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American Association of University Professors

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## **One Faculty!**

**A Wesleyan AAUP Campaign Promoting the Stability and Integrity of  
the University and Academic Freedom for all Faculty**

**Spring 2023**

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# INTRODUCTION

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This proposal by the Wesleyan AAUP chapter is the product of more than a semester of careful research and deliberation by dozens of chapter members, in working groups and subcommittees, across a range of meetings and discussions. It is the chapter's positive vision for the future of the University, a living proposal offered in the spirit of collegiality and deep commitment to the mission of higher education. We invite all colleagues to use this proposal to reflect concretely on what Wesleyan University should be, and how we can achieve that vision. Faculty working conditions are student learning conditions.

The One Faculty Campaign adheres to the foundational AAUP principle: that academic freedom is essential to the common good, and tenure is the actualization of academic freedom. Wesleyan AAUP seeks to secure tenure protections for all faculty. Following AAUP guidelines, this means that there are only two types of faculty appointments: tenured appointments and appointments probationary to tenure. Currently, non-tenure-line positions are staffed by colleagues with training and expertise commensurate to that of their tenure-line colleagues; these contingent faculty are denied the protections of academic freedom.<sup>1</sup> We are one faculty and, in keeping with the professional standards established by the AAUP, all faculty have the right to academic freedom secured by tenure.

The AAUP 1940 Statement of Principles on Academic Freedom and Tenure, which is the shared basis for considerations of academic staffing and is incorporated into the Wesleyan Faculty Handbook (4.7), establishes the essential link between academic freedom and tenure:

Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends on the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research. [...] Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to [people] of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

Our campaign identifies how best to address the steady erosion of academic freedom that has characterized Wesleyan's recent history and to rebuild a fully staffed university with tenure protections for all faculty.

Over the last 15 years, the total number of non-tenure-line faculty, including both visitors and "continuing" faculty, has grown from 95 to 171 (see Figure 1).<sup>2</sup> The number of tenure-line faculty has grown as well, but the proportion of tenure-line faculty has shrunk to 62.1% of total faculty, down from 93% in the early 1980s (see Figure 2).

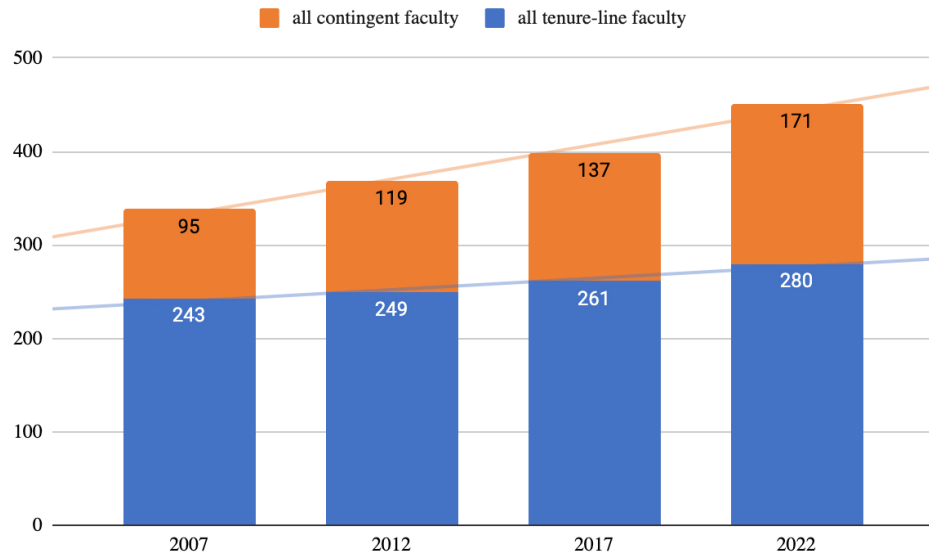


Figure 1: Proportion of Contingent and Tenure-line Faculty  
Data from Wesleyan Office of Institutional Research

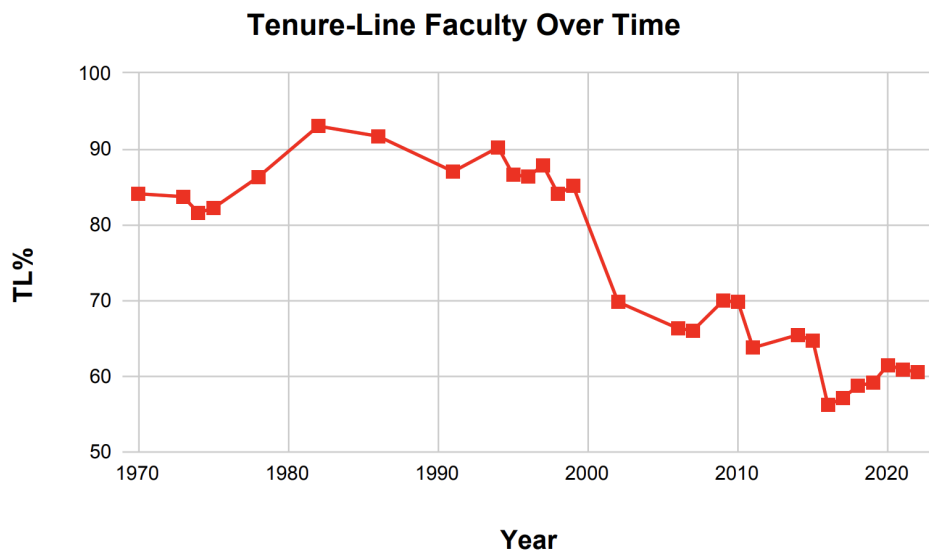


Figure 2: Tenure-Line Density at Wesleyan, 1970 to the Present  
Data from Wesleyan Office of Institutional Research, AAUP Annual Compensation Reports,  
Wesleyan University Annual Reports

