



Pontificia Universidad Católica de Chile

Honorable Counseling Board

**ACADEMIC MANAGEMENT POLICIES FOR FACULTY
MEMBERS OF THE PONTIFICIA UNIVERSIDAD
CATOLICA DE CHILE**

April, 2008

INTRODUCTION

The institutional development plan 2005–2010¹, establishes different objectives that the University has projected to attain in the area of its catholic identity; of an integral education proposal, of the encouragement of the humanities, arts and science; and of the direct service to the Chilean society. The implementation of this crucial task requires counting on faculty members with academic excellence committed to their educative mission, provided the maintenance of an adequate academic affairs policy management. These policies must be aimed to achieve that people find, in the Pontificia Universidad Católica, the necessary conditions to allow for development of an academic life project, a pleasant and inspiring working environment and fair and competitive salaries. The latter entails fostering initiatives to support teaching and academic development and the due acknowledgment for academic achievements in the field of teaching, research, extension and academic administrative duties.

Nowadays, our university needs to identify explicit institutional policies regarding its faculty members². Therefore, the guidelines currently in effect are those present in the faculty manual of regulations and policies³. To amend this situation, different commissions of the Honorable Superior Counseling Committee, with the support of the Vice-provost office, since 2003, has analyzed aspects of the issue⁴. The outcome of these meetings has offered evidence to assure that the major strengths of our faculty members are their adherence to University principles, a high degree commitment towards a shared project, a high number of academically qualified professors⁵, the good evaluations students make of the faculty teaching performance and the great openness to academic innovations. Furthermore, a comparative analysis of our institution to other internationally recognized universities show that our community must improve in a number of aspects, say academic productivity⁶,

¹ Pontificia Universidad Católica de Chile; Institutional Development Plan 2005-2010 *"Duc in altum"*; Santiago, August 2005.

² The "blue book" of academic policies, issued by the Vice-Provost Office in 1982, briefly refers to this issue in its chapters I.1: "Principles of Academic Policies" for the Universidad Católica", and II.3: "The Academic Administration".

³ Faculty Manual: Regulations and Policies; Pontificia Universidad Católica de Chile; January, 1998, which updates earlier versions issued in the years 1994 and 1990, the latter incorporates amendments made to the 1981 manual of regulations in the years 84, 85, 86 and 89.

⁴ Policies of Management of Academic Faculty, submitted by the Management committee for the meeting held in Marbella; from the 15th to 17th of October 2003.

⁵ The percentage of faculty members holding a magister or doctorate degree in the UC corresponds to 86%, in the U. Chile 56%, U. Católica de Valpo. 66% and the U. de Concepción 62%.

⁶ The productivity per professor measured by the average of Publications in the last 10 years corresponds to 2,91 for la UC faculty, while the situation in other universities (according to criteria

interdisciplinary activities, faculty interaction and faculty-student interaction and the incorporation of teaching approaches to promote active learning. The comparative study also reveals that the ratio of faculty members to number of students is lower⁷ and the access to resources for research activities is limited. The latter is a direct consequence of deficient investment on research and development due to low GDP⁸. Every one of the weaknesses previously described is, in some way, exacerbated by internal management practices, among which are found:

- Lack of shared criteria and procedures (in the different academic units) for faculty selection, evaluation and ranking (issue incorporated in the observations made by the Institutional Accreditation Committee⁹);
- Failure in the planning of individual academic activities, including short-term and long-term goals and tasks (agreed to between the faculty member and the corresponding academic authorities)
- Tendency to align the academic profiles of faculty to a common model of requirements (teaching, research and extension) overlooking individual vocations, talents and skills in the performance of academic tasks

Academic development demands a continuous revision and improvement of University managerial configuration and procedures; this is why the present proposal -for a renewed policy and regulation making for faculty members- aims to meet this necessity. The expected goal is to advance towards a framework of academic management policies focused on people, characterized by promoting participation and efficiency and founded on institutional practices and catholic values and thus oriented to the full personal and community development. These are the fundamentals upon which our University may attain a high academic development.

To accomplish the purpose stated above, on the basis of the documents previously cited as well as the experience attained by prestigious

explicit in the last 150 years) ranges from 5,64 to 17,48. Productivity considered by the number of times an article is cited during the same period, the UC shows an average of 24,55 of citation per professor, while the other universities analyzed showed an average of citation that ranges between 70,66 and 208,23 per professor.

⁷ The professor-student ratio corresponds to 13,66, a high figure compared to a ratio of 6 to 8 students per professors in international universities.

⁸ 0,6 % of GDP falls below the investment of 1.2% and 2.5 % in developed countries.

⁹ "Concerning managerial decisions in connection to faculty members (...) it has been observed that in certain occasions heterogeneous policies have applied to ensure the quality (...) where it is possible to advance into a major uniformity in the rigor of procedures applied." Institutional Accreditation Agreement 3er d of August 2004.

universities, ten guidelines have been proposed for a renewed faculty management policy, the changes are detailed as follow:

1. People-centred institucional management
2. Strengthening of our catholic identity
3. Common regulations and differentiated academic profile.
4. Faculty rights and responsibilities
5. Academic rank, promotions and appointments
6. Academic eligibility criteria
7. Faculty welcoming and enculturation, teaching improvement and academic development.
8. Academic performance review
9. Terms of employment
10. Employment termination

People-centred institucional management.

