teach at the start of their contract. They would not be expected to do governance work.
- (b) Adjunct faculty on three-year temporary contracts may be offered a renewal of their contract for an additional three years by fall quarter of their third year, provided their work continues to be at a high standard, as judged by a review of their work by the Evening and Weekend Studies dean, and the curricular need they are filling still exists.
- (c) Adjunct faculty who are on three-year temporary contracts may request a leave to teach as visitors in part-time 8 credit program or full time 16 credit programs. If the dean approves such a request the faculty member will be entitled to return to their previous position after up to one year of leave.

#### **Transition Appointment Policy for Current Visitors who Already Qualify for Long-Time Visitor Status**

We believe that our proposed policy provides a fair and transparent method by which long-time visitors to the college can apply for regular faculty positions that reflect the type of teaching they have been doing. The adoption of this policy would significantly reduce the number of visitors who are on temporary contracts for long periods of time in the future.

At the same time we recognize that the absence of such a policy in the past has led to our current situation where we have a large number of visiting faculty members who have already been employed on temporary contracts at the college for some time. Many of these faculty members would have met the proposed eligibility requirements for long-time visitor status already if the policy had been in place in the past. We believe that such faculty should be eligible for a transition appointment policy that allows them to apply for conversion to regular faculty status via a process that does not involve the two to three year delay between becoming eligible for long-time visitor status and application for an approved position implied by our proposal. As such we propose a one-time transition appointment policy for such visitors:

#### Eligibility

- (a) The visitor met the eligibility requirements for long-time visiting status at some point in the past 6 years and is employed as a visiting faculty member by the college this year.<sup>4</sup>
- (b) Because this is a transition policy only, visitors who have not met the long-time visitor eligibility requirements in the past, but do so in the future will not be eligible for this transition appointment policy.

#### Procedure

If the long-time visitor meets the eligibility requirements above, then their dean notifies them that they qualify for this transition policy, by the end of the first week of fall quarter 2008. Then, if the visitor wishes

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<sup>4</sup> There are currently 5 full-time visitors and 9 half-time visitors who are eligible on this basis. This is a total of 9.5 faculty lines.

to be considered for appointment under this transition policy they notify the dean in writing by the end of the second week of fall quarter. Then the following procedure applies.

- (a) The dean convenes a meeting of a group of faculty including the curriculum and hiring deans and past teaching partners on continuing contracts. This group would be responsible for writing a description for a full-time regular teaching description focusing on the kind of teaching and curricular needs the visitor has been fulfilling, e.g., interdisciplinary teaching, area of expertise, experience with teaching freshman, full-time, part-time etc.<sup>5</sup> The position description should be written by the end of week 4 of fall 2008.
- (b) The long-time visitor prepares an application for this position, which will be reviewed by a special hiring DTF constituted for this purpose by the hiring Dean. The application should be submitted by week 6 of fall 2008.
- (c) The DTF would consider the applications of all long-time visitor applicants together and weigh these applications against a set of criteria that are outlined below. The DTF would recommend to the hiring dean and provost which of these applicants should be offered regular faculty positions. The review process should be completed by the end of fall quarter 2008. If a particular applicant were unsuccessful in this application process, the position description would be forwarded to the next hiring priorities DTF for prioritization.

#### Application and Review Process

- (a) The candidate submits an application to the special hiring DTF which shall include: a curriculum vita, at least two letters of reference which address teaching ability, a one to two page statement of the applicant's teaching philosophy and practice, a one to two page statement of the applicant's multicultural experience or expertise, an example of scholarly or artistic work, a portfolio of Evergreen teaching.
- (b) The hiring DTF will evaluate the candidate's application based on:
  - i. A minimum requirement of a terminal degree in their field (or the equivalent intellectual, artistic or professional experience)
  - ii. Demonstrated knowledge of the state of the scholarship, overarching debates and/or big questions relevant to their field of study, as demonstrated by either: publications; professional activities; class or program content or teaching methods.
  - iii. Other "criteria for evaluation of faculty" in Sec. 4.300 part 12 of the faculty handbook.
- (c) The hiring DTF will interview the candidate.
- (d) The candidate will give a public presentation on campus.
- (e) The DTF will provide an opportunity for input from the campus community.
- (f) On the basis of this information and input, the hiring DTF will determine whether the candidate should be offered a position as a regular faculty member. The hiring DTF will forward their recommendation to the hiring dean and provost.

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<sup>5</sup> It is important that this description be true to the type of work the visitor has been doing but not be tailored specifically to the visitor in question. In particular, the description would have our usual academic requirements even if the visitor does not meet those requirements. A terminal degree is typically one such requirement.

**>Supporting Policy Proposals**

If we adopt a special long-time visitor and adjunct faculty appointment policy without simultaneously addressing the reasons we currently have so many faculty repeatedly hired on temporary contracts, we will be addressing the symptoms of the problem without addressing the cause. If other policies continue to generate a steady stream of long- time visitors and adjuncts, the new policy alone will impact our hiring priorities process significantly. The following supporting policy proposals will help minimize the number of faculty who become long-time visitors and adjuncts, and will ensure that the visitors we hire are well-qualified and demonstrate excellence in teaching.

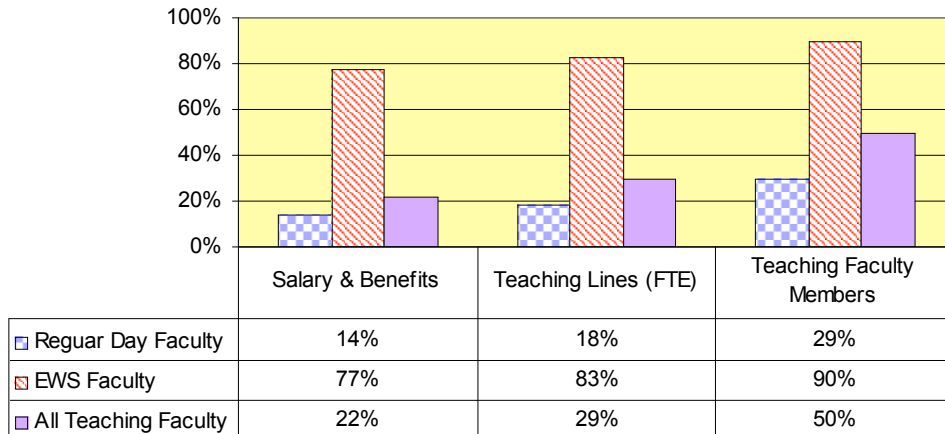
**Supporting Proposal 1: Reduce the Proportion of Faculty on Temporary Contracts.**

We recognize that it is essential for the college to have a portion of its faculty members on temporary contracts in order to provide flexibility in delivering the curriculum. In particular, temporary faculty positions allow the college to respond to changes in student enrollment and unexpected retirements and resignations. In addition, temporary faculty positions provide a cushion in the event of a financial exigency, since faculty members on temporary contracts are released from their contracts first according to our RIF policy. At Evergreen regular faculty have unusual freedom to teach what they want and when. Such freedom inevitably means that faculty members on temporary contracts are regularly needed to fill in the disciplinary gaps and first year seats that regular faculty leave open. We should recognize that temporary faculty members do not enjoy the same freedom.

At the same time, having too many faculty on temporary contracts undermines our ability to do long term planning, limits the free exchange of ideas, impacts the types of decisions we make and the amount of governance work that faculty are engaged in. It can also lead to our current situation where we have many faculty members who are on temporary contracts year after year.

Our view is that the proportion of faculty on temporary contracts at Evergreen is currently too large. The chart below gives the key data about the number of faculty on temporary contracts for the 06/07 year as a percentage of the total faculty in terms of salary & benefits, teaching lines and teaching faculty members. The data from other recent years is not significantly different.

Proportion of Faculty (Salary, Lines and People) on Temporary Contracts (06/07)



Below we consider the key figures from the bottom row of the table:

- (a) In the 06/07 academic year 22% of the budget for faculty salary and benefits was used for faculty on temporary contracts. The current reduction in force policy (RIF) states,

After September 1<sup>st</sup> 1995, no one will be offered a new regular faculty position unless at least 12% of the college's budget for faculty salary and benefits is already being used for adjuncts, visiting and re-employed post-retirement faculty. (Section 3.400 of the Faculty Handbook)

This is the "RIF cushion" which is designed to protect regular faculty in the event of a financial exigency. **Clearly we are operating with a RIF cushion significantly higher than that required in our faculty handbook.** There are justifiable reasons for this that will be explained later in this document.

- (b) The 22% budget figure resulted in approximately 29% of the faculty teaching lines being used for faculty on temporary contracts in 06/07<sup>6</sup>. This figure is the one that most closely reflects the degree of curricular flexibility faculty on temporary contracts provide the college. It also reflects the proportion of the curricular offerings that is taught by faculty on temporary contracts.
- (c) Because a large number of faculty members are on part-time contract or teach for fewer than three quarters in a year, this line count translates to approximately 50% of our teaching faculty being on temporary contracts. This figure is a measure of the likely impact of this policy on our collective decision-making in faculty meetings and collective bargaining, among other things. It is also a measure of the number of individual faculty members who work at the college with a year-to-year contract and all that that implies.
- (d) The situation is much more extreme when considering EWS alone. In EWS, 77% of the budget, 83% of faculty lines and 90% of faculty are on temporary contracts.
- (e) These figures are part of a worrying national trend. Across the country 68% of faculty appointments were off the tenure track in 2005 up from 43% in 1975.<sup>7</sup>

Our contention is that all of these figures are higher than they should be or need to be. Having 50% of faculty members on temporary contracts is not in the interest of those individuals or the faculty as a whole for reasons stated earlier. 29% of lines for faculty on temporary faculty represents more curricular flexibility than we need to develop our curriculum and leads to unnecessary uncertainty in our long-term curricular planning. This is particularly true in EWS. Finally, a 22% RIF cushion is a larger cushion than we need to provide financial security in the unlikely event of a financial exigency and is larger than our current RIF policy requires.

Our proposal is to reduce all of these figures by making a modest adjustment to the way our RIF policy is implemented and in a way that allows us to maintain the academic freedom, curricular flexibility and financial security that we value.

The key idea is to understand how current implementation of the handbook-required 12% RIF cushion creates a 22% RIF cushion. There are two reasons.

First, the number of temporary faculty lines needed to meet the 12% requirement is calculated before considering visitors and adjuncts hired to fill lines freed by faculty on leaves without pay (LWOP). Therefore, LWOP provide an additional financial cushion, which varies from year to year. It was 13 lines, or about 6.5% of the budget, in 06/07. (It averaged slightly above 11 lines for the last 4 years and ranged between 9 and 13 lines). The faculty and salary budget for visiting faculty hired as LWOP replacements are in addition to the 12% rather than included in the 12% because the exact number of faculty on LWOP varies, the number is not known well in advance of the hiring cycle, and could arguably decrease as faculty demographics change.

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<sup>6</sup> The proportion of teaching faculty lines is higher because the 22% figure includes salary and benefits for both teaching and non-teaching faculty salary. In addition it costs less to hire visitors and adjuncts on average than it does to hire regular faculty.

<sup>7</sup> Source: U.S. department of Education, IPEDS fall staff survey, compiled by the American Association of University Professors.



Second, the total faculty line count includes all contracted faculty lines (regular and temporary, full time and part-time) and sabbatical lines. This means that when faculty are given sabbaticals they free up lines for visitors in a similar way to faculty on LWOP, even though they are still on the college payroll. The main important difference is that sabbatical lines provide a predictable cushion above the 12% figure (currently 7.33 lines, or about 3.5% of the budget).

### **Recommendation for Reducing The Proportion of Faculty on Temporary Contracts**

We recommend changing section 3.400 of the faculty handbook to read:

“After September 1<sup>st</sup> 2008, no one will be offered a new regular faculty position unless at least **10%** of the college’s budget for faculty salary and benefits is already being use for adjuncts, visiting faculty, re-employed post-retirement faculty **and sabbaticals**”.

- (a) The changes indicated in bold guarantee a RIF cushion of 10% of the salary and benefit budget, even if no regular faculty members are on LWOP. **In practice, it would provide a financial cushion averaging about 15.5%** based on LWOP for the past 4 years. This is still more than 12% and is a healthy RIF cushion.
- (b) This change would allow the conversion of approximately 13 temporary faculty lines to regular faculty lines.
- (c) As an example, if 8 lines were used for this purpose in EWS that would bring the proportion of permanent faculty lines in EWS up from 17% to 42% (while keeping the total number of lines constant). This would have the significant benefit of keeping the EWS program viable in the event of a financial exigency, which it currently is not, and would significantly reduce the number of long-time visiting and adjunct faculty in EWS.
- (d) The remaining lines could be used to convert 5 full-time visiting lines to permanent lines. In 2006/2007 there were approximately 25 visiting lines in the daytime curriculum. A reduction to 20 visiting lines would still leave a significant amount of flexibility in delivering the daytime curriculum.
- (e) Adoption of these changes would allow us to implement the suggested long-time visitor and adjunct appointment policy without undue impact on the hiring priorities process in the first year of its implementation.