Wesleyan’s many contributions to the common good are compromised by this erosion of academic freedom. Wesleyan AAUP’s One Faculty Proposal seeks to restore the stability and integrity of the University by building a fully staffed University, which includes: tenure eligibility for all faculty to guarantee academic freedom, and sufficient tenure-line faculty appointments to enable all academic units to operate without undue strain or recourse to contingent hiring.

## SECTION 1: Defining a Fully Staffed University

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### Snapshot of Wesleyan Faculty, Fall 2022:

- Tenure-line density has decreased to 62%.
- 38% of all course credits are taught by contingent faculty.
- More than 22% of the members of the Wesleyan faculty hold visiting appointments. There are more visiting faculty than tenure-track assistant professors, and more visiting faculty than all other categories of contingent faculty combined. (See Figure 3.)
- More than one in ten faculty members at Wesleyan are part-time visitors. These faculty members teach 5.3% of course credits without employment benefits such as health insurance, disability insurance, or contributions to a retirement account.

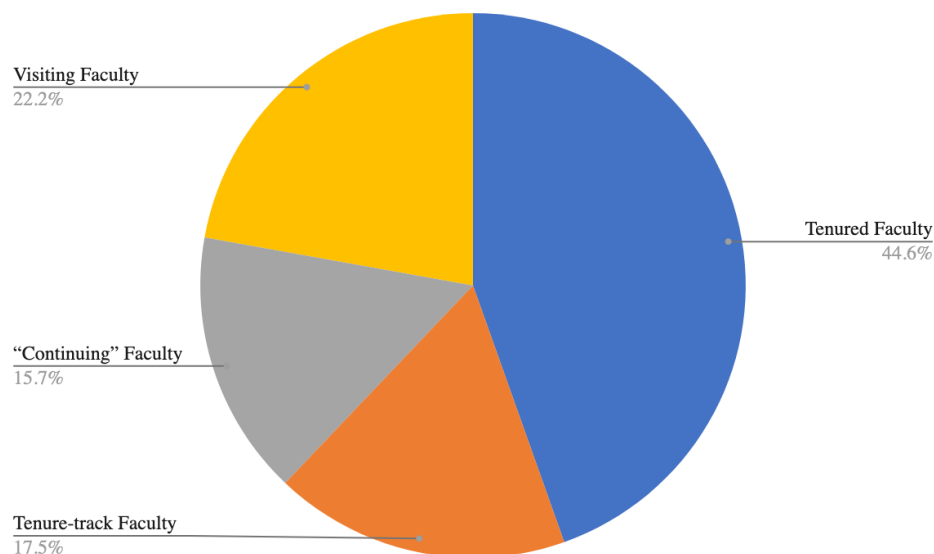


Figure 3: Faculty at a Glance, Fall 2022  
Data from Wesleyan Office of Institutional Research

Wesleyan increasingly relies on faculty without academic freedom to expand its curricula and fulfill its teaching obligations. Wesleyan has added 37 tenure lines in the past 15 years, an increase of 15% in the size of the tenure grid. Over the same time period, the number of contingent faculty positions has increased by 76, an 80% increase in the size of that pool of faculty (see Figure 4). Recent reforms, including the invention of the Professor of the Practice position, have neither reduced the number of short-term visiting positions nor transformed contingent positions into truly continuing ones. Wesleyan AAUP seeks to guarantee academic freedom for all faculty.

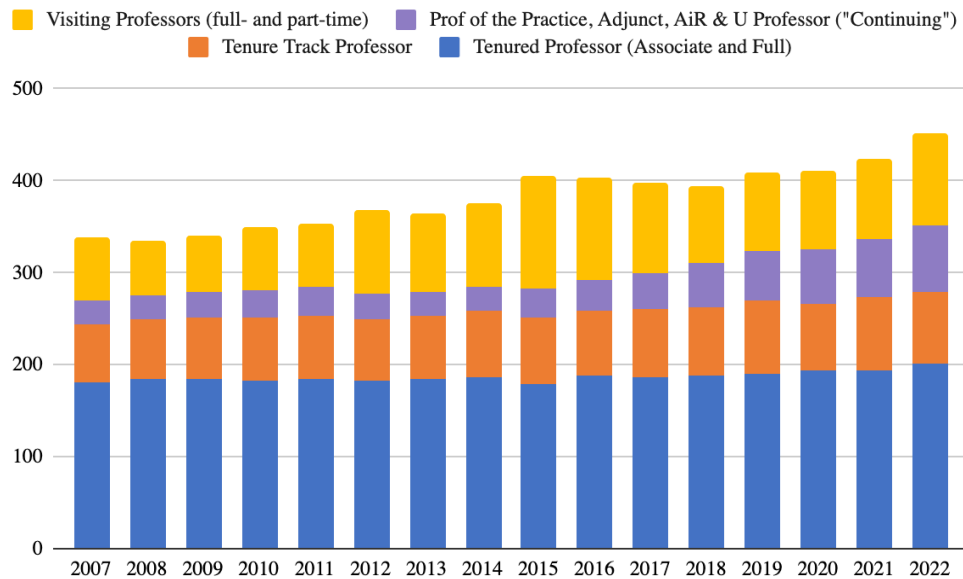


Figure 4: Wesleyan Faculty Composition by Appointment Category  
Data from Wesleyan Office of Institutional Research