- (1) To a great extent institutions are the reflection of the people who work in them. Not being an exception to the rule, universities which have reached international prestige have kept through generations a highly qualified pool of faculty members. This as well, has been the result of adequate academic Management policies, associated to faculty recruitment, retention and contract termination.
- (2) The clue element of an efficient policy of academic management is "the interest in people", understanding by this assumption the way the university, through its different layers of authority, commits itself to the correct selection, enculturation and motivation of faculty members, acting at the same time as counselor and facilitator to the process of personal and professional development that implies the achievement of a synergic alignment between the university and each academic unit plans and the individual projects of its faculty members.
- (3) Although the previous statement may seem obvious, tertiary institutions frequently tend to focus their management practice on tasks rather than on people. Authorities, on the other hand, are inclined to prioritize the control of material resources over the control of human resources. Therefore, the adoption of new academic management policies requires, first, to raise awareness among people with managerial positions that the main responsibility they have is to ensure that every faculty member can develop in all integrity, in the personal and professional area, pursuing the integration of their

abilities and contributions to face the challenges posed to every academic unit and the university.

- (4) The main role of academic chairs (department chair, director or dean) is to serve as a councilor, welcome new faculty and provide guidelines to straighten the path of the faculty members under their responsibility. This requires having certain clarity as to the institutional objectives, will, method and perseverance. The work of academic chairs is about performing a personalized task that implies holding a sincere and efficient dialogue that seeks to encourage good practice and straighten some possible deviations from goals previously agreed upon.

Catholic Identity.

- (5) Every truly educative action demands an anthropological foundation, likewise all knowledge is the product of reason moved and touched by a particular vision of the world. Due to this fact, it results impossible to divide the communication of a certain piece of knowledge from the explicit or implicit expression of that vision and the values this one bears. It is in this context that the Universidad Católica wishes to share with its students and the entire society a vision of world that is founded on faith, where the adjective catholic qualifies universally the noun university, posing a creative tension among them.
- (6) As an institution belonging to the church and thus participant in the mission of announcing the Holy gospels and its missionary deeds (declaration of principles I, 1), the University requires from the living testimony of its catholic faculty, without excluding those who do not participate in the church but share their love to truth and respect the principles that support it (DPI, 3).
- (7) Concerning the previous issue, the Magisterium of the church has imparted guidelines that must be explicitly incorporated to the academic management policies, particularly those included in the Apostolic Constitution *Ex corde Ecclesiae*, written by the Pope John Paul II (1990). In this document, it is stated that "the responsibility of maintaining and strengthening the catholic identity of the University has been entrusted to the authorities of the University. This is also shared to a certain extent by all the members of the Community and demands the hiring of adequate personnel —particularly professors and administrative staff— that are willing and qualified to promote this identity (Article 4, n.1)". It is later specified, (Article 4, n.4) that: "To prevent endangering the catholic identity of the University avoid

that the number of non catholic teachers constitute a majority since the institution is and must continue being catholic".

- (8) In addition to what is previously stated, teachings derived from the Congregación para la Educación Católica claim that: "the survival of a catholic university will depend largely on its qualified faculty and on the management's strong commitment to the selection and formation of a critical mass of highly erudite faculty on their own areas of studies, who have as well reached a balance between knowledge and faith."¹⁰.
- (9) In a context of growing secularization and relativism of values, the Church's plead states a challenge to maintain and strengthen the catholic identity of the University by means of recruiting, retaining and supporting highly competent catholic professors, incorporating as well non catholic faculty committed to learn about, respect and contribute to the identity and institutional mission. Therefore, the University authorities must assume as one of its core responsibilities the concern over this key aspect by creating conditions that encourage catholic professors to integrate our University faculty, and also welcoming non catholic professors that wish to be part of our community.
- (10) It is necessary to provide our professors with an academic environment in which the physical and spiritual perspectives of catholic faculty could be communicated, analyzed and debated, as a way of promoting and affirming their validity within the university community.
- (11) A particular virtue of a university's catholic identity is the respect and appraisal of its own knowledge that proceeds from methods and disciplines which are different from its own. This attitude results from a world vision that attempts to integrate reality in a conceptual synthesis, always dynamic and never finished. Una virtud propia de la identidad universitaria católica, es el respeto y valoración de los saberes que proceden de métodos y disciplinas distintas a la propia. Esta actitud responde a una visión del mundo que intenta integrar en una síntesis conceptual la realidad, siempre dinámica y nunca acabada. The development of this wide vision constitutes a great strength for the expansion of interdisciplinary initiatives.

¹⁰ Msr. G. Pittau, 20^a General Conference of the International Federation of Catholic Universities, The University of Notre Dame, Fremantle, Australia 1-5 of August of 2000.

Common regulations and differentiated academic profile.

