

3341-1-?? **Statement of Academic Quality Principles.**

(A) Preamble

- (1) The principles of academic quality that follow are foundational for Bowling Green State University.
- (2) Many of these principles are historically and presently rooted in the culture, best practices, and highly regarded identity, image, and success of the American (USA) Academy. Many of these principles are codified in the AAUP's "Redbook" and are long practiced and respected by the members of the Bowling Green State University Community.
- (3) These principles constitute a sound foundation from which to govern, organize, administer, and lead academic affairs. They remain foundational for interpreting, implementing, preserving, and developing the Academic Charter. They remain foundational for the Faculty Senate, the Faculty Association, and for the University Community when addressing all things directly and indirectly related to the Academy and its faculty in regard to rights, roles, responsibilities, and relationships.
- (4) The faculty of BGSU, through its representatives elected to the Faculty Senate and as members of the Academy, affirm our obligation to promote to the fullest extent possible, equity and excellence with regard to all policies, procedures, and principles of academic quality expressed or implied in the Statement of Academic Quality Principles and The Academic Charter.

(B) Academic Freedom & Governance

- (1) Academic freedom, which is the foundation of collegial, shared governance, benefits scholarship, learning, and citizenship and is an inalienable right for BGSU faculty and students.
- (2) Support within the Academic Charter
 - (a) "Essential to the atmosphere of a University is academic freedom, the full freedom of speech, freedom to teach, to learn, and to conduct inquiry in a spirit of openness necessary to the acceptance of criticism, the expression of differing opinions, and the pursuit of truth. The exercise of academic freedom by faculty and students carries with it responsibilities for the good of the academic community and society" (The Academic Charter, para. (A)(1)(a)).
 - (b) "The Senate, as a representative body of the faculty and subject to the faculty's right to review, advise, and consent as set forth in (4)(c)(iv), (14)(b)(v), and (14)(b)(vi), is obligated through its policy and standards framing authority and by other means to promote to the fullest extent

possible (a) a climate of academic freedom for all faculty; (b) equity and excellence with regard to all academic policies and standards; (c) an optimal academic environment throughout the University; (d) the definition and establishment of standards and procedures of accountability concerning professional faculty ethics and responsibilities ...” (The Academic Charter, para. (A)(4)(c)(i))

- (a) “The Senate has the discretion to offer recommendations and advice on issues germane to the academic function of the institution and to the welfare of its students ...” (The Academic Charter, para. (A)(4)(c)(ii)).

(C) Academic Quality, Reputation, Integrity & Work

- (1) Faculty peer, student, alumni, employer, and accreditor evaluations of curriculum and pedagogy are accepted contributions to ongoing assessments for improvement.
- (2) Academic work completed at, on behalf of, or for BGSU (including but not limited to teaching, scholarship, service, advising, assessment, grading, and curriculum development) is exclusively completed by BGSU faculty members who have been appointed following an approved and rigorous faculty hiring process during which BGSU faculty participate in developing search announcements, reviewing applications and making recommendations. Applicants are selected and vetted for employment at BGSU because of their academic expertise, experience, and abilities.
- (3) The academic work of BGSU faculty members may be supported by BGSU-employed academic advisