

APPENDIX G

Statement Concerning Faculty Expectations

Faculty Activities and Performance Expectations

All faculty will be significantly active in the broad areas of teaching, scholarship, and service. The qualitative and quantitative expectations for activity in each area depend broadly on the mission of the university, the faculty unit member's discipline and its role within the university, and on specific past and present role assignments of individual faculty responsibility. Given the relationship between the expectations for individual activity and the mission of a person's university, department, discipline, and assignments, a variety of activities may warrant recognition in each area.

Institutional Selection of Activities

The universities have substantial autonomy to select and determine the relative importance of various activities in the areas of teaching, scholarship and creative activity and service.

Faculty unit members have a legitimate interest in knowing which professional activities are to be recognized and their university's determinations of the relative importance of the recognized activities. To that end:

- each university shall select the teaching, scholarship, and service activities, consistent with those activities and principles identified herein, that are to be recognized in the evaluation and promotion processes;
- each university shall determine the relative importance of the three areas of professional activity and the relative importance of selected activities within each category;
- the university's selections shall be consistent with the mission and programs of the university as approved by the Board;
- the selection of activities and the relative importance of the activities may vary within a university, and across the system;
- After selecting activities and determining their relative importance, each university shall adopt standards that describe the facts and circumstances that will be considered when evaluating the range of individual faculty member activities and the quality of effort that faculty members achieve.
- the university's selections shall be consistent with the guarantee of academic freedom as provided to faculty unit members in Article XIV;

- the university's selection of activities and determinations of relative importance shall be disclosed in writing to each faculty unit member as soon as possible, but not later than the end of May 2005.

The parties recognize that it may be necessary from time to time to review and to revise institutional priorities. It is expected that the modification of institutional statements shall not result in the change in expectations of a faculty unit member during the then-current annual evaluation cycle.

Agreement to Recognize Other Activities

As provided in Article XI, faculty unit members and their department heads may agree that other specific activities shall be considered teaching, scholarship, or service contributions and that significant performance will be recognized, provided that such specified activities are consistent with the university's mission, the faculty member's specific assignment as agreed to by the faculty unit member and the department head, and approved by the institution's chief academic officer, and the policy goals stated in this appendix and university statements implementing them. Provision for agreement to recognize other activities is intended to permit the modification of institutional statements only where warranted by unique circumstances.

An activity that is not clearly included in the institutional statement of recognized activities or an approved individual agreement must be justified in terms of the mission of the university, the role or mission of the faculty unit member's department or discipline or the faculty unit member's specific assignment as determined pursuant to Article XI. The faculty unit member shall be responsible for providing such justification.

Civility in working with colleagues, staff members, students and others

Universities play a special role in preparing students to lead the complex social organizations through which businesses and professions operate and through which free people govern themselves. Students must be taught, and they must be shown through the example given by institutional employees, that members of stable, effective and prosperous social organizations observe norms of conduct under which all participants treat one another civilly and carry out their respective tasks in a constructive and informed manner. Complex social organizations derive their strength from the cooperation of those who participate in them. By virtue of their special role in preparing future generations of leaders, universities have a particular concern with conduct that destroys the bonds of cooperation and common purpose on which society rests by demeaning members of the community, and such conduct cannot be tolerated in an institution whose very purpose is to shape the skills and conscience of the rising generations.

Faculty members are responsible for discharging their instructional, scholarly and

service duties civilly, constructively and in an informed manner. They must treat their colleagues, staff, students and visitors with respect, and they must comport themselves at all times, even when expressing disagreement or when engaging in pedagogical exercises, in ways that will preserve and strengthen the willingness to cooperate and to give or to accept instruction, guidance or assistance.

Teaching, Scholarship, and Service Activities

Teaching

A fundamental mission of a university is to provide opportunities for learning and academic achievement. Related to this mission is the professional evaluation of student achievement according to standards of the discipline and university. In order to meet expectations in teaching, all faculty members must achieve a minimum standard of basic performance. Faculty members are expected to:

- demonstrate competence in teaching and in evaluation of student performance;
- offer consistently challenging and current courses that afford students opportunities to learn the information, methods of inquiry, and professional skills identified in the course descriptions and relevant departmental or program mission statements;
- develop and implement plans to review the effectiveness of pedagogical techniques on a regular basis as measured by student learning, and make adjustments in technique in response to such reviews where necessary;
- instruct and evaluate at levels meeting or exceeding university standards for the discipline ;
- incorporate scholarly activities or findings into their teaching on a regular basis;
- make available opportunities for students to learn of the primary sources of information associated with the area of study;
- provide students with information about course objectives, content, activities, and performance expectations;
- be regularly available for out-of-class consultation with students;
- review and revise periodically course content, classroom activities, out-of-class assignments, and evaluation procedures to be consistent

with national expectations concerning content and quality;

- require all students engaged in course activities to make active use of advanced technological resources employed by professional practitioners in the discipline, including information processing and communications technologies, to the extent that such technological resources are available to the employing institution and appropriate to the course level;
- participate actively in university efforts to implement assessment policies and procedures;
- be conscientious in advising students assigned to them with respect to the requirements of academic programs and the selection of electives consistent with the students' goals (the student's responsibility for degree and program requirements is understood); and
- adhere to the university's standards and procedures for ensuring academic integrity.