- (12) Our University faculty members are inspired by “academic ideals” and by principles of an authentic “human life”¹¹. Faculty members have been selected to perform their work through the different Schools which are governed by an active canonic legislation and the particular regulations of the Holy See for Catholic Universities, the Declaration of Principles, Statutes, and Regulations of the University and of the different Schools, all of which are formally committed to accept and respect the statutes and norms’ mandates.
- (13) At the Universidad Católica de Chile, “Research constitutes the core of what it is taught in undergraduate and graduate courses”. This paradigm expresses its deep concern regarding the generation of an encouraging learning environment characterized by the presentation of updated, critical and incisive knowledge available in a given disciplinary field. To reach this goal, professors must be investigators and therefore generators of knowledge in their areas of research.
- (14) To carry out its mission, faculty members in this University are divided into two categories: ordinary and special, each one aiming at definite objectives and having specific and complementary tasks. The core of faculty members must be preferably formed by professors with soaring devotion and committal to the institution, mainly from those holding ordinary category. This core group of professors will be complemented by teachers, recruited to perform specific activities that hold special academic categories and have different work loads.
- (15) The activities performed by faculty members comprise four areas: teaching, research or creation in any of its forms, extension and management. However, this does not imply that they should perform activities in each of these four areas, let alone, they exhibit outstanding results in all of them.

¹¹ “The Universidad Católica pursue its own goals by means of conforming an authentic human community, animated by the spirit of Christ. The source of its unity lays on its consecration to truth, on the shared vision of human dignity, on the person and Word of Christ who gives the institution a distinctive seal. As a result of this statement, the university community is animated by a spirit of freedom and charity, and is characterized by promoting mutual respect, open dialogue and the protection of everybody’s rights. Besides, the University helps all its members to develop their humanity in full. Each member of the community, in turn helps to promote unity and contributes, according to their own responsibility and capacity, in the decisions that affect the community and maintains and strengthens the catholic spirit of the institution. (*Ex corde Ecclesiae*, 21-22)

- (16) Consequently, the natural presence of vocations, talents and different capacities to perform different academic tasks, make it advisable the promotion and recognition of differences in profiles and characteristics.
- (17) For the reason stated above, it seems more logical to allocate the demands concerning the quality of teaching, research, extension and management according to the nature of the tasks performed by individuals and work teams inside every academic unit or school. This implies the recognition of certain degree of specificity in the academic functions performed in direct relation to the talents and vocations of every one of its members. Accordingly, the University will formalize academic careers preferably devoted to teaching, to research or creation in any of its forms, to extension or to university management and service, within the work teams where such activities are performed.
- (18) Without prejudice to the previous statement, ordinary faculty must necessarily, and as part of their academic duties, be involved in teaching and research or creation activities with a load to be defined by each Academic Unit or School, since these activities define the nature of ordinary faculty in our University.
- (19) Each Academic Unit, in the light of its own Development Plan and Academic Profile for faculty members, will define the emphasis to be given to each of the activities to be performed. Considering that quality teaching, besides high level research or creation are indispensable for ordinary tenure. Consequently, for an adequate evaluation and rating of individual academic performance, professors must define, in agreement with their immediate superior authority, the academic activities that they will be performing, may these be teaching, research or creation, extension or management, so that the activity programming of each Academic Unit may be in harmony with the contribution of all of its members.
- (20) So that the information stated before may become operational and efficient, it is necessary to perform university activities by means of the collaborative work of peers. This implies complementing academic work with the contribution made by other professors and academic supervisors who have assume the responsibility of leadership. Ideally, this organization of work should be operative in academic department units, or in any analogous structure.

- (21) It is also necessary to consider that the continuous expansion of knowledge and the overlapping of interests among different disciplines motivate the creation of interdisciplinary team works whose areas of investigation often embrace epistemological frontiers traditionally assigned to certain Schools and Academic Departments. This fact poses the need to renew traditional paradigms of organization, an issue that will undoubtedly impact on the field of action of future faculty members.
- (22) Teaching understood as the action of transmitting knowledge, is a central component of the university mission. From the point of view of its praxis, this must be understood as the set of actions that promote effective learning and the integral formation of students. Consequently, teaching involves activities that range from the preparation of classes and textbooks to tutoring activities. The latter include activities in connection to general assistance and academic guidance to students.
- (23) An efficient faculty member is a professor whose presence is coherent with the work load they have been assigned in agreement with their contract. They are actively involved in the progress and learning of their students or tutorees being able to tackle doubts and queries. Contents of classes are constantly updated and they contribute to others with their own experience, not only in the area of their own discipline but also as far as methodologies of teaching-learning are concerned. They cooperate with young faculty, less experienced professors and future faculty members so that they can also advance in their teaching careers. In a special way, an efficient faculty member is concerned with the education of student assistants and the welfare of administrative personnel that collaborates directly with the teaching functions.
- (24) Research or creation in any of its forms, are a complement to core activities performed by faculty in the University. A fundamental characteristic of investigations or creations must be their originality, the possibility of being published in mainstream journals, susceptible to intellectual property protection and subject to peer evaluation by specialized critics. In addition, a professional practice that includes original and innovative views praised by peers is a valuable and enriching contribution to academic programs. Such creative approach is particularly useful in professional schools where essential contributions from faculty devoted to professional practice spread the experience of a know how in a specific field of work.

