NEW FACULTY ORIENTATION
TEXAS A&M UNIVERSITY
AUGUST 12, 2019

Faculty Responsibilities
Claire Katz, Associate Dean of Faculties
Andrew Klein, Speaker of the Faculty Senate
WELCOME TO TEXAS A&M!

What are my responsibilities as a faculty member?

https://abc13.com/society/so-sweet-texas-a-m-professor-babysits-during-class/2400744/
ACADEMIC FREEDOM

• What do you think Academic Freedom means?
• What does the AAUP say about Academic Freedom?
Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

Notes:

4. Second 1970 comment: The intent of this statement is not to discourage what is “controversial.” Controversy is at the heart of the free academic inquiry which the entire statement is designed to foster. The passage serves to underscore the need for teachers to avoid persistently intruding material which has no relation to their subject.

5. Third 1970 comment: Most church-related institutions no longer need or desire the departure from the principle of academic freedom implied in the 1940 “Statement,” and we do not now endorse such a departure.
HOW MANY OF YOU THOUGHT THAT ACADEMIC FREEDOM INCLUDES SERVICE?
AAUP STATEMENT ON
SHARED GOVERNANCE

Since its founding, the AAUP has been ensuring meaningful faculty participation in institutional governance.

The AAUP’s Committee on College and University Governance composed its first statement on the subject in 1920, emphasizing the importance of faculty involvement in personnel decisions, selection of administrators, preparation of the budget, and determination of educational policies. Refinements were introduced in subsequent years, culminating in the development of the 1966 Statement on Government of Colleges and Universities. This statement, which was jointly formulated with the American Council on Education and the Association of Governing Boards of Universities and Colleges, calls for shared responsibility among the different components of institutional government and specifies areas of primary responsibility for governing boards, administrations, and faculties. It remains the Association's central policy document relating to academic governance. It has been supplemented over the years by a series of derivative policy statements, including those on faculty governance and academic freedom; budgetary and salary matters; financial exigency; the selection, evaluation, and retention of administrators; college athletics; governance and collective bargaining; and the faculty status of college and university librarians.

The AAUP staff provides advice and assistance to faculty members throughout the country on matters of academic governance. The staff also receives, on behalf of the Committee on College and University Governance, complaints of departures from the Association’s recommended standards in this area. In 1991, the Association's Council made it possible for an AAUP annual meeting to sanction an institution for “substantial noncompliance with standards of academic governance.” See the list of sanctioned institutions.
INTRODUCTION

This statement is a call to mutual understanding regarding the government of colleges and universities. Understanding, based on community of interest and producing joint effort, is essential for at least three reasons. First, the academic institution, public or private, often has become less autonomous; buildings, research, and student tuition are supported by funds over which the college or university exercises a diminishing control. Legislative and executive governmental authorities, at all levels, play a part in the making of important decisions in academic policy. If these voices and forces are to be successfully heard and integrated, the academic institution must be in a position to meet them with its own generally unified view. Second, regard for the welfare of the institution remains important despite the mobility and interchange of scholars. Third, a college or university in which all the components are aware of their interdependence, of the usefulness of communication among themselves, and of the force of joint action will enjoy increased capacity to solve educational problems.
ON COLLEGIALITY AS A CRITERION
FOR FACULTY EVALUATION (1999, REV 2016) (AAUP)

From the AAUP: Collegiality is not a fourth criterion for evaluation of P&T.

What is collegiality?

Why would the AAUP be concerned with using collegiality as a criterion for faculty evaluation?

https://www.aaup.org/report/collegiality-criterion-faculty-evaluation
## WHAT DOES SERVICE INCLUDE?

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MENTORSHIP

Receiving mentoring

• Actively seek out mentors of all types throughout your career.

Providing mentoring

• As you grow in your career, mentor those who follow.

Examples of mentoring: junior colleagues (observe teaching), colleagues outside the university (read manuscripts), graduate students (job search advice), undergraduate students (improve writing), student organizations (faculty advisor)
YOUR OWN GOALS

What kind of service to the academic community (intra/intermural) do you envision doing?

• Now and in the next few years
• Five years from now
• Ten years from now
College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.⁶
6. Fourth 1970 comment: This paragraph is the subject of an interpretation adopted by the sponsors of the 1940 "Statement" immediately following its endorsement:

If the administration of a college or university feels that a teacher has not observed the admonitions of paragraph 3 of the section on Academic Freedom and believes that the extramural utterances of the teacher have been such as to raise grave doubts concerning the teacher’s fitness for his or her position, it may proceed to file charges under paragraph 4 of the section on Academic Tenure. In pressing such charges, the administration should remember that teachers are citizens and should be accorded the freedom of citizens. In such cases the administration must assume full responsibility, and the American Association of University Professors and the Association of American Colleges are free to make an investigation.

Paragraph 3 of the section on Academic Freedom in the 1940 "Statement" should also be interpreted in keeping with the 1964 "Committee A Statement on Extramural Utterances," Policy Documents and Reports, 31, which states inter alia: “The controlling principle is that a faculty member’s expression of opinion as a citizen cannot constitute grounds for dismissal unless it clearly demonstrates the faculty member’s unfitness for his or her position. Extramural utterances rarely bear upon the faculty member’s fitness for the position. Moreover, a final decision should take into account the faculty member’s entire record as a teacher and scholar.”

Paragraph 5 of the "Statement on Professional Ethics," Policy Documents and Reports, 146, also addresses the nature of the “special obligations” of the teacher:

As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Both the protection of academic freedom and the requirements of academic responsibility apply not only to the full-time probationary and the tenured teacher, but also to all others, such as part-time faculty and teaching assistants, who exercise teaching responsibilities.
From the constitution: “A university's foundation is its faculty. Therein lies the knowledge, the commitment to learning, and the source of constructive progress upon which universities rest. The interests of students, scholarship, and society are best served when the faculty brings its special talents to bear through cooperative participation in the governance of the university.”
The mission of the Faculty Senate is:

• to foster a community of mutual respect and cooperation within the university;

• to facilitate effective faculty participation in academic governance;

• to broaden communication in matters of concern to the university; and

• to engage the faculty's skills in the guidance of the university's programs.

Its Standing Committees

• Academic Affairs, Budget Information, Core Curriculum, Legislative Affairs & Personnel and Welfare