Contingent positions are not evenly distributed across the university. One in five units on campus has a tenure-line density of 80%, while others are well below the overall density of 62.1%. In some colleges, programs, and centers, the situation is more complex, but many rely heavily on non-tenure-line faculty. This is especially true for many recently formed centers and programs.

## Key Problems:

### Academic Freedom, Faculty Governance, and Chronic Understaffing

**Academic Freedom.** Academic freedom protects faculty members from corrosive pressures. Sometimes, academic freedom is misconstrued solely as protection from political attacks on professors' scholarship or speech, but more everyday restrictions on academic freedom also disrupt the educational enterprise of the University. For instance, contingent faculty, who in practice do not enjoy academic freedom, make instructional choices under the pressure of uncertain employment. The pressure to cater to students in order to obtain positive evaluations, the pressure to weaken curricula under the threat of student dissatisfaction, and the pressure to avoid experimentation with novel teaching methods because a poor outcome is career-threatening – these pressures are always present in the minds of faculty who lack the protections of academic freedom. When faculty do not possess academic freedom, students are left in a compromised educational environment. To diminish faculty working conditions is to diminish student learning conditions.

**Faculty Governance.** Contingent faculty are excluded from the majority of faculty governance. Faculty have the scholarly training and knowledge that make them distinctly qualified to co-govern the university, particularly on all academic matters that pertain to faculty (appointment categories,

hiring, tenure and promotion, and so on), curricula, and educational policy. AAUP professional principles, and democratic practices, require that all faculty be involved in the co-governance of the University. When nearly 40% of the faculty are excluded from faculty governance, the University is not faculty-governed.

**Chronic Understaffing.** Many academic units are forced to operate without the critical mass of faculty necessary for a thriving intellectual and pedagogical enterprise. Understaffed academic units at Wesleyan face an impossible choice: hire non-tenure-line faculty or find themselves stretched to the breaking point. Contingent faculty positions are often supplied in place of tenure-track lines; in certain cases, this is a decades-long pattern, leading to units in which the majority of the faculty lack academic freedom and cannot perform essential administrative work.

Figure 5 illustrates the situation across divisions. Several units are far below the overall tenure-line density at Wesleyan (62.1%).<sup>3</sup>

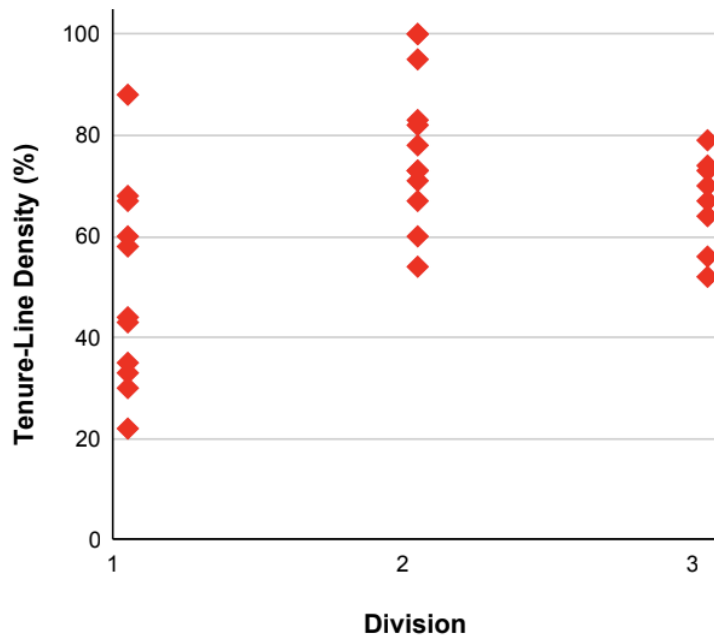


Figure 5: Tenure-Line Density by Unit, Sorted into Columns by Division  
Data from Wesleyan Faculty Roster, October 2022

Wesleyan's two-tier arrangement of tenure-line and contingent faculty carries a high cost. Certain faculty responsibilities can only be performed by tenure-line members of the faculty. These often include administrative work such as chairing, curricular planning, mentoring, and personnel matters. The endless cycle of staffing with visitors wastes a tremendous amount of faculty time and labor: positions must be requested, searches must be carried out, new hires must be mentored as they arrive and supported as they transition away from Wesleyan, and then the cycle begins again. Even when positions are allocated for multiple-year contracts, these processes are a drain on faculty energy

without yielding the long-term benefits of a permanent colleague. Across Wesleyan, the ratio of majors to tenure-line faculty is as high as 17:1. In such units, students may receive less sustained advising and mentorship, and inconsistent access to research and professional activities. Tenure-line faculty in units with low tenure-line density thus face additional pressures on their scholarship, creative practice, and teaching.