- (25) An objective validation of the quality and relevance of the research activities conducted by professors is the interest that such actions arouse in their particular academic community in our country and abroad. Therefore, the publications that research generates as well as its funding support are good indicators of good academic performance.
- (26) Research activity is based on institutional confidence that implies a strict adherence to certain ethical standards in connection to methodology, use of allocated funds, respect to principles on authorship rights and intellectual and commercial property.
- (27) The academic activity of extension and communication is to be understood as the diffusion of institutional activities of general endeavor, in particular, the transmission of new knowledge generated by investigation or creation. This activity that established a bridge between our University and the Chilean society can be performed through the participation of faculty in seminars and conferences or also on activities broadcasted by media or other modalities of communication. The latter also includes the launching of initiatives of social reach; the delivery of expert opinions to the community, companies or government; and the active participation of faculty in the public debate.
- (28) The opening of channels of communication with society, scholars must clearly define the boundaries of their own ideas and individual views from institutional beliefs and viewpoints and avoid jeopardizing the freedom and independence of the University in presence of external concerns.
- (29) Academic managerial activities are defined as the participation in the control and administration of the University in either individual responsibility positions or as part of collegiate organizations. Faculty appointed by their peers to an administrative position assumes responsibilities that demand executive capacity, strategic vision and positive leadership. Good performance in administrative positions, including a good management of material resources, is the key for the University to function properly and move toward the goals has been proposed.
- (30) The availability to serve on charges of administrative management for most faculties means sacrificing vocational interests and, in most cases, it means, a significant reduction of their participation in other

academic activities. This should be duly recognized and valued in the processes of academic qualification.

Faculty Rights and Responsibilities.

- (31) Faculty members have the right to academic freedom, and the duty of adhering to institutional loyalty, enshrined in the Declaration of Principles and Regulations of the university, without any restrictions other than those imposed by moral behavior, the existing regulation and the rules on university coexistence and respect. Academic freedom comprises the possibility of analyzing and exposing any form of thought, supported by objective and reasoned considerations.
- (32) Faculty members must assume as personal responsibility to know and understand the nature of the institutional mission, its history, its policies and development plans. Each academic is also expected to assume a personal commitment to the mission and traditions of their respective faculty. These aspects are particularly relevant in the selection processes and reception of the new faculty members, since they impinge directly with the aspirations of strengthening of the Catholic identity of the University, with the goals of academic excellence that encourage its educational project and the core purpose of forming a community "authentically human, animated by the spirit of Christ" (*Ex Corde Ecclesiae* n.21).
- (33) Every faculty member must conduct their activities in a rigorous manner adhering to highest standards and in such a way that they are able to report them in an objective way.
- (34) Faculty members holding an ordinary category can participate, according to their ranks and existing regulation, in the process of election of individual and collegiate authorities as well as their representatives in the instances that correspond.
- (35) It is the duty of all faculty members of our University to care for ethical aspects in each of the activities in which they participate, playing an active role to avoid transgressions such as illegal copies of all kinds of material, or improper behavior of any member of the university community.

Academic rank, promotions and appointments

- (36) In order to recognize those who have acquired a commitment to the University and, in turn, offer prospects of personal development, the University has established an academic career, which incorporates academics regular and special categories¹².
- (37) The ordinary categories of Professor and Associate Professor are permanent, denoting in this way the total incorporation of faculty members of these categories to the University. Therefore, appointments to these categories are deemed indefinite. On the other hand the appointment of assistant professors corresponds to a faculty member on a period of initial assessment, whose contract is extended in fixed renewable terms until it reaches the maximum years stated in the faculty regulation. If at the end of the period stated by the regulation, the assistant professor is not promoted to the category of Associate professor, this must be indicative that his/her performance does not coincide with the results expected from an ordinary faculty category. Consequently, only in exceptional cases, and well grounded in a change of the profile by which he was hired, could his/her appointment be renewed in a special category.
- (38) Faculty members of special categories perform certain functions, appointed by renewable fixed periods of time. The special categories should be equivalent to the ordinary in name (adding the word "adjunct", in place of the qualifier "Associated"), in addition to the Visiting Professor, Adjunct Instructor and Researcher. The deadlines for their appointments are up to three years for Adjunct Professors, and two years for Adjunct Associate Professors, Adjunct Teaching Assistants, visiting researchers and Adjunct Instructors, all of them renewable.
- (39) The requirements established by the promotion criteria to consider faculty members for tenure or promotion must be subject to objective proof that the candidate meets criteria associated to the demonstration of increasing levels of high quality academic activities in the core areas stated by university authorities. The latter, corresponds to activities specified in the profile of faculty which aims at reaching recognition to faculty members' work in their own discipline.

¹² It is being proposed a change in the denomination of Academic Categories (ordinary and special) that are currently in use in our University to assimilate them to internationally recognized nomenclature. This is the reason to support the change to Professor, Associate professor (formerly Adjunct professor) and Assistant professor (formerly auxiliary professor).

