The Process for Creating and Revising University Policy sets out the steps for getting stakeholder input over a thirty day period before submitting policies to the President for approval. Several revisions to UHAP are being proposed by a working group that includes the Academic Personnel Policy Committee and the Student Policy Advisory Committee from the Faculty Senate along with representatives from the Senate Exec, Provost’s Office, Human Resources, and the Office of the General Council. The proposed revisions focus on three sets of policies: 1) faculty-authored textbooks, 2) The Statement of Professional Conduct, and 3) faculty titles and promotion and annual reviews. These revisions will update outdated policies to address conflicts of interest and concerns that have become more visible in recent years. Several of the revisions will particularly focus on the needs of international and clinical faculty. The proposed revisions are on line: http://policy.arizona.edu/under-consideration

1. Proposed Revision to UHAP Policies on Faculty-Authored Textbooks
Custom publishing and subscription databases have changed the landscape of college textbooks, and created conflict of interest concerns about the profits that can be generated by creating textbooks for particular courses that students are required to buy and may not be able to sell back. The proposed policies address this concern in a way that protects the rights of faculty members and other instructors to adopt the best possible texts for their courses while also addressing the conflict of interest and reducing the costs of textbooks and other course materials that create access barriers for UA students. The proposed policy has been revised in response to feedback from the Faculty Senate and a wide range of stakeholders.

2. Proposed Revisions to The Statement on Professional Conduct
The University’s Statement on Professional Conduct was last revised in 1971. The proposed revisions build on the central assumption of that statement that academic communities are based on a shared obligation “to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster defend intellectual honesty, free expression, and academic freedom of inquiry.” While the former policy focused largely on teaching, the revised policy draws on recent campus and national discussions to consider our shared commitments to quality research and service and expand upon the vital role that diverse experiences and experiences play in fostering innovation and expanding our impact. The revised policy takes note of related policies on bullying and harassment to underline our shared commitment to maintaining safe and supportive working and learning environments, and it strengthens our guiding commitment to academic freedom by emphasizing our fundamental commitment to evidence-based dialogue as a defense against those who would claim the right to hold forth on their opinions on controversial issues.

3. Proposed Revisions to Faculty Titles and Promotion and Annual Reviews
Four new faculty titles are being proposed
- **Laureate Professor** to be used for internationally recognized faculty from other institutions with whom departments and colleges wish to develop relationships,
- **Global Professor and Global Lecturer** to be used for faculty who teach on our international micro-campuses,
- **Emeritus Dean** or other administrative titles for faculty who step out of administration after an exceptional record of achievement and do not immediately retire, and
- **Clinical Faculty** will be used to identify clinical professors and faculty with clinical scholar titles in the health sciences to identify the expanding numbers of faculty who are not employed by the University.

Revisions in promotion and annual procedures are being proposed to better recognize the importance of quality care in assessing the duties of clinical faculty, to clarify procedures for transferring faculty across tracks, for example from career-track to tenure-track positions, and to recognize differing departments approaches to peer reviews in annual reviews of faculty.
- **Clinical faculty reviews** will use a Clinical Dossier, and the reviews will conclude at the college level, with appeals to the Senior Vice President for Health Sciences.
- **Changes from career-track to tenure-track** and other track changes will require peer review using a standard dossier to assess the alignment of achievements, duties, and expectations.
- **Peer review provisions in annual reviews** are being revised to recognize that some departments have all faculty review each faculty member to foster shared engagement and some departments match each faculty member with differing peer reviewers to foster mentoring.
2.11.01 Instructor-Authored Books and Materials Assigned in Classes

At the University of Arizona, there is no prohibition against the assignment of instructor-authored textbooks or other course materials for relevant classes. Instructors have the academic freedom to select the best course materials for their teaching needs. Many instructors invest considerable time and effort into producing the most comprehensive and highest quality materials available in their field, which not only fill important gaps in the textbook and teaching market but also complement their own teaching style and emphases. The benefits of their scholarship not only serve UA students in their classes, but also extend to classrooms beyond the campus and state. (See Chapter 7 section 5.XX for more information about the role of academic freedom, educational excellence, and affordability and access in best practices for selecting instructional materials)

