

I will attempt to articulate the objections I have with the FAPC Policy that has occupied so much of our time on that committee. My concerns are as follows:

1. A policy should address an issue, risk, or concern. Faculty are already empowered at GC to shape the faculty evaluation process, so there is no issue being addressed by this policy. If this is supposed to be a way to force individuals to step up to their responsibilities, it won't work. No policy will force those who do not want to participate to get involved.
2. Through the last several months of discussion it has become clear that this policy was created as a result of a "misunderstanding" over what the Chairs' Council was asked to do, related to the Student Opinion Surveys. Since the misunderstanding has been cleared up, this "policy" does not address an operational need.
3. Passing a "process or procedure" dressed up as a policy will "set-up" the President to veto the policy. The University Senate's role is to recommend policy. While it is common practice for the senate to recommend procedure, it is done as a recommendation to the group that administers (implements and tracks) the policy. It should not be disguised as a policy. It would be ill-advised for a faculty body to usurp the role of the administration (which is to implement policy and establish procedures), for by that act, the body will be violating the very concept of shared.
4. It was stated that "Policy and Procedure" is difficult to distinguish. I don't think that is accurate....universities and operating boards across the nation have defined the difference.

Policy vs. Procedure

According to University Counsel, the items below provide guidelines on the difference. Use this as a litmus test for policies:

Policy: The formal guidance needed to coordinate and execute activity throughout the institution.

vs.

Procedures: The operational processes required to implement institutional policy. Operating practices can be formal or informal, specific to a department or applicable across the entire institution. If policy is "what" the institution does operationally, then its procedures are "how" it intends to carry out those operating policy expressions.

DISTINGUISHING CHARACTERISTICS.

The distinctions commonly drawn between policy and procedures can be subtle, depending upon the nature of the organization and the level of operations being described in the statements. Nevertheless, there are common characteristics that can help discern policy from procedures (or the practices used to implement policy). Here they are:

Policy

- Widespread application
- Changes less frequently
- Usually expressed in broad terms
- Statements of "what" and/or "why"
- Responds to major operational issue(s)

Procedures

- Narrow application
- Prone to change
- Often stated in detail
- Statements of "how," "when" and/or and sometimes who
- Describes process, procedures, guidelines

Alternative Approach: FAPC could pass a set of guidelines as a recommendation to the Provost

Existing Policy from the Board of Regents:

8.3.5.1 Faculty

Each institution shall establish definite and stated criteria, consistent with Regents' policies and the statutes of the institution, against which the performance of each faculty member will be evaluated. The evaluation shall occur at least annually and shall follow stated procedures as prescribed by each institution. Each institution, as part of its evaluative procedures, will utilize a written system of faculty evaluations by students, with the improvement of teaching effectiveness as the main focus of these student evaluations.

The evaluation procedures may also utilize a written system of peer evaluations, with emphasis placed on the faculty member's professional development. In those cases in which a faculty member's primary responsibilities do not include teaching, the evaluation should focus on excellence in those areas (e.g., research, administration) where the individual's major responsibilities lie. Institutional policies and procedures shall ensure that each faculty member will receive a written report of each evaluation and that the results of the evaluation will be reflected in the faculty member's annual salary recommendations. Institutions will ensure that the individuals responsible for conducting performance evaluations are appropriately trained to carry out such evaluations (BoR Minutes, 1979-80, p. 50; 1983-84, p. 36; May, 1996, p. 52).

Each institution shall conduct in-depth pre-tenure reviews of all faculty in their third year of progress toward tenure. The criteria established for promotion and tenure, emphasizing excellence in teaching, shall be used as the focus for these reviews. The institution shall develop pre-tenure review policies, as well as any subsequent revisions (BoR Minutes, April 1996, p. 39-47; May 1996, p. 52; February 2007).

Suggested FAPC Action: Recommended to the Provost a set of procedures and operational guidelines:

Each college shall have definite and stated criteria for evaluation that recognizes the following guidelines:

- Recognizing that faculty in the academy share responsibility for developing and upholding standards of professionalism in the areas of teaching, scholarship, and service, academic-year faculty shall actively participate in the recommending processes governing faculty evaluation.
- The system should reflect the values of individual departments and faculty should have responsibility for devising and implementing teaching evaluations in the department.
- A faculty evaluation system should allow faculty some flexibility, within basic guidelines, to build upon individual strengths.
- The measurements of faculty performance should come from a variety of sources. Evaluation of teaching in which a department chair's judgment is the sole factor is not considered good practice.
- The evaluation should occur at the levels closest to the faculty performance (best source theory). Additionally, factual data, student opinion, and colleague judgments should be part of the formal procedures for review.
- The evaluative process should seek to control subjectivity.
- Faculty evaluation and faculty development should be linked.
- An essential element of any faculty evaluation system will be the measurement of some aspect of faculty performance.
- Evaluation is the process of interpreting a measurement (or aggregate of measurements) by means of a specific value (or set of values), to determine the degree to which the measurement(s) represent a desirable condition or model.

- The departmental and collegiate processes and procedures work in harmony with the University guidelines.