- (40) It corresponds to an attitude that is particular and recognizable in every faculty member to maintain a constant concern about specialty training, continuing education and permanent updating. In parallel, the University will seek to provide possibilities for continuous education along the faculty's academic life as well as to consider these aspects in the process of qualification and promotion as it takes place periodically.
- (41) To be appointed to the category of Professor, faculty members must show a clear commitment to the mission of the University and its principles. It is essential as well that faculty members have reached wide recognition and leadership in their own field of expertise, as a result of an original and meaningful contribution to their areas of knowledge. The latter is expected to reflect in the sustained development of a relevant academic activity. In this sense, and in agreement with their profile, it is expected that each faculty member gets involved in teaching, receives the appreciation of students and peers and has demonstrated competence on intellectual production (investigation or artistic creation in any of its forms) having published or communicated their experiences according to the specific standards of their own discipline.
- (42) When it corresponds, this recognition will also reach professors whose profile indicates they had developed their academic activities assuming a leading position in the areas of managerial activities or in the area of extension or communication. As it was previously stated, these activities constitute an important part of the work load that defines the profile of a faculty member in our University. Additionally, every faculty member must have served for a period not less than ten semesters in the category of Associate professor in the University or in any other accredited tertiary institution.
- (43) To be appointed to the ordinary category of Associate professor (currently Adjunct) faculty members must demonstrate a clear commitment to the mission of the University and its principles, and at the same time they must have reached recognition in their field of expertise as a result of an original contribution to their area of study, reflected in the development of a relevant academic activity. It is expected that each faculty member gets involved in teaching, receives the appreciation of students and peers and has demonstrated competence on intellectual production (investigation or artistic creation in any of its forms) having published or communicated their experiences according to the specific standards of their own discipline

Additionally, it is necessary that previous to their application for promotion to this category, faculty members have served as Assistant professors for a period of at least six months in this or any other accredited university.

- (44) With the purpose of making sure that the faculty members submitting their files to be considered for promotion to the ordinary categories of Professor and Associate Professor are in compliance with international academic standards in their field of expertise, it is advisable that each School or Faculty conducted an inquiry to their international peers concerned with intellectual production or creation, according to universitywide procedures carried out in academic environments (peer universities opinion, committee of research, etc.)
- (45) The appointment of an Assistant Professor (currently Auxiliary) requires the compliance with academic standards and the commitment to the mission and principles of the University. The applicant, as well as faculty members applying to any other ordinary category must be in possession of a PhD degree or eventually may be replaced by a degree of importance in the area of expertise, or the proven capacity to make relevant intellectual contributions in the professional field or in the artistic area.
- (46) Each faculty must establish specific requirements that reflect both the special skills required by its faculty members, the culture of the discipline and its peculiarities. These special requirements and additional procedures should be explicit in regulations, these, in turn, must be approved by the competent authorities
- (47) With the purpose of making sure, at a corporative level, the accomplishment of adequate standards for each discipline, the process of ordinary or special tenure appointment to Professor or Associate must involve its analysis by a committee, may this committee be conformed by faculty Professors, dependent from the Honorable Superior Counseling Committee, or, in turn, the committee of Associate professors dependent from the Vice-Provost office.
- (48) The requirements to meet in the case of faculty members of special categories relate to the specific tasks for which these faculty members have been appointed. Without prejudice to the foregoing, in addition to consider the particular requirements of competence in the activities entrusted to them, and requirements of the category to which these faculty members apply, they must demonstrate a clear commitment to the mission of the University and its principles.

- (49) The highest rigor must be sought in the appointment and selection of faculty members to special categories at all times, since they substantially contribute to university activities, particularly to teaching.
- (50) For the appointment of Visiting Professor, it is considered important to review the appointees' background, academic, artistic or professional outstanding career.
- (51) The appointment of an instructor or adjunct researcher requires being in possession of an academic or professional degree or, in turn, being able to certify enough merits to perform the particular responsibilities mandated by the category in agreement with what has been stated in the Set of Rules for Faculty Members. On the other hand, it has been proposed the establishment of an special and temporal academic category of Assistant, which would be reserved for those who stand out in the support of teaching activities or intellectual production, who are in the process of obtaining a professional degree or academic degree.

Academic Eligibility Criteria.

- (52) The policies for eligibility, academic training and continuing education, promotion and contract termination are currently applied in the different Academic Units with differences in criteria and rigor. They are not explicitly defined in the current Set of Rules for Faculty Members, and even though they might be explicit, their application is heterogeneous.
- (53) This diversity has the virtue of making possible that each discipline applies policies that show coherence with its tradition and academic culture. However, it may have a negative impact if the criteria or standards considerably differ from the rest.
- (54) This indicates the desirability of explicit policies of academic management, aimed at achieving greater unity of criteria between the powers, and ensuring the implementation and compliance among faculties. It is proposed, therefore, to agree on common policies on selection, training and development, performance evaluation, retention of faculty members and contract termination of the University professors, including the means to ensure its implementation.

