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Personnel

FACULTY DEVELOPMENT, ENRICHMENT AND RESPONSIBILITIES

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This instruction outlines the general obligations incumbent on each faculty member of Air University and establishes university policy regarding faculty development, enrichment, and responsibilities. It applies to all Air University (AU) organizations.

SUMMARY OF REVISIONS

This document is substantially revised and should be thoroughly reviewed. A star (★) indicates changes since the last revision.

This revision removes faculty evaluation guidance and moves it to Air University Instruction (AUI) 36-2312, *Air University Evaluation Programs*. New guidance is added to: require that AU schools and colleges assure a sustained relationship between the educational requirements of their programs/courses and the qualifications of their faculty members; require that faculty members of graduate degree-granting colleges and schools conduct individual research and publication programs appropriate to their professional or academic specialties and teaching functions; require that AU graduate granting colleges and schools develop general guidelines for the kinds of academic backgrounds needed to teach the courses they offer; create policy such that faculty members take primary responsibility for their professional growth and development consistent with the needs of the institution; require the development of teaching standards and criteria to meet the specific needs of the AU schools and colleges; establish policy for the equitable assignment and distribution of faculty responsibilities, including classroom instruction, academic advising, committee membership, research, and service; and change office designations to reflect current HQ AU organizational structure.

1. General Information:

★1.1. **AU Philosophy on Faculty Responsibilities.** As scholars and educational officers and NCOs, AU faculty members have general responsibilities to their profession as well as

specific responsibilities to the institution defined by individual position descriptions. AU faculty responsibilities include: preparation for and conduct of classroom instruction, the academic advising and mentoring of students, conducting individual research and publication programs, and participating in discipline-related community service. Collectively, these responsibilities involve excellence in teaching, the discovery and dissemination of new knowledge, and service to the Air University and the nation. Faculty members also are expected to contribute significantly to the governance of the university. While the final authority on university governance is the AU commander, the commander relies on the faculty to recommend policies regarding teaching and research that define AU as an educational institution. The commandants and commanders of AU schools and colleges are charged with responsibility for the implementation of these policies to accomplish the military mission of AU.

★1.2. **AU Philosophy on Faculty Development and Enrichment.** A highly qualified, professional faculty, with exceptional growth potential, is the most critical factor in maintaining mission-effective AU programs. AU therefore encourages its faculty members to reach their full personal and professional potential in support of the AU mission. AU provides guidance and resources to the faculty through the AU schools and colleges.

★2. **Faculty Responsibilities.** AU expects both military and civilian faculty to contribute to mission accomplishment in the following three areas:

★2.1. **Teaching.** At AU, teaching involves all tasks or activities involved in the preparation for, and the conduct, direction, guidance and assessment of, learning in the AU Educational Forum. These tasks include, but are not limited to, curriculum development, preparation and delivery of lectures, preparation for and conduct of academic discussions, evaluation of student performance, individual tutoring and academic counseling. The AU Academic Forum is defined as any scheduled period of instruction taking place in a resident environment (an auditorium, classroom or field leadership activity) or distributed learning environment (a nonresident seminar, online Internet session via computer, networked teleconference presentation, or otherwise televised instructional broadcast) where discussions, either written or oral, are part of an official course of study sponsored by AU.

★2.2. **Research and Publication.** Research and publication at AU should be appropriate to the missions and educational programs of the individual schools, colleges and other organizations. Faculty members of the graduate degree-granting colleges and schools of AU are expected to conduct individual research and publication programs appropriate to their professional or academic specialties and teaching functions. Although highly encouraged, research and publication is not required of faculty members at AU colleges and schools that do not award graduate degrees.

★2.2.1. Research embraces scholarly inquiry and the professional investigation of specialized military topics and issues. The processes of inquiry and investigation differ according to the norms of the academic disciplines or fields of professional military specialization involved. These processes may include survey of library materials and archival documents, collection of data by means of polling and statistical sampling, field and laboratory observation or interviews of subjects, as well as physical experimentation or

testing. Research properly culminates in the analysis of data collected by means such as those mentioned above, and the presentation of the results of analysis in the form of reports or studies. Writing provides the essential bridge between research/analysis and publication. Publication refers to the act and process of conveying intellectual products to diverse publics, especially in printed form. The definition of publication is increasingly being expanded by the advent of new media, particularly digital electronic formats. The purpose of research at AU is two-fold. First, it contributes to the currency and relevancy of a faculty member's present area of expertise or it helps expand a faculty member's area of expertise into a new realm that supports AU needs. Second, it further contributes to the AU mission by keeping the current curriculum materials relevant at the present level, advancing the current curriculum to a new level, and or introducing new curricula.

