

**Proposed amendments to UFC policies from the Faculty Affairs Committee:**

**A. ACA-18, Regulation of Clinical and Lecturer Appointment.** Section B.3 [Appointment and Advancement], is amended by adding a new subsection (b) as follows:

3. Appointment and advancement

a. Initial lecturer/teaching professor appointments should be at the level appropriate to the experience and accomplishments of the individual. The process for appointment with probationary status or a long-term appointment shall go through the ordinary procedures for faculty appointments. Lecturers shall be promoted to Senior Lecturers upon their being appointed to long-term appointments following a probationary period, and Senior Lecturers will be promoted to Teaching Professor as appropriate.

b. Because numerical summaries in student course evaluations may reflect cultural biases, and low participation rates may skew results, numerical ratings should not be used as the primary source of data for evaluating teaching. Each campus and unit faculty governance organization shall have a policy for evaluating teaching that provides for qualitative student feedback and other sources of information.

**B. ACA-19, Regulation of Professor of Practice appointments.** Section A [Use of Professor of Practice Appointments] is amended as follows:

A. Use of Professor of Practice Appointments

1. The primary responsibility of Professors of Practice is teaching. Appointees may be assigned research and service responsibilities, but these activities must be in support of teaching, student development, and placement. Appointments of Professors of Practice are restricted to those who have achieved distinction in their chosen field of practice, and who bring to the university unique practical experiences and talents that will benefit our students. Appointees shall hold the terminal professional degree in the field or give evidence of equivalent capabilities by virtue of experience.

2. Academic units who use this rank must develop policies that define expectations for “excellence” in instruction. Because numerical summaries in student course evaluations may reflect cultural biases, and low participation rates may skew results, numerical ratings should not be used as the primary source of data for evaluating teaching. Each unit faculty governance organization shall have a policy for evaluating teaching that provides for qualitative student feedback and other sources of information.

3. The Professor of Practice title may be preceded by Visiting or Adjunct.

**C. ACA-21, Faculty and Librarian annual reviews.** Section H is amended as follows:

H. Each campus may adopt its own policy for reviewing and setting salaries consistent with these guidelines. Each academic unit may adopt its own salary policy consistent with these guidelines and campus policy.

1. Salaries shall be based on merit, inflation, recruitment, retention, and remedial equity, if appropriate. Merit has primacy among these.

2. Because numerical summaries in student course evaluations may reflect cultural biases, and low participation rates may skew results, numerical ratings should not be used as the primary source of data for evaluating teaching. Each campus and unit faculty governance organization shall have a policy for evaluating teaching that provides for qualitative student feedback and other sources of information.

3. ~~2.~~ The setting of salaries shall always balance two principles: rewarding comparable performance, distinction, and experience with comparable salary, and providing the support necessary to achieve the missions of the university.

4. ~~3.~~ Salary resources may be used to remedy past inequities resulting from changing market conditions, inappropriate merit judgments, inadequate funding, discrimination, or other good cause.

5. ~~4.~~ Annual salary increments may be made in percentages, fixed-dollar amounts, or a combination. However, salary decisions should avoid inappropriate widening of the disparities between low and high salaries that may result from the use of percentage increments.

6. ~~5.~~ Salary policies at every level should be written and available for inspection and other appropriate uses. A unit shall report annually on salary policy implementation to the faculty in the unit.

**D. ACA-22, Reappointment and non-reappointment during probationary period.** Section 2 [annual review] is amended by adding a new subsection c) as follows:

2. Annual review

a. During the period of probationary appointment, the faculty member or librarian shall receive an annual review of professional performance under procedures adopted by the faculty within the department, school, program, division, or library unit in which the individual holds his or her appointment. At that time the faculty member or librarian shall be informed, customarily by the principal administrative officer of the unit of the University

in which the individual holds his or her appointment, of all matters relevant to the eligibility for reappointment and the award of tenure.