- (55) The policies of academic eligibility and promotion must consider the situation of those who initiate an academic career and also consider those faculty members who are already pursuing an academic career, in merit of their desire to become members of the University in some of its highest categories.
- (56) Objectively, it seems difficult to grant eligibility to applicants that are initiating an academic career, since the absence of a previous academic background induces a decision founded on the potential the applicant may have to eventually make relevant contributions to teaching, research and creation and contribute to the strengthening of the academic community they seek to integrate. In this case, professor hired on fixed term evaluations, time in which they must gather the necessary merits to be considered for appointment to an ordinary category. In leader universities this fact implies the development of an academic activity the relevance of which may allow for peer recognition at a national and international level.
- (57) According to the guidelines issued by the set of regulations that governs faculty activity and duties.¹³ The integration of academically qualified professors willing to promote the catholic identity of the University must be actively sought. However, in an environment of absolute respect for religious freedom and conscience, the University also welcomes the integration of non catholic faculty, from whom it is expected to demonstrate respect to the catholic identity and values that underlie our Institution.
- (58) In a young person, the capacity to become an autonomous researcher involves being in possession of a PhD and having some publications as a result of his/her dissertation research. This requirement must be sine qua non in most of the Academic Units. Exceptions are found in professional schools, where the programs of study comprise the teaching of certain practical aspects, which makes it necessary the participation of faculty members who are at the same time distinguished active professionals. In addition, in certain artistic disciplines this requirement must be replaced by proven capacity to perform works of arts, highly qualified professional service and relevant intellectual contributions, all of them having high impact on their specific areas.

¹³ Cf. *Code of Canon Law*, can. 810,1; *Ex Corde Ecclesiae*, 22, General Regulations article 4, 1-4; Declaration of Principles I,3.

- (59) New faculty that incorporates to our university should outstand by their virtues, personal qualities, and communication skills, social and pedagogical skills necessary for a good teaching performance and a good integration to the academic community
- (60) In the university environment it is considered a sign of strength to possess a body of professors whose backgrounds show they have been formed in a variety of prestigious academic institutions, since this fact reflects the talent attraction potential that any institution has in the academic international arena. This, as well, shows the openness and richness that this potential represents, as opposed to locking up itself in the frontiers of its own experience.
- (61) However, although what was previously stated is equally valid for an institution as ours, it is quite interesting to confirm that a high percentage of talents around the country that has left high school and enter graduate programs choose this University. This, in turn, means that, some of the best candidates may come from our own classrooms. Faced to this reality, more than hindering the entrance of these people, it must be ensured that they pursue their graduate studies in qualified academic institutions. In the case of obtaining the PhD degree in our own university, it is desirable that he/she may complete his/her studies with postdoctoral investigations in a foreign country.
- (62) In the event of a vacancy on the faculty, the University proceeds in accordance to some common criteria and instances of academic eligibility¹⁴:
- Invite national and also international applications by open call for academic positions.
 - Inform the candidates about the mission and identity of the University, about its academic Project, Academic Management Policies and about the development plan of each faculty or School.
 - Submit the personal and academic information of applicants to objective screening, placing special importance to the personal determination of applicants to contribute to the strengthening of the catholic identity of our University.

¹⁴ In the most prestigious universities, except certain authorized exceptions, tenure and non tenure positions are filled by open calls inviting applications, preferably to International faculty. The selection process will be conducted by a departmental or faculty search committee, this procedure is preferred to other practices aimed at having a seedling of talents or a head-hunting service to meet academic needs when necessary, except in highly justified cases.

- Request from the applicants a presentation over issues of their expertise, in a seminar or class aimed at faculty members which may include the presence of students. .
 - Conduct a structured interview of the candidates, in which the Dean of the faculty or school and other Chairs may participate, separately.
 - Comply with all the administrative requirements customarily established by the University Personnel Management.
- (63) Some Faculties or Schools may provide additional eligibility criteria. These must be known by the applicants, must be established by the regulations of each Faculty and must be approved by competent academic authorities
- (64) As it is done with the process of regular academic appointments, the incorporation of a new tenure must be analyzed by an Advisory Commission of the Dean of the Faculty, whose mission will be to assess the academic and personal qualities of candidates and make its recommendations to this authority. Finally, it will be the responsibility of the Faculty Counseling Committee, upon the Dean's recommendation and in accordance with the rules established by the University for Academic Appointments, to decide over the incorporation of a new candidate.
- (65) With regard to special faculty appointments, In addition to the criteria previously expressed, the selection process will consider particular aspects connected to the specific tasks that require a new appointee and the skills needed for the good performance of the tasks. Besides, meeting the requirements of the category to which the faculty is applying, they must also demonstrate a clear commitment to the mission of the University, its principles and values.

Faculty welcoming and enculturation, teaching improvement and academic development.

- (66) Despite the responsibility that new tenure has to be familiar with and understand the nature of the institutional mission, it is also consider highly necessary to maintain and improve the new faculty welcoming programs. These aim to introduce new faculty with the history and traditions of the University, its organization, funding, development plan, academic Management policies, salaries and benefits that the institution offers to its community.

