

## V. The academic institution: the faculty

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board. Budgets, manpower limitations, the time element and the policies of other groups, bodies, and agencies having jurisdiction over the institution may set limits to realization of faculty advice.

B. The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

C. Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The primary responsibility of the faculty for such matters is based upon the fact that its judgment is central to general educational policy. Furthermore, scholars in a particular field or activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibility exists for both adverse and favorable judgments. Likewise there is the more general competence of experienced faculty personnel committees having a broader charge. Determinations in these matters should first be by faculty action through established procedures, reviewed by the chief academic officers with the concurrence of the board. The governing board and president should, on questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

D. The faculty should actively participate in the determination of policies and procedures governing salary increases.

The chairman or head of a department, who serves as the chief representative of his department within an institution, should be selected either by departmental election or by appointment following consultation with members of the department and of related departments; appointments should normally be in conformity with department members' judgment. The chairman or department head should not have tenure in his office; his tenure as a faculty member is a matter of separate right. He should serve for a stated term but without prejudice to re-election or to reappointment by procedures which involve appropriate faculty consultation. Board, administration, and faculty should all bear in mind that the department chairman has a special obligation to build a department strong in scholarship and teaching capacity.

Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. An agency should exist for the presentation of the views of the whole faculty. The structure and procedures for faculty participation should be designed, approved and established by joint action of the components of the institution.

Faculty representatives should be selected by the faculty according to procedures determined by the faculty.

The agencies may consist of meetings of all faculty members of a department, school, college, division or university system, or may take the form of faculty-elected executive committees in departments and schools and a faculty-elected senate or council for larger divisions or the institution as a whole.

Among the means of communication among the faculty, administration, and governing board now in use are: (1) circulation of memoranda and reports by board committees, the administration, and faculty committees, (2) joint *ad hoc* committees, (3) standing liaison committees, (4) membership of faculty members on administrative bodies, and (5) membership of faculty members on governing boards. Whatever the channels of communication, they should be clearly understood and observed.

#### GUIDELINES FOR FRAMING RESOLUTIONS

A. Much of the Senate's business consists of discussing and voting on resolutions prepared by the various committees or submitted from one of the campuses. To facilitate Senate debate it is strongly recommended that background information for resolutions be provided by means of a statement of rationale rather than a listing of whereas clauses. The rationale would simply state the reasons for concern over the issue at hand, the problems involved, and the basis for choosing this particular solution.

All resolutions must state clearly the specific action the Senate is to take, as well as any individuals or groups who should be informed of this action (usually the Chancellor). There is no required format but experience has shown that resolutions should usually be in the following form:

"BE IT RESOLVED that the University Faculty Senate endorse (the concept) and recommend (or request) that the Chancellor take some appropriate action."

Committees should present their resolutions as statements of the Senate and the resolution with its supporting rationale must be submitted on a page separate from the committee report or any other material.

B. Each campus resolution should be transmitted to a member of the Executive Committee, preferably the President or Vice President/Secretary. The Faculty Senate should try to have the resolution passed by the campus governance body early enough so that it can reach the Faculty Senate Office at least four weeks before a scheduled Senate meeting, allowing it to be placed on the agenda and distributed in the Senate packets. Resolutions received by the Executive Committee by 5:00 p.m. of the night before the Senate meeting can be placed on the New Business Agenda. Resolutions received after that date will require a majority vote of the Senate in order to place them on the agenda.

Resolutions must be directed, e.g.:

to the Executive Committee of the  
University Faculty Senate\*  
to the Chancellor

To be considered by the Senate, resolutions should address themselves to University-wide concerns within the scope of Faculty Senate activities as defined by the Policies of the State University of New York Board of Trustees, Article VII, Title A, Section 7, and the Bylaws of the University Faculty Senate.