Teaching includes the following or similar activities, the recognition and importance of which will vary depending upon the mission of the university, the role of a discipline within the university's functions and the individual faculty unit member's assignment:

- Teaching undergraduate courses;
- advising undergraduate students;
- teaching graduate courses;
- advising graduate students;
- developing and teaching new undergraduate courses;
- developing and teaching new graduate courses;
- developing, supervising, and evaluating internships;
- teaching courses in the honors program;
- teaching continuing education courses for academic credit;
- teaching continuing education unit courses;
- conducting noncredit workshops, institutes, and seminars on campus;
- conducting noncredit workshops, institutes, and seminars off-campus;
- teaching televised courses;
- guiding and evaluating undergraduate individual study;
- guiding and evaluating undergraduate project papers;
- guiding and evaluating graduate project papers;
- guiding and evaluating theses;
- guiding and evaluating dissertations;
- serving on graduate committees;

- experimenting with instructional methods and techniques;
- developing assessment policies and procedures;
- preparing proposals for curricular change; and
- sponsoring field trips that provide meaningful learning experiences for students.

Scholarship and Creative Activity

The mission of a university requires of each faculty unit member a serious commitment to scholarship. Scholarship, broadly defined, is a prerequisite for competent and current teaching, contributes to the expansion of knowledge and the development of the arts, and enhances the services provided to the public. Each faculty unit member is expected to continue learning in his or her discipline through appropriate journals and books and to participate in the discipline's professional deliberation.

The product of scholarly activity may take a variety of forms, but, with the exception of faculty members employed on term contracts who teach the full fifteen hour load, it cannot be only for the classroom or take place only in the classroom; it must involve the presentation of one's ideas and works to one's professional peers or the learned public for debate and judgment. Such presentations may occur in a variety of settings, but to be worthy of recognition it is expected at a minimum that a faculty unit member initiate a proposal to present or be invited to present and that the proposal be accepted for outside presentation to a learned audience.

The recognition and importance of the different forms and presentations of scholarship will vary depending upon the mission of the university, the role of a discipline within the university's functions and the individual faculty unit member's assignment. Thus, although scholarship and creative activity includes the following and similar activities, not all of these need be recognized or judged to be important or sufficient for each faculty unit member:

- publication of the results of research, scholarship, and creative endeavor in scholarly journals and books, textbooks, chapters in professional books, abstracts, book reviews;
- publication of poems, novels, plays, musical compositions, etc.;
- exhibition of works of art;
- musical performance;
- delivery of invited lectures, papers, speeches, or presentations at other universities, professional meetings, conventions, and conferences;
- creative application of existing technologies;
- patents on inventions;
- application for patents;
- application for research or development grants;
- presentations of recognized original works to colleagues or the campus community;

- national recognition as an expert in a field related to the faculty unit member's professional responsibilities;
- contribution as a co-author or co-presenter of one's own research results to joint research projects involving other professionals.

Service

Scholars have special insights and abilities to contribute to the deliberative processes through which universities, professions and society as a whole respond to their changing circumstances. The public support for the universities gives rise to significant service responsibilities to the state and society. By tradition, the professorate has contributed to meeting such expectations of public service and has assisted in the governance and operation of universities and of professional groups.

There are three aspects of service:

- Service to the department, college or school, or institution;
- service to the profession or discipline; and
- service to the community, state, region, nation, or international community.

A variety of activities are classified as service. The needs of the institution and the expertise of faculty unit members may require that faculty unit members concentrate efforts in certain service areas to the exclusion of activity in other service areas.

The recognition and importance of the different forms of service will vary depending upon the mission of the university, the role of a discipline within the university's functions and the individual faculty unit member's assignment. Thus, although service includes the following and similar activities, not all of these need be recognized or judged to be important or sufficient for each faculty unit member.

1. Service to the Institution

All faculty unit members are expected to be willing to participate in the academic governance of their universities, to contribute to the work of departmental committees or task forces, and to participate in searches for new members for the department. Service to the institution also includes the following or similar activities:

- significant work for departmental, school, college and university committees;
- service on the academic senate and its committees;
- significant responsibilities relating to the academic or support services of the university community;
- contributions to the development of library or other learning resources;
- institutional studies or reports such as those required by accrediting organizations;
- coordination, advisement and supervision of student organizations or student activities; and

- participation in institutionally-sponsored student support activities.

2. Service to the Discipline or Profession

Service to the discipline or profession includes the ranges of activities through which members of the learned professions sustain organizations that advance their disciplines or professions. These include, by way of illustration and without limitations, the following or similar activities:

- significant contributions as an officer of local, regional, national, or international professional associations;
- participation in meetings, conferences and conventions of professional associations;
- editing professional journals;
- evaluating manuscripts that have been submitted to a journal;
- reviewing proposals for textbooks in one's field of specialization for publishers;
- serving as an organizer or session chairperson of a meeting of a local, regional, national, or international professional association;
- supporting special projects, including academic institutes or workshops.

3. Service to the Community, State, Region, Nation and World

The mission statements adopted by the Board of Regents direct each university to perform public service. Significant faculty activity that contributes to the institution's performance of its service mission will encompass activities undertaken on behalf of the university, employing the skills and knowledge that faculty members have acquired through the exercise of their respective disciplines or otherwise involving exercise of independent professional judgment. These include, by way of illustration and without limitation, the following or similar activities:

- Discipline-related service to the community, state, region, nation or international community;
- institutes, short courses, seminars, and workshops related to the faculty unit member's discipline;
- consultation related to the faculty unit member's discipline;
- service as the designated representative of the university;
- professional practice involving the exercise of independent professional judgment.