- (67) It is also considered necessary to establish ongoing educational opportunities, aimed at: (a) offering high-quality, comprehensive continuing educational programs to enhance academic abilities, (b) assuring personal growth in the understanding of issues connected to faith and culture, (c) granting opportunities to improve teaching skills and (d) providing the tools to transmit to the students concepts and attitudes of solidarity and social responsibility
- (68) The attendance to continuous education programs will be optional for professors, although it will be a favorable evidence to be considered in academic ranking and promotion. In contrast, for the opportunity which means to inform new faculty on some of the guidelines of the University, rights, duties and other aspects linked to academic management that make it easier to achieve common goals, attendance to welcome programs will be mandatory for new tenure. In this context, academic units should promote and facilitate the attendance of new catholic faculty to meetings and conferences about faith, to help them deepen in their personal and collective commitments to a testimonial teaching and the promotion of a community spirit.
- (69) When relevant, the authorities should encourage faculty members without advanced studies to complete their training, supporting their nominations to graduate programs of the best level and to scholarships. As far as possible, academic units should maintain the appointment to this faculty members during the period their studies last and, in specific cases, they may provide partial financing for them, in a context of a plan of academic development agreed with the **pro-vice chancellor for academic affairs**
- (70) Additionally, the university and its academic units must maintain and, if possible, establish new programs of support and recognition to the academic development, to high quality teaching and research or creation and support to the involvement of teachers in international academic activities.
- (71) Academic Management Policies focus their concern on the new generations of faculty members that are incorporated to the University, so that, after a strict process of selection, new tenure can, in the shortest lapse, reach high levels of academic productivity. In accordance to the purpose previously stated, every academic unit must seek that newly incorporated faculty devote the first two or three years preferably to research activities, without being excluded

from teaching and, postponing extension and management activities for later periods in their academic career.

- (72) In addition to care for the most traditional academic issues connected to the academic insertion of new faculty members, it is important to consider other factors that affect on the efficiency of this process, such as, economic issues (resources and incentives), infrastructure (quality of work places and equipment) and international links (networks). It is also fundamental that new faculty may count on the support and direction of authorities and faculty members with respected academic experience. The latter must consider supporting the youngest faculty as one of the most essential contributions to their own academic units.
- (73) For faculty members in possession of a permanent ordinary category, the university has considered the possibility of sabbatical periods, not only after six years of service but additionally for short periods (a quarter) and more frequent, thought principally to be spent abroad, this allows for the renovation of knowledge and the creation of cooperative networks with prestigious international academic institutions.

Periodic, rigorous and well informed academic review.

- (74) Faculty members of this University belonging to ordinary and special categories must participate in periodic assessment of their job quality. The result of these evaluations will be considered for academic promotion and salary decisions, as well as for the assignment of individual responsibilities within each faculty.
- (75) The assessment of professors will consider the quality and quantity of academic activities performed in accordance with their categories, the functions that they have been assigned, and the agreements of performance they have decided on with authorities in their academic units. (ideal academic profile). The global assessment, will especially value cooperative activities performed with other faculty members, particularly with youngest faculty and, also previous evaluations and academic history.
- (76) Besides traditional academic activities, it must be understood as inherent to an adequate academic performance, the respect to the principles and values of our University with special consideration to the contributions to a university *ethos*, characterized by integrity, respect and solidarity to other people.

- (77) The evaluation framework to assess faculty members uses the concepts Very good, Good, Observations to performance and Insufficient. The assessment concept Very good indicates a high level of performance in accordance to the standards established by the University and the Faculty. The earning of this concept at least in one of the biennium should constitute an important piece of information although it is not enough to allow for promotion to a higher rank. The concept Good shows an outstanding performance in accordance to the academic profile. The concept Insufficient or the earning of Observation to the performance must be understood as an emphatic recommendation to end the contract and appoint another qualified faculty.
- (78) Additionally, it has been proposed to add the concept Sufficient, demonstrating an acceptable performance according to the academic profile that the University seeks to honor. However, this concept does not allow for promotion to another rank, salary increase or the appointment to positions that comprise responsibility.
- (79) The Concepts earned in the academic assessment are individual, being subject to consideration in the context of a group work. Nonetheless, these concepts shall not be connected to the performance of others nor shall they be reserved to a predetermined proportion of faculty members. The latter will entice a competition to occupy the first place and besides it would create unfair situations in the case of faculty members who receive undeserved low evaluations due to the lack of "vacancies" for better assessments. However, academic faculties must be constantly concerned with reviewing the assessment criteria and comparing them to other faculties' standards in the University and with standards held by international peers.
- (80) The process of academic assessment must exclude faculty members hired under special categories, since they are assessed in accordance to a particular set of Regulations. Among these exceptions, we find faculty members who have recently performed executive responsibilities (reinsertion period). Besides, the situation of faculty members who participate in service committees inside or outside the University must be duly pondered en the assessment process. .
- (81) The assessment of all faculty members no matter their rank must be done by an Assessment Committee counseling the Dean. This process must take place every two years. The Assessment Committee will be composed of at least three faculty members from whom a third will be

external members appointed by the Vice-chancellor. The remaining members will be appointed by the faculty Dean, in agreement with the Faculty Committee. Members of the Assessment Committee must be full Professors from the same academic unit, however, Associate professor may, in turn, be incorporated if the number of full professors is not enough to constitute a working committee.