However, neither appointed personnel nor staff members may have any financial interest in or receive royalties or other compensation from the sale of such books or materials. A conflict of interest (COI) is present when students are required to purchase an instructor-authored textbook or other instructor-authored materials. While authors are free to use their self-authored materials in courses they teach or oversee, requiring the use of self-authored materials must only be done to promote appropriate educational goals. It must not be done for personal benefit or to obtain special privileges.

Conflicts of interest most clearly emerge in, but are not limited to, the following cases:

a. **Custom Textbooks.** Some instructors create textbooks specifically for their classes through a contract with a custom publisher who sells the textbook only to students in the instructors’ own classes. Such textbooks present a clear conflict of interest insofar as the instructor is directly rewarded for creating a textbook and then requiring students to purchase that textbook. The net costs of custom-published textbooks for students need to be carefully considered. When custom textbooks are assigned, lower-priced used copies and rental versions are often unavailable. Unless the custom textbook is required in the very next semester, students also can’t sell the custom books back to the UA BookStores at the end of the semester.

b. **Anthologies of previously published work.** Some instructors create anthologies of readings that could be made available to students at little or no cost online. Colleges should recommend that instructors provide access to the readings using online free or low-cost alternatives whenever anthologies of readings are being custom published by instructors for their own courses. See UHAP Chapter 7 Section 5.XX for information about cost-saving options.

Instructors who assign self-authored materials in their classes are required to disclose the COI and to take steps to minimize it. The following policies and guidelines govern the procedures for instructors, departments, and colleges to address the COI:

a. **Authors who wish to use their own textbooks and other instructional materials must disclose the COI to the dean of their college** in advance of the UA BookStores’ established deadlines for submitting course material adoptions each term. The college must then approve, in writing, the use of the textbooks and instructional materials before they are made available to students for purchase.

b. **The course syllabus must disclose the COI to the students enrolled in the course.** Instructors must also explain why they selected their textbooks or materials for the course (e.g., they are a leading scholar in this area; their scholarship contributes to their knowledge in the area; it is the best source of information for students; it improves their teaching ability).

c. **Instructors must explain to the college and in the syllabus how they intend to minimize the COI.** Options for minimizing the COI can include one or more of the following:
   1. The author can refuse royalties for the textbook or materials, or negotiate with the publisher to sell the textbook or other materials to enrolled students at a discount.
   2. The author can donate the royalties to a unit on campus that benefits students. The syllabus should explain the amount or percentage that will be donated and to whom.
3. The author can reimburse students directly or indirectly by paying for activities that benefit the students enrolled in the course (e.g., field trips, guest speakers, social events).
4. The author can donate any copies they receive from the publisher to students or to faculty of resource-poor institutions.
5. Authors may negotiate with the dean of their college for other ways to minimize the COI that are not listed here.

The requirements for addressing the COI apply to the sum of all income earned by the author from the course (i.e., from all materials, regardless of type – commercial textbooks, custom-published textbooks, subscription websites, ancillary materials, and all other formats and media).

The requirements for addressing the COI apply to instructional materials that are adopted for a UA course (including all sections) that is taught or coordinated by the author. The requirements for addressing the COI do not apply to the use of the author’s instructional materials by other instructors on the University of Arizona campus or at another institution of higher education.

2.11.02 Sale and Distribution of Books and Materials to Students

Educational material to be copied, in any way, and sold to students for class or laboratory work at the University of Arizona must be cleared for copyright, and printed (or produced digitally) through the Student Union’s Fast Copy Center, and made available for sale at the UA BookStores. Neither appointed personnel nor staff members may have any financial interest in or receive compensation from the sale of such materials. Neither appointed personnel nor staff members may sell, or invite a vendor to sell, or receive compensation from the sale of materials, books, or instructional content or services of any kind directly to students, including through their own websites.

2.11.03 Publications Issued by Colleges and Departments

All printed publications originating from the campus and placed in general circulation are official representations of the University, regardless of funding. Therefore, departmental and college publishing procedures must be followed. Individuals may not arrange private printing of University-funded publications. The author’s college must approve all printed materials originating from campus and dealing with University curriculum and academic matters and registration before production of materials begins.

Departments or other UA units that create course materials and require students to purchase them also will disclose and minimize the COI. Specifically, departments or other UA units must (a) inform students that the materials provide revenue for the department or unit, and (b) state how the revenue will benefit students who take courses in the department or unit.

2.11.04 Reproduction of Copyrighted Material

Reproduction of copyrighted material for any use, including classroom use, must conform to federal law. The Main Library and Law Library maintain materials on copyright law. Consult Understanding Copyright (link is external), available online at the University Libraries website.
University Handbook for Appointed Professionals 7.01 Professional Conduct

7.01.01 Statement on Professional Conduct

We value our vibrant and diverse academic community. As members of that community we are all obligated to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, free expression, and academic freedom of inquiry. We recognize that differing experiences and perspectives are vital to learning and innovation. We also recognize that exposure to different experiences and perspectives is essential to preparing students to live, work, and lead in a complex and evolving world.

We share the belief that freedom of inquiry is a reciprocal process that respects the rights of other. We are committed to ensuring that our University is a welcoming environment for all. This commitment is a fundamental part of our equal opportunity, non-discrimination, and anti-harassment policies. As detailed in these policies, we do not tolerate bullying, harassing, or intimidating behaviors that undermine others’ ability to work, study, and collaborate in a safe and supportive environment.

7.01.02 Academic Freedom and Freedom of Speech

Learning requires concentrated attention and happens best in environments where a wide range of perspectives are welcome and unnecessary stress and intimidation are avoided. Such environments create spaces where diverse views and sources of knowledge can be freely considered. Allowing space for opposing views is central to academic inquiry, and that responsibility rests with all of us.

Academic freedom, which is essential to the advancement of knowledge, is rooted in and regulated by the norms of the disciplinary communities within which the faculty are credentialed. In research, this means we are free to pursue areas of inquiry, wherever they may lead. In education, it means the freedom to teach from our disciplines, and the freedom of our students to engage within the parameters of the discipline openly and fully. Academic freedom also allows us to comment on University or unit governance without fear of retribution. ARS §15-1601(B) and our Guidelines for Shared Governance: Memorandum of Understanding entered into by the Faculty and the Administration of the University of Arizona describe the statutory and mutually agreed upon role of faculty in the governance of the University.

While academic freedom governs the pursuit of knowledge in the classroom and in our individual fields of study, freedom of speech applies elsewhere on campus and throughout the public sphere, as guaranteed by the First Amendment to the Constitution. As private citizens, faculty, students, and staff may invoke their freedom of speech, subject to UHAP 2.10, ABOR 6-905 Political Activity, and ARS § 15-1633.

As faculty and academic professionals, we bear special responsibilities to contribute to informed deliberations on academic issues. Our primary responsibility to our academic discipline and to our society is to seek and state the truth based on available evidence. Guided by recognition of the value of evidence-based inquiry to our community and an informed citizenry, we recognize our shared obligation to exercise critical judgment and self-discipline in using, extending, and transmitting knowledge. To this end, we devote our energies to developing and improving critical thinking and scholarly rigor through teaching, research, and engagement with the University’s broader constituencies.

7.01.03 Teaching Responsibilities

Quality teaching inspires student curiosity and reinforces students’ belief in their ability to make a difference in a diverse world. Quality teaching and effective learning require commitments by faculty and students alike, creating and sustaining inquisitive and inclusive learning environments. As faculty and academic professionals, we are expected to contribute to quality teaching and learning in our classrooms as well as in our laboratories, seminar rooms, offices, and other settings outside the University. The University has an obligation to support and encourage high-quality teaching and to assess it rigorously.