### **Supporting Proposal 2: Change the visitor hiring procedure in order to building a diverse pool of well qualified temporary visiting and adjunct faculty.**

Full-time visiting positions are approved in at least three different ways. First, there are visiting positions that are requested and approved by the curriculum deans and PUCs at the time that the catalog copy is written, approximately a year and half before they are on contract. Second, there are visiting positions that are approved during the year before a program is taught as new lines become available due to retirements, resignations and leaves. Third, there are visiting lines that are approved at the last minute, due to either a sudden shortfall in faculty, or lack of available seats due to changes in student enrollment. While it is inevitable that visitors from this last category will need to be appointed from a pool of readily available visitors from past years or recently retired faculty, our recommendation is:

- (a) In situations where visiting positions are allocated more than six months in advance of the contract start date there should be formal search process. This process should include an advertised search, submission of a file similar to that required by regular faculty positions, and a formal interview by a minimum of the teaching team and the hiring dean. An exception to this policy would only be considered if an existing visitor, who has already been through such a hiring process is offered appointment for a substantially similar visiting position in a subsequent year. In this way we treat the visiting position as it was originally intended – as an avenue to regularly bring in faculty members from other institutions on a temporary basis who will share their expertise. Ideally, they would also learn about the unique experiment we have at Evergreen and would bring some of these ideas back to their home institutions.

- (b) Efforts should also be made to solicit faculty from other institutions who may be interested in teaching at Evergreen for one year.
- (c) Once visiting positions have been approved, the hiring dean should take responsibility for initiating the hiring process as early as possible in the year preceding the start of the contract so that appointments can be made by the end of winter quarter or early in spring quarter.
- (d) In the event that a decision is made to offer a visiting position to an existing visiting faculty member without a search, this offer should be made as early as possible – preferably before the end of the winter quarter in the year preceding the appointment, provided there has been an opportunity for the visitor’s work from that year to be reviewed. The aim here is to limit the time that a valued temporary faculty member remains unnecessarily insecure about their future employment.

**Supporting Policy 3: Create a Review Policy for Visiting Faculty.**

All teaching faculty should have a regular review of their teaching. This is especially important in the first several years of teaching at the college and when faculty reappointments are being considered. While the faculty handbook lays out clear expectations of how regular faculty should have their teaching reviewed, the process for reviewing visiting faculty teaching is not so clearly spelled out. Here we give visiting and faculty review policies that we consider to be essential to support a robust visiting faculty appointment policy.<sup>8</sup>

- (a) Any visiting faculty member contracted for more than one quarter in an academic year must have their teaching reviewed by their dean. This review should include observations by the dean of the faculty member in one or more teaching settings, a meeting to discuss these observations, and a formal letter from the dean to the faculty member documenting the observations and the discussions in the meeting.
- (b) Before an existing visiting faculty member can be considered for appointment to a visiting or adjunct position for a subsequent year, they must have completed the above review process. In addition they must submit, to their dean, a completed portfolio based on their teaching to date. The criteria for the portfolio and the review of teaching should be the same as those given in the faculty handbook (Section 4.300 (12), (13) and (14)). The hiring dean should also review the portfolio and the dean’s letter before an offer for a subsequent visiting or adjunct appointment is made.
- (c) Part of the review meeting for visitors who have been appointed for more than one year, should include discussion and advising about any expectations of future employment prospects. Does the visitor have the qualifications (e.g., terminal degree, or disciplinary expertise), or teaching experience and abilities that would put them in a strong position for appointment if they become long-time visitors in the future? If they are offered visiting appointments in the future, how will these positions impact prospects for meeting eligibility requirements for long-time visitor status?

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<sup>8</sup> This proposal is not intended to apply to adjunct faculty. The current process for reviewing the teaching of adjunct faculty in EWS is less frequent (every three years instead of every year), due to the large number of adjunct faculty that need to be reviewed by a single dean. A review every three years for adjuncts fits well with our proposed long-time adjunct appointment policy.