A vibrant, stable university requires the full staffing of all of its units with tenure-line appointments. When units are forced to operate in conditions of artificial austerity, or are directed toward contingent hiring, the decline of academic freedom that results affects the success of students and faculty alike. Any claim that different modalities of academic work require the fracturing of the faculty into two categories, one with academic freedom and one without, is false.

The distinctive qualities of various disciplines may require a more dynamic approach to the type of faculty responsibilities attached to each appointment. This means a concrete formulation of the three canonical areas of scholarship, teaching, and collegueship in relation to the needs of the discipline, unit, and position. Already, scholarship expectations vary across and within units, and the same is true for teaching and collegueship. For instance, certain arts, humanities, or science disciplines define studio, field, or lab work in accordance with their disciplinary norms. In others, the demands of specific pedagogical sequencing, or laboratory-based research, for instance, produce a stated need for teaching-intensive faculty. A healthy university is capable of sustaining this necessary range of academic labor within the framework of tenure-line hiring.

New and emergent units must have the opportunity to build themselves in the best way possible for educating their students and pursuing their scholarly and artistic missions. Raising tenure-line density in these units is essential to their continued success. Recent years have featured significant new curricular offerings and opportunities for our students, but the creation and growth of units has been facilitated by heavy reliance on contingent positions. The result is that a substantial portion of the undergraduate curriculum operates with little or none of the protection of academic freedom.

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**Wesleyan must commit to meeting the full staffing needs of the  
University with positions that provide academic freedom.**

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## SECTION 2: AAUP One Faculty Proposal

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### **Wesleyan AAUP calls for:**

- A. Sufficient tenure-line positions to enable all academic units to be fully staffed;
  - B. The creation of a path to tenure protections for all current contingent faculty;
  - C. The inclusion of all faculty in faculty governance, at the unit and the University levels;
  - D. An end to the practice of hiring faculty into contingent positions.
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### **A. Sufficient tenure-line positions to enable all academic units to be fully staffed**

We propose that the University strengthen all of its academic units and secure its curricular initiatives by ensuring: *a faculty with the protections of tenure, and a faculty grid of sufficient size to ensure the smooth operation of all academic units*. A fully staffed university is one in which all units have sufficient faculty to meet their staffing needs without undue strain or recourse to short-term visiting positions. Full staffing means that normal variations in faculty teaching commitments due to sabbatical, leave, administrative and committee service, fellowships, and other normal features of the academic profession are built into the composition of the unit's tenure-line faculty. Each unit must consider in good faith how many faculty members would constitute full staffing.

### **B. The creation of a path to tenure protections for all current contingent faculty**

This proposal has two parts:

- 1) The immediate conversion of colleagues in full-time multi-year renewable non-tenure-line appointments to appointments probationary to continuous tenure. Continuous tenure means a permanent appointment that can be terminated only for cause by an elected faculty body. Continuously tenured positions are based on the AAUP's canonical seven-year probationary period and differ from existing tenure-line positions in that a) probationary review is based on the current expectations for the appointment and b) probationary review includes only internal components (i.e., no review by external referees).

2) An invitation to those academic units that rely on appointments that do not include all three canonical areas of responsibility (scholarship, teaching, and collegueship) to revise their tenure and promotion guidelines to allow for tenure-track appointments in line with their actual curricular and intellectual needs.

In certain cases, a faculty member may elect, with the support of their academic unit, to convert to a tenure-line position rather than one probationary to continuous tenure.

We note that this can be enacted by the Academic Council and the entire faculty as a body.

### ***Procedure***

All pre-tenure colleagues will be assigned mentors within their academic units (in keeping with the policy of Academic Affairs)<sup>4</sup> and will have access to tenure counselors (in keeping with Guidelines of the Academic Council for the Evaluation of Candidates for Reappointment, Promotion Conferring Tenure, and Promotion to the Rank of Professor, Faculty Handbook 5.4-6).

In all cases, candidates must be assured a minimum three-year appointment from the time this policy is enacted to allow for full probationary review in keeping with professional standards: one year to prepare and submit review materials, one year for the review process itself, and one year as a grace period in case the review is negative.

Currently contingent faculty on multi-year renewable contracts converting to faculty with continuous tenure should follow the path of the existing tenure process as indicated in the Guidelines of the Academic Council for the Evaluation of Candidates for Promotion Conferring Tenure (Faculty Handbook 5.5): from the academic unit, to the Advisory Committee, to the Review and Appeals Board. Unlike existing tenure-line cases, cases under probationary review for continuous tenure will not include an external review. Candidate dossiers will include only materials *in keeping with the terms and details of the candidate's appointment*, and these materials will not be sent out for review by external referees but will be reviewed in the first instance by the tenured members of the academic unit, who will present the case to Advisory for continuous tenure.

For academic units with fewer than three tenured faculty members (i.e., members of the Academic Council), current procedures for forming an ad-hoc tenure (or continuous tenure) committee would apply, as outlined in the By-Laws of the Academic Council (Faculty Handbook 5.1).

### ***Timeline***

Contingent faculty members who have been appointed for **more than seven years** and have been reappointed at or after the seventh year based on review by a body of the faculty will receive continuous tenure without an additional probationary review.