- (82) Estos criterios deberán regir por un largo plazo, estar en conocimiento de los todos académicos –en especial de quienes serán calificados- y ser aprobados por las autoridades que estipule el estatuto o reglamento correspondiente. For the purpose of biennial assessment of faculty members and in view of the agreed profile in each individual case, the faculties committees or equivalent bodies, advised by the Assessment Committee, will establish the criteria of productivity and quality that each Faculty defines as complementary criteria to those common to the University. These criteria must remain for a long period, be under every faculty acknowledgement, especially those who will be assessed, and be accepted by the authorities stipulated in the statute and regulation
- (83) For the ordinary category faculty, the common basic criteria must be applied to the quality of their teaching (faculty self-evaluation, student evaluation, opinions and peer evaluation) and the production of research or creation (according to international standards in terms of quality and impact on publications and production of artistic works). Additionally, according to the profile or specific characteristics and the agreement on performance, activities connected to extension, diffusion and Communications must be recognized in term of their quality, quantity and impact. Besides, the activities corresponding to managerial activities and university service must also be recognized.
- (84) The faculty members of special categories will be rated according to criteria connected to the quality of the specific tasks for which they were appointed, and can develop an reduced process comparatively to faculty in possession of ordinary category.
- (85) Once the assessment process has finished, their results must be known by the parties concerned and Dean, who will report them to the Pro Vice-chancellor of Academic Affairs. In a framework of strict confidentiality, the Pro Vice-chancellor and the Dean may make use of this information to make decisions concerning wages, teacher training and other aspects of academic improvement.

- (86) It will be the duty of faculty members, when it corresponds, to report in an objective and regular manner their academic activities to the Commission of Assessment. The failure to do so will mean the achievement of the rating of "Insufficient" in the process.
- (87) Each faculty member has the right to be informed about and discuss its rating with the Dean, and may appeal to the General Secretary if he/ she believes that he/she has been mistakenly judged or evaluated

Salary.

- (88) The academic salary scale is a very important aspect of the academic management, becoming an indispensable tool for achieving the creation and stability of a academic body of the highest level. In this area, the experience of many years of our University in the addition to the experience of leading universities indicate the need that salaries respond to issues of internal equity in every faculty, the realities of the labor market and the individual academic merits in the context of the economic potential of the University.
- (89) At present, the level of earnings and the amount of other benefits of our faculty members is comparatively better than in most of the institutions of higher education of similar characteristics. However, from the point of view of the hour pay, the average earnings are inferior to that of some universities whose plants are formed, mostly by teachers of part-time staff. This is a reality is unalterable, given the cost of both university models. However, it is necessary to clarify that it underlies an tacit option for cost/opportunity made by faculty members, who, to freely choose the option of joining our University, expressed their preference for an academic career demanding and in full, within a community dedicated to the cultivation of knowledge and facing students of high intellectual quality.
- (90) The salaries of faculty members consist of various components, which are meant to strengthen the nuclei of full-time, and encourage the performance of the activities defined in the plans of institutional development.
- (91) The allocation of academic exclusivity (SAA) has increased the level of income of our core academic, which has resulted in a great stability of full faculty members. This allocation is given to the scholars proposed for the purpose by each Dean, up to a maximum amount established

by each Academic Unit. The algorithms of allocation are diverse, being among the priorities of most Faculties and Schools the productivity, exclusivity, either as a way to encourage and motivate professors who perform special functions. For example, some faculty members coordinate key initiatives referred to the Development Plan of their own Academic units. However, it is not desirable to diminish the purpose of the exclusivity, being solely assigned as a way to improve earnings, without involving a special achievements from the recipients.

- (92) In addition, some Academic Units have adopted a salary scale linked to the performance. This system includes a basic salary (SB) only for each category academic, to which added varying amounts according to the results of the qualification. The additional amounts have maximum levels agreed with each faculty. The variable component in this system receives the name of Allocation of Academic Performance
- (93) Moreover, there are faculty members who are assigned responsibilities, or receive earnings from research projects (fees of projects financed by the State or private individuals) or obtain money from of professional service, consultancy or extension (fees, incentives or participation in the utilities); incentives for excellence in research (dependent on the results of its research activities); incentives or rewards to the teaching quality; the fees by special services to the University; and other reasons.

Employment termination.

- (94) The current regulations provide various situations for which the University decides to terminate the contract linkage of an academic. Of these, the more frequent is having served 65 years old, causal that also applies to other institutions cause that also applies to other institutions. However, and increasingly, there are exceptions to this rule, including those of faculty members who, having reached the age of retirement, maintain an activity that is still very relevant to its faculty or for the University as a whole. Additionally, it often happens that retirees are professors of outstanding personal qualities, academic career and exemplary life; the termination of contract under these circumstances will undoubtedly be a loss to the academic community.

- (95) From a persona, community and economic perspective, the current situation of terminating the contract for reasons of age has also negative aspects. In general, it could be characterized as an event that besides causing an affective loss, it carries out considerable reduction in income, loss of certain benefits, formal marginalization of the academic community, and, in many, the feeling of ingratitude.
- (96) Considering what has been stated above, it has been proposed to maintain the age of mandatory retirement at age 65, but opening the possibility that at that time of retirement the Faculty, by agreement of the corresponding committees, can for good reasons, extend the permanence of a scholar at the plant ordinary until the age of 70. From this age, the permanence of a professor may be extended, at the request of the corresponding committees of each faculty.
- (97) In addition, there is a possibility that when professors turn 65, they may qualify for a retirement withdrawal. If such is the case, they will receive the corresponding amount of money and be rehired, in compliance with the terms agreed by the corresponding committee of the Faculty. The professor may remain as part of the special category. The professor may be hired under the same payment condition he had before retiring, provided that there are reasonable grounds. For example, that the professor leads an academic project of great significance for the Faculty.