- ★2.2.2. Scholarly publication is the public dissemination of the results of research and analysis, conducted according to the norms of one or more of the academic disciplines, by media such as papers, journal and periodical articles, contributions to symposia, book chapters or books, through processes of peer review recognized in the various academic disciplines. Professional publication is the security-classified or open dissemination of the results of research and analysis, conducted according to the norms of one or more fields of specialization by media such as papers, journal and periodical articles, contributions to symposia, book chapters or books, through processes of selection and distribution, and security/policy review, established by the United States Air Force or other DoD agencies.
- ★2.2.3. Service. Faculty service at AU involves activities in the administration of the university and the educational programs of its schools and colleges. Examples of faculty service in administration include service in positions such as flight commander, seminar director, course director, or department chair. Faculty service may also include conducting and or supporting social, professional, and or service activities of either an AU organization or professional organization associated with a faculty member's area of academic expertise or professional interest.
 - ★2.2.3.1. Faculty will share responsibility for the governance of the university through service on AU, college or school committees and panels. This responsibility shall be exercised by active participation in departmental planning-committees and curriculum development and evaluation panels, as well as college or school and university committees developing suggestions for policy and procedures, and by performing such other governance duties as may be assigned.
 - ★2.2.3.2. Faculty must be involved in the strategic planning process. Strategic planning at the departmental level is needed to ensure that best use is made of the resources available to the unit in the interests of the university as a whole, especially the time and effort of the faculty.
 - ★2.2.3.3. Faculty will serve on college and school committees charged with annual review/evaluation of admission policies and provide recommendations to the AU Commander.

★3. **School Responsibilities.** All AU schools and colleges will establish and maintain viable faculty development and enrichment programs for all faculty members.

★3.1. To fulfill this requirement, each school and college will develop a supplement to this instruction and will designate by an official appointment letter the faculty member responsible for the oversight of its faculty development and enrichment program. Schools and colleges will provide a copy of this letter to AU/CFA.

★3.2. In its supplement, each school or college should impart general guidelines and criteria identifying the academic and professional qualifications of the faculties required in support of its educational programs, criteria/standards for use in faculty development and enrichment decisions, guidelines for equitable faculty workloads, and describe how faculty are to be involved in the development of new courses.

★3.2.1. The Air War College, the Air Command and Staff College, and the School of Advanced Air and Space Studies will include in their supplements to this instruction specific guidelines for faculty research and publication appropriate to their respective missions and educational programs.

★3.2.2. For Community College of the Air Force (CCAF), the *CCAF Campus Relations Policies, Procedures and Guidelines* will serve the purpose of a supplement for this instruction.

★3.3. AU schools and colleges will develop guidance leading to the equitable distribution of faculty teaching, research, and service responsibilities.

★3.4. AU schools and colleges will create mechanisms to track the development and accomplishment of individual professional growth programs of their faculty members. Primary responsibility for their professional growth and development in support of the educational programs of their respective schools and colleges, and the AU mission, rests with the individual faculty members.

★3.5. Faculty programs: Air University schools and colleges will develop and administer internal faculty growth programs. There shall be three primary faculty growth programs: faculty orientation, faculty development via in-service training (IST), and individual-focused professional development. Faculty programs will be described in each college and school's Program Review Board (PRB) presentation.

★3.5.1. Faculty orientation serves as a pre-service program, properly orienting and preparing new faculty as to the respective school's mission, organization, facilities, purpose, expectations, teaching philosophies, curriculum, teaching requirements, and if required, teaching mentoring and evaluative skills. AU requires that its faculty meet defined teaching standards. Each college and school will develop teaching standards and criteria to meet the specific needs of its educational program. Each college or school faculty orientation program will address these standards/criteria and establish processes to ensure that incoming faculty meets these standards/criteria. A listing of these

standards/criteria will be included in the college or school evaluation plan required by AUI 36-2312, *Air University Evaluation Programs*.

- ★3.5.2. Faculty development via in-service training will be comprised of on-going comprehensive programs involving subject matter competence and growth as it pertains to the current curriculum, techniques relevant to faculty member duties, and or faculty enrichment. In-service workshops and seminars will be designed to improve the faculty member's teaching, research, and service effectiveness. These programs are broad and should be tailored by each college and school to meet the needs of its faculty as well as its institutional mission. Topics might include techniques for conducting small group discussions, case studies, simulations and games, student evaluation, peer observation techniques, course and curriculum development, area-phase programs and problems, international officer orientation, preparation for seminar mixes, educational philosophy, visual aids and videotaping, etc.
- ★3.5.3. Individual-focused professional development will be comprised of programs tailored by the college or school and the individual faculty member, designed to meet the professional growth needs as faculty members maintain currency in their present areas of expertise and/or expand their areas. Individual professional development programs must support the AU mission. Colleges and schools will establish procedures for documenting and tracking individual-focused professional development which may include but are not limited to the following activities:

- 3.5.3.1. Encouragement and incentives for faculty research and publication of articles, book chapters, books, monographs, curriculum materials and or other research.

- 3.5.3.2. Participation in off-duty education programs leading to professional growth and advanced degrees.

- 3.5.3.3. Attendance, participation, and or presentation in regional and national scholarly and professional meetings related to the work of AU.

- 3.5.3.4. Procedures and mechanisms for recognition and reward of outstanding teaching competence.

4. AU/CFA Responsibilities. AU/CFA will:

- ★4.1. Coordinate faculty development and enrichment activities across the university.
- ★4.2. Conduct/facilitate workshops in the following subject areas: institutional effectiveness, evaluation/assessment techniques, curriculum development, and the use of educational technology. These workshops will serve as a means to encourage university-wide collaboration and sharing of best practices and techniques.
- ★4.3. Maintain a listing of individuals responsible for the oversight of the faculty development and enrichment programs at each college and school. This list will be comprised of

individuals identified by an official letter of appointment by each college and school as required in paragraph 3.1 of this instruction.

- ★4.4. Serve as a repository of school and college supplements to this instruction. This information will be placed on the AU/CFA intranet web page to facilitate university-wide access to these supplements.

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