Faculty members who have served **up to seven years** will undergo internal probationary reviews following the current tenure process timeline: a probationary reappointment review in the spring of

the fourth year and a final probationary review in the fall of the seventh year. In keeping with existing tenure-line procedures, colleagues in appointments probationary to continuous tenure will undergo unit-level review in the second and fifth years of appointment. This timeline should include years served and prior reviews (e.g., a faculty member serving the sixth year of a contingent appointment would undergo only the final, seventh-year probationary review, while a faculty member in their fourth year would undergo both a unit-level fifth and a final probationary seventh-year review).

In certain cases, a faculty member may elect, with the support of their academic unit, to convert to a tenure-line position rather than a position probationary to continuous tenure. The procedure in these cases should follow the existing Academic Council guidelines (Faculty Handbook 5.5). The timeline in these cases should take into account years served and prior reviews.

### ***Tenure and Promotion Expectations***

For **continuous tenure review and promotion**: Unit expectations must adhere to the responsibilities currently set out in the specific appointment. For instance, faculty members whose responsibilities include only teaching and collegiality will be evaluated only on that basis.

For revised **tenure-track tenure and promotion guidelines**: As academic units review and revise their tenure and promotion guidelines to allow for tenure-track appointments in line with their actual curricular and intellectual needs, they should adhere to AAUP principles of the introduction of new tenure-line positions (including any teaching-intensive tenure-eligible appointments).<sup>5</sup>

## **C. The inclusion of all faculty in faculty governance, at the unit and the University levels**

All faculty who are either on the continuous tenure track or the standard tenure track have the right to attend, participate, and vote in unit meetings, full faculty meetings, and are eligible to stand for election to faculty committees. Once faculty members are appointed with continuous tenure, they will be members of the Academic Council and eligible for election to both Advisory and the Review and Appeals Board.

## **D. An end to the practice of hiring faculty into contingent positions**

Contingent positions are non-tenure-line positions, which lack academic freedom; these positions include so-called “continuing faculty” (adjuncts, artists-in-residence, professors of the practice, and University professors) and visitors, both full- and part-time. We call for an end to all non-tenure-line hiring with the rare exception of special appointments clearly designated from the outset as merely temporary associations with the University.<sup>6</sup> We note that academic units themselves have the agency to act on this proposal.

## SECTION 3: Interim Equity Proposal

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Prior to and during the transition to a fully staffed university, as outlined in the preceding sections of this proposal, the University must ensure that all faculty work is compensated fairly. Faculty positions that require comparable work, responsibilities, and qualifications should be comparably compensated, taking into account variations by discipline, seniority, and the priorities of academic units. As the AAUP has recommended, compensation for part-time appointments should be the applicable fraction of the compensation (including benefits) for a comparable full-time position.<sup>7</sup> All faculty – both full and part time – should be eligible to receive all employee benefits.

In addition, all faculty must be assured full faculty rights and benefits regardless of length of appointment, and these must be guaranteed contractually in letters of appointment, reappointment, and promotion. AAUP best practices insist that all faculty share in governance; receive fully proportional pay and benefits; and have access to professional development and growth.

This interim equity proposal is neither substitute for nor separable from the central campaign outlined in Section 2.

### **Wesleyan AAUP's three-part interim plan:**

- A. Standardization of rights and expectations
- B. Standardization of benefits
- C. Wage parity

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### **A. Standardization of Rights and Expectations**

*All faculty should understand their rights, responsibilities, and expectations as workers from the time of job application and throughout their time at Wesleyan. To facilitate this transparency and clarity, there should be a standardization of practices regardless of length of appointment, including the following:*

- **All initial requests for faculty positions should include an explanation of the position's rights and expectations and how the job responsibilities will fulfill the educational mission of the academic unit.**

All faculty position requests, for all types of positions, should consider rights and responsibilities including teaching load, research and performance expectations, advising requirements, voice and vote in the unit's governance, and so on. The request also should articulate clearly how the particular type of position fulfills curricular and co-curricular departmental/unit goals.

- **All faculty contracts and appointment letters should provide clear articulation of job expectations.**

Expectations include: teaching load, major and thesis advising responsibilities, collegueship expectations, administrative duties, and research and scholarly work. Expectations may vary based on departmental and divisional specificities but must be indicated in contracts. In keeping with the 1940 AAUP Statement of Principles (Wesleyan Faculty Handbook 4.7), “[t]he precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.”

- **All letters of appointment should be based on a presumptive standard teaching load of four courses per year (2-2) for all faculty, including visitors.**

When teaching loads differ, there must be an explanation of a new balance between teaching, scholarship, and collegueship responsibilities. For example, course relief is granted for faculty who run research labs or for a “heavy burden of service” such as chairing a department or serving on Advisory. Lower expectations for research or for service might result in additional teaching or advising. Teaching loads should be defined holistically to consider courses, sections, and contact hours beyond credit designations (e.g., .5 credit courses are often equivalent in workload to more than half of a standard course). When possible, multiyear non-tenure-line and pre-tenure faculty should be allowed the same range of choice in course offerings as tenured colleagues within the academic unit.