To accomplish these goals, we assume specific responsibilities as faculty members. We commit

1. To conduct our classes in general conformity with the content, format, and official description as established by the faculty and approved by the President and Board of Regents;

2. To conduct classes at all regularly scheduled times and places as set out in the syllabus, and to promptly notify students and the head of the department whenever emergencies prevent meeting a scheduled class. We notify duly appointed supervisors to authorize our absence from classes or reschedule work for reasons of health or compelling University needs;
3. To establish individual mentoring relationships with our undergraduate, graduate and professional students, as appropriate to the mission of each College and/or unit;
4. To reflect on and make use of feedback about our teaching from our students and peers, using it to improve how we approach teaching and learning;
5. To share our teaching experiences and serve as mentors for other members of the University community; and
6. To be present and committed to discharging our duties and responsibilities primarily on the campus of the University and at other such sites as appropriate to the mission of each College and/or unit.

In addition to fulfilling these responsibilities, we recognize that we are expected to support students in other ways:
• By beginning and terminating our classes at the scheduled times;
• By posting and keeping a schedule of our office hours to be accessible to students in person and/or online;
• By responding to in-person and/or online student inquiries and comments in a timely manner;
• By providing timely feedback and assessment on our projects, assignments, quizzes, and exams;
• By responding to student and peer feedback to improve our teaching effectiveness;
• By adopting textbooks or other required course materials in a timely fashion to minimize costs to students; and
• By disclosing and minimizing conflicts of interest when we assign course materials for which we might receive royalties.

We also recognize the responsibility to support our students when possible
• By attending commencement exercises (in academic dress) and
• By serving as advisors to student honorary and professional societies, and other student organizations and clubs.

7.01.04 Responsibilities with Research, Scholarship and Creative Activities

High-quality scholarship changes how we think, act, and view our diverse world. As scholars, artists, and researchers, we create new knowledge that challenges others to reconsider what they think and how they think. Our academic work provides critical building blocks for shaping our relationship with the environment around us, forging connections with people and communities, and making this world a better place. The University community recognizes that high quality scholarly and creative work takes many forms, including theoretical and applied research and creative expression in various modalities, public performances, and original design.

We accept the responsibility to conduct our research, scholarship, and creative activities in a responsible and ethical way to maintain public trust in the University’s research, teaching, and outreach mission. The ethical issues that arise in creative expression, research, and scholarship are addressed by the University’s Research Integrity Office. Responsible scholarly inquiry and artistic expression include the provision of access and support to those with disabilities and requires that we create a safe and supportive work environment that does not discriminate on any basis. As part of our work as scholars, researchers, and artists, we accept the responsibility to acquire training about research integrity and research misconduct policy, conflict of commitment, conflict of interest, and plagiarism. Further, as members of the UA community we uphold the University policies on safety and our obligation to report sexual harassment and hostile work environments.

7.01.05 Service and Outreach Responsibilities

In addition to pursuing the highest quality of scholarship and providing students with opportunities to engage in scholarship in a fair and ethical manner, we have a special obligation as faculty and academic professionals to engage in activities that benefit the local, regional, and global community. Engagement with these various communities is vital to the University’s land-grant mission. Responsible and respectful collaborations on University committees are part of this obligation because they are central to the effectiveness of our University.

As part of our community engagement, we accept the responsibility to
1. Maintain professional conduct while on University business and serving as a university representative;
2. Make it clear that we do not represent the University when making public statements in person, or in print, including on social media platforms. We have a right to refer to our University affiliation to establish our disciplinary expertise, but we understand that there is a difference between identifying our affiliation to the UA and claiming to represent it.
3. Not use University resources, time, or venues to create and circulate political statements;
4. Not use University logo or branding to imply that private activities are UA sanctioned; and
5. Avoid other misuses of University assets.