

**The Special Committee on Non-Senate Teaching Faculty and the Senate Executive
Committee**
Report of the Special Committee on Non-Senate Teaching Faculty

To the Academic Senate Santa Cruz Division:

Dear Colleagues:

This letter summarizes the background to the resubmission of the resolutions on Non-Senate Teaching Faculty that was tabled at the last senate meeting. Among the issues taken up at that meeting were 1) best practices for enhancing the quality of the curriculum and for the professional lives of non-senate faculty, 2) inclusion of non-senate faculty within the category “faculty”, and 3) accommodating non-senate teaching faculty as non-voting members on Senate committees. The Senate Executive Committee took a leading role in settling issues in the original presentation to the Senate. Since the quality of the curriculum and the professional lives of the non-senate teaching faculty are highest priority for the campus, we are submitting only one resolution, which outlines practices already in place on our campus or in UC systemwide that promote the most respectful and responsible for treatment of non-senate teaching faculty. See the attached report for the resolution on best practices. Below we summarize the conclusions reached on the issue of who are faculty and the inclusion on non-senate teaching faculty on Senate committees.

Who are faculty? APM 110:14 establishes who can be called “faculty” at UC:

A member of the faculty of the University is an academic appointee in a School, College, Division, Department, or Program of instruction and research who has independent responsibility for conducting approved regular University courses for campus credit. As an exception, students in a UC degree program who teach independently within their discipline are not considered faculty.

Members of the faculty are individuals appointed to the following titles or series and include those recalled to active service.

Lecturers and Senior Lecturers are included in the list of faculty.

Non-senate faculty as non-voting members will join Librarians, Post-Doctoral Students, Graduate Students, and Undergraduate Students, who already participate on Senate committees in this capacity. In conjunction with the Committee on Committees, we have made provision for the inclusion of non-senate faculty on the following committees: Committee on Academic Freedom, Committee on Admissions and Financial Aid, Committee on Education Abroad, Committee on Educational Policy, Committee on Preparatory Education, and Committee on Teaching. If the attached resolution passes, then the Committee on Committees will submit legislation that will enable participation of non-senate teaching faculty on the specified committees. The Committee on Committees has agreed to use a portion of its course compensation funds to honor the participation of non-senate teaching faculty on its committees. The amount of compensation will be \$100 - \$500 per faculty. These funds will be placed in individual research accounts for the faculty members.

Best Practices

The Special Committee recommends some practices at UCSC that we found "best," both for the quality of the curriculum and for the professional lives of non-senate faculty.

A number of departments and programs distinguish between (1) "on-going" or "core" non-senate faculty positions and (2) truly casual or temporary non-senate faculty course assignments and have different policies for each category. The Latin American & Latino Studies Department and the Writing Program offer the most carefully articulated examples of this model, but other units (for example, Earth Sciences, Economics, Community Studies, History, Molecular and Cell Biology, and Languages) practice some of its elements, including:

- Hiring core non-senate faculty through searches that describe a particular on-going position. In contrast, temporary non-senate faculty are hired by means of open pools. Just as senate faculty positions are filled by both non-tenured and tenured faculty members, core non-senate faculty positions can include both pre and post-six-year lecturers.
- Committing to an affirmative, good faith effort to make core appointments at as great a percent time as possible and at no less than 50%, where there is instructional need.
- Affording core non-senate faculty members professional and departmental status comparable to their years of service, regardless of the percent of an individual's appointment.
- Including core non-senate faculty in the hiring and review of non-senate faculty.
- Adopting review procedures for core non-senate faculty that make use of the best assessment practices in evaluating teaching and currency in the field.
- Supporting on-going professional development of core non-senate faculty. (This practice is now required by the Unit 18 contract and funded to a small extent by professional development funds. With this advance in the contract, divisions need to make contributions to the fund to ensure a fair distribution of resources.)
- Including core non-senate faculty in department and committee meetings and giving them, in the words of LALS, "a voice but not a vote" in curricular deliberations.
- Providing carefully defined equivalencies for non-course work, such as independent studies, thesis advising, general academic advising, and departmental committee work. (Rate cards in Music, Theater Arts, and Earth Sciences are notably thorough and clear.)
- Exploring the conversion of some core non-senate faculty positions into Lecturer with Security of Employment (SOE) positions.

As for best practices with regard to temporary non-senate faculty, many departments and programs follow their own best interests by actively orienting temporary non-senate faculty to the overall goals of the curriculum beyond the course or courses the non-senate faculty member is teaching, by formally putting non-senate faculty in touch with relevant senate faculty members, and by including them in the department's intellectual and social life. Best practices that apply to both core and temporary non-senate faculty include:

- Providing non-senate faculty with office space and computing resources commensurate with their teaching responsibilities.
- Avoiding unnecessary distinctions between senate faculty and non-senate faculty, e.g. integrating core non-senate faculty mail boxes into the alphabetical ranks of the senate faculty.

Finally, we point to two best practices at other UC campuses:

- The existence of a non-senate faculty Association at UC Davis which, among other things, appoints the non-senate faculty members who sit as non-voting members on relevant Senate committees.
- Solutions to workload issues at UCLA, UCB, and other campuses which define full-time non-senate faculty positions as fewer than 8 courses that are standard here and/or include a course equivalency into each fulltime position to cover service to departments other than course work.

Resolution of the Santa Cruz Division

The Special Committee on Non-Senate Teaching Faculty urges the Santa Cruz Division to pass the following resolution not only in the spirit of incorporation of non-senate faculty into the community of scholars but also out of our concern for providing UCSC's students with the best possible education.

Resolved, That the Senate calls on the School of Engineering and the Divisions, and on the Departments, to actively seek to implement the best practices outlined in the report of the Special Committee on Non-Senate Teaching Faculty and to deal respectfully and responsibly with non-Senate faculty members.

Respectfully Submitted:

SPECIAL COMMITTEE ON NON-SENATE TEACHING FACULTY

Joyce Brodsky
Representatives

Carol Freeman
Jonathan Fox
Debra Lewis
Jaye Padgett
Donald Potts
Roz Spafford

Carolyn Martin Shaw, Chair

Non-Senate Teaching Faculty

Guilia Centineo
Sarah Rabkin

April 27, 2004