- **Standardization of the 1) timeline, 2) process, and 3) expectations for review, renewal, reappointment, and promotion for all faculty.**

(1) All full-time faculty in multiyear appointments should follow the timeline articulated for tenure-track faculty: initial appointment of four years, with reappointment decision before the end of the third year (see By-Laws of the Academic Council, Faculty Handbook 5.1).<sup>8</sup> All visiting faculty should follow the AAUP timelines for visiting appointments.<sup>9</sup>

(2) All faculty should undergo a similar process for review, renewal, reappointment, and promotion. All faculty have both a right to be evaluated by other faculty and a responsibility to evaluate their peers. The evaluation of probationary or non-tenure-line faculty should not be left to an administrator, a department chair, or students: the basic requirements for and means of evaluation of faculty should be as nearly parallel as possible for contingent faculty and tenure-line faculty. Faculty serving in contingent appointments should participate in evaluating their peers (i.e., other faculty serving in contingent appointments) in the same fashion that full-time tenured faculty participate in the evaluation of their peers.<sup>10</sup>

(3) All units should clarify expectations for review, renewal, reappointment, and promotion for full-time non-tenure-line faculty in multiyear appointments. Units should write and file standard renewal/reappointment and promotion expectations, parallel to those each unit is required to maintain for tenure-line appointments<sup>11</sup> for all faculty in the unit regardless of contract length, clearly specifying the unit’s expectations for renewal and promotion.

- **All faculty should be eligible to participate fully in faculty governance.**

All faculty have the right to participate and vote in unit and University-wide faculty governance and are eligible to participate in University-wide committees. The AAUP report on “The Inclusion in Governance of Faculty Members Holding Contingent Appointments” states:

The causes and repercussions of a system in which some faculty receive vastly more compensation, privilege, autonomy, evaluation, information, professional support, and respect than others extend far beyond governance. But the routine exclusion of some faculty from department meetings, curricular planning, and other governance activities does much to foster the sense of inequity. On the other side of the divide, the proportion of full-time or tenure-track faculty appointments in some departments and institutions is dwindling, and those who hold such appointments are overburdened with governance responsibilities as the pool of colleagues eligible to share this work shrinks. Perhaps most important is that the exclusion of so many faculty from governance activities undercuts the ability of the faculty to carry out its responsibilities in this area. Faculty members who hold contingent appointments should be afforded responsibilities and opportunities in governance similar to those of their tenured and tenure-track colleagues. Eligibility for voting and holding office in institutional governance bodies should be the same for all faculty regardless of full- or part-time status.<sup>12</sup>

## **B. Standardization of Benefits**

*All faculty – both full- and part-time, in all appointment categories – should be eligible to receive all employee benefits.*

- **All faculty, including those in part-time appointments, should receive comprehensive benefits.**

Comprehensive benefits include health, dental, vision, and retirement, as well as life insurance, short- and long-term disability, travel assistance, tuition reimbursement, bereavement and parental leave, childcare resources, mortgage benefit, relocation and rental housing, library access, and so on. According to the current benefit array, visiting faculty (multiyear and under one year) are not guaranteed the retirement or parental-leave benefits of their colleagues. Part-time faculty do not receive healthcare, leave, disability, tuition, or retirement benefits. *All* faculty should be eligible to receive all employee benefits.

- **Benefits for all new appointments/contracts should begin on July 1 and end on June 30 unless otherwise requested by the faculty member.**

This provision extends benefits coverage through the summer before start date and eliminates any gap in coverage for faculty who change contract type.

- **All faculty, including those in part-time appointments, should receive institutional support.**

Institutional support includes the support needed to fulfill job requirements, including computing equipment, individual office space, access to grants in support of scholarship (GISOS), and pedagogical support. Currently, faculty appointed to contracts of less than three years are not

eligible for GISOS, nor are they supplied with new computers for their work. *All* faculty need the requisite institutional support to do their jobs.

- **All faculty appointed for three or more years should be eligible for sabbatical after every six semesters of teaching.**

Tenure-line faculty are eligible for one semester of sabbatical after every six semesters of teaching (subject to approval of chairs and Academic Affairs). This benefit should be extended to all faculty in full-time, multiyear appointments.

### C. Wage Parity

*All faculty work should be compensated fairly. Positions that require comparable work, responsibilities, and qualifications should be comparably compensated, taking into account variations by discipline and seniority.*

- **Wage parity in starting salary between full-time faculty at the same rank, across appointment categories. All full-time appointments should be compensated at 100% of equivalent rank tenure-line positions.**

Current salary data (see Figures 6 and 7) shows substantial salary differences between tenure-line and non-tenure-line faculty.

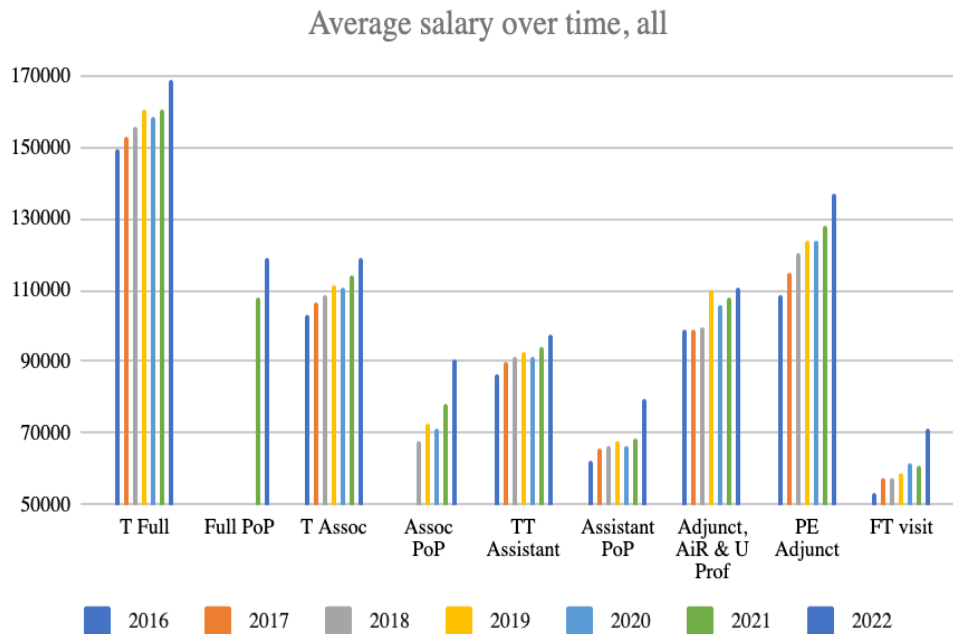


Figure 6: Average Salary for All Categories of Faculty, 2016-2022  
Data from Wesleyan Office of Institutional Research

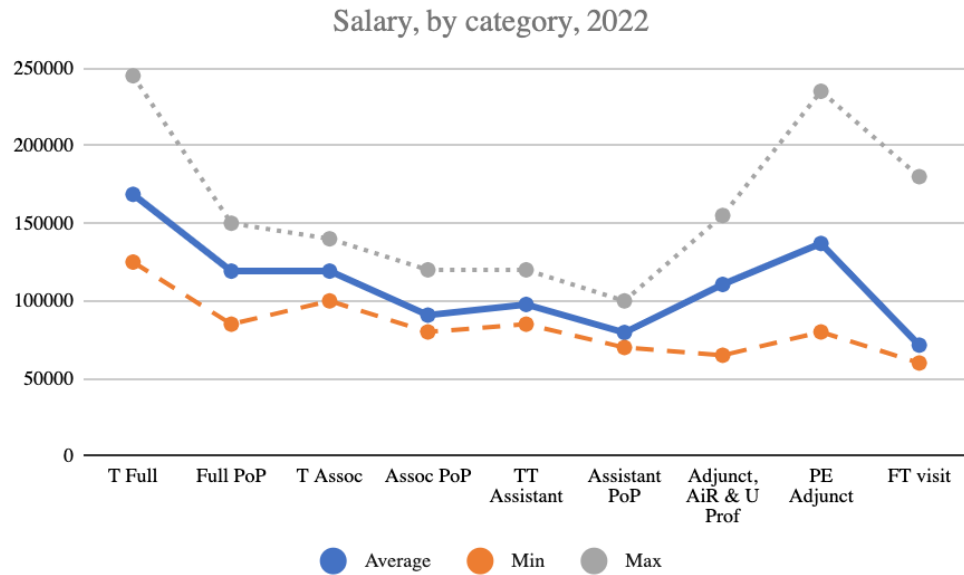


Figure 7: Minimum and Maximum Salary for All Categories of Faculty, 2022  
Data from Wesleyan Office of Institutional Research

Comparison of tenure-line faculty with professors of the practice shows a large salary gap between Assistant Professors (median \$96,330) and Assistant Professors of the Practice (median \$78,415), and Associate Professors (median \$117,090) and Associate Professors of the Practice (median \$89,651), even after the substantial raise of fall 2022 (see Figure 8). The current median salary for full-time visitors is much lower, at \$65,000 (see Figure 6).

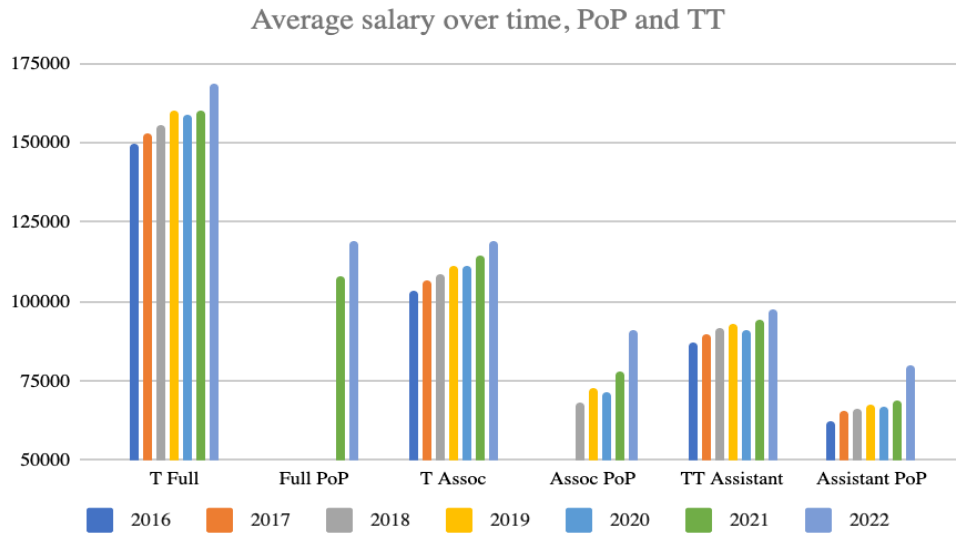


Figure 8: Average Salary 2016-2022, Professors of the Practice and Tenure-line Faculty  
Data from Wesleyan Office of Institutional Research



Figure 8 shows how these initial wage inequities compound over time, with Associate Professors of the Practice making minimally more than Assistant Professors of the Practice and substantially less than tenured Associate Professors. As of fall 2022, Professor of the Practice salaries are newly benchmarked to 80% of tenure-line salaries at equivalent rank. Yet only Assistant Professor of the Practice salaries meet the 80% threshold; Full Professor of the Practice salaries are 72% of the median for Full Professors.