b. The faculty member or librarian shall cooperate with the principal administrative officer to insure that the file on which such a review is based contains all relevant materials. A written statement summarizing the substance of each annual review shall be kept in the file, and a copy given to the faculty member or librarian.

c. **Because numerical summaries in student course evaluations may reflect cultural biases, and low participation rates may skew results, numerical ratings should not be used as the primary source of data for evaluating teaching. Each campus and unit faculty governance organization shall have a policy for evaluating teaching that provides for qualitative student feedback and other sources of information.**

**E. ACA-37, Faculty and Librarian tenure.** Section on “Criteria for Tenure,” is amended as follows:

#### Criteria for Tenure

1. After the appropriate probationary period, tenure shall be granted to those faculty members and librarians whose professional characteristics indicate that they will continue to serve with distinction in their appointed roles. The criteria for tenure and the criteria for promotion are similar, but not identical. (See above for Reappointment and Non-Reappointment during the Probationary Appointment Period.)
2. Each campus on which tenure is held (and other units as appropriate, e.g., school, college, department) shall have a document that states with reasonable specificity the standards that will be used to evaluate whether candidates meet the criteria for tenure. The document(s) must comply with the standards of the University and should make their application more specific. The chief academic officer on each campus is charged with the responsibilities of (a) reviewing such documents with respect to whether they are consistent with such documents at higher levels, and (b) maintaining a current file of such documents. Each campus (or other unit) shall provide each probationary faculty member with a copy of the document at the beginning of the probationary service.
3. **Because numerical summaries in student course evaluations may reflect cultural biases, and low participation rates may skew results, numerical ratings should not be used as the primary source of data for evaluating teaching. Each campus faculty governance organization shall have a policy for evaluating teaching that provides for qualitative student feedback and other sources of information.**

4. If the document changes during the faculty member or librarian's probationary period, the faculty member or librarian may choose to be evaluated for tenure under the written standards in effect at the time of appointment.
5. Tenure considerations must recognize the diversity of the missions and the contexts of the campuses of the University and must not ignore the mission of the particular unit as defined in its statement of criteria and procedures and the individual's contribution to that mission.
6. Tenure will generally not be conferred unless the faculty member or librarian achieves, or gives strong promise of achieving, promotion in rank within the University.

**F. ACA-38, Faculty and Librarian Promotions.** Section titled "Criteria for Promotion," subsection on Teaching, is amended as follows:

1. The prime requisites of any effective teacher are intellectual competence, integrity, independence, a willingness to consider suggestions and to cooperate in teaching activities, a spirit of scholarly inquiry which leads the teacher to develop and strengthen course content in the light of developments in the field as well as to improve methods of presenting material, a vital interest in teaching and working with students, and, above all, the ability to stimulate their intellectual interest and enthusiasm.
2. The quality of teaching is admittedly difficult to evaluate. This evaluation is so important, however, that recommendations for an individual's promotion should include evidence drawn from such sources as the collective judgment of students, of student counselors, and of colleagues who have visited other classes or who have been closely associated with his or her teaching as supervisor or in some other capacity, or who have taught the same students in subsequent courses. **Because numerical summaries in student course evaluations may reflect cultural biases, and low participation rates may skew results, numerical ratings should not be used as the primary source of data for evaluating teaching.. Each campus and unit faculty governance organization shall have a policy for evaluating teaching that provides for qualitative student feedback and other sources of information.**

**G. ACA-80, Trustees Teaching award.** Section 6, is amended as follows:

6. The chancellor/provost of each campus, after consulting with elected faculty representatives, shall:

- a. determine whether the awards shall be given at the campus level by schools.
- b. establish rules so that the method of selecting the winners is fair. **Because numerical summaries in student course evaluations may reflect cultural biases, and low participation rates may skew results, numerical ratings should not be used as the primary source of data for evaluating teaching. The evaluation of teaching shall include qualitative student feedback and other sources of information.**
- c. disseminate widely the availability of the award and the criteria for selection.
- d. provide a means to recognize the winners, which shall, at a minimum, include a permanent plaque.