- **\$15,000 single per-course rate for part-time (per-course) visitors.**

The pay rate for part-time visiting faculty should be set at \$15,000 per course, the Service Employees International Union (SEIU) Faculty Forward campaign goal from 2015. While this rate falls far short of a living wage in central Connecticut, it represents an incremental improvement to the current devaluation of the pedagogical work of per-course instructors.

- **Merit increases replaced by a standard minimum annual salary increase of inflation/cost-of-living plus 1%. This applies to all faculty in all appointment categories, including full- and part-time visitors who have been employed at Wesleyan for more than one year.**

Merit increases enable the University to materially recognize the contributions of some colleagues by underpaying others. The process is divisive for the faculty and labor-intensive for chairs of academic units, while conveying minimal financial benefit to the faculty. It is professionally consistent with the AAUP's One Faculty ethos and practically more efficient for salary raises to be enacted equally across the entire faculty.

## CONCLUSION

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As stated at the outset, Wesleyan AAUP shares this proposal as a positive, practical vision for our University as a leading institution of higher learning. We have outlined major improvements to the structure and operation of the University, and we recognize the concerted collective work these reforms will require. We offer them as a living proposal, subject to lively debate and development, in the spirit of collegiality and deep commitment to the mission of higher education. We invite all colleagues, within and beyond the AAUP chapter, to use this proposal to reflect concretely on what Wesleyan University should be, and how we can achieve that vision.

# NOTES

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<sup>1</sup> The term “tenure-line” includes both tenure-track assistant professors and tenured associate and full professors. The term “contingent faculty” includes so-called “continuing faculty” (adjuncts, artists-in-residence, professors of the practice, and University professors) and visitors, both full- and part-time.

<sup>2</sup> These figures include all contingent faculty except physical education adjuncts.

<sup>3</sup> This figure includes only academic units constituted by tenure-line faculty appointed within the unit (as opposed to units based on volunteer commitments from tenure-line faculty appointed in other units).

<sup>4</sup> See Wesleyan Academic Affairs policy on faculty mentoring ([https://www.wesleyan.edu/acaf/faculty\\_mentoring.html](https://www.wesleyan.edu/acaf/faculty_mentoring.html)).

<sup>5</sup> “Tenure and Teaching-Intensive Appointments” (<https://www.aaup.org/report/tenure-and-teaching-intensive-appointments>)

<sup>6</sup> Special appointments include short-term postdoctoral fellows who are participating in a program conducted primarily for their own education. See “Contingent Appointments and the Academic Profession” (<https://www.aaup.org/report/contingent-appointments-and-academic-profession>).

<sup>7</sup> “The Status of Non-Tenure-Track Faculty” (<https://www.aaup.org/report/status-non-tenure-track-faculty>)

<sup>8</sup> In keeping with the 1940 AAUP Statement of Principles:

- Beginning with appointment to the rank of full-time instructor or a higher rank, the probationary period should not exceed seven years.
- Notice should be given at least one year prior to the expiration period if the teacher is not to be continued in service after the expiration of that period. After the expiration of a probationary period, teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause
- Notice of non-reappointment, or of intention not to recommend reappointment to the governing board, should be given in writing in accordance with the following standards: (1) Not later than March 1 of the first academic year of service, if the appointment expires at the end of that year; or, if a one-year appointment terminates during an academic year, at least three months in advance of its termination. (2) Not later than December 15 of the second academic year of service, if the appointment expires at the end of that year; or, if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination. (3) At least 12 months before the expiration of an appointment after two or more years in the institution.

<sup>9</sup> See: Recommended Institutional Regulations on Academic Freedom and Tenure (<https://www.aaup.org/report/recommended-institutional-regulations-academic-freedom-and-tenure#text1>), Contingent Appointments and the Academic Profession

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(<https://www.aaup.org/report/contingent-appointments-and-academic-profession>), and  
Nonreappointment & Full-Time Renewable Term Appointments  
(<https://www.aaup.org/report/nonreappointment-full-time-renewable-term-appointments>).

<sup>10</sup> See “The Inclusion in Governance of Faculty Members Holding Contingent Appointments”  
(<https://www.aaup.org/report/inclusion-governance-faculty-members-holding-contingent-appointments>)

<sup>11</sup> These can be reviewed by unit on the Academic Affairs website:  
<https://www.wesleyan.edu/acaf/vpaa.html>

<sup>12</sup> “The Inclusion in Governance of Faculty Members Holding Contingent Appointments”  
(<https://www.aaup.org/report/inclusion-governance-faculty-members-holding-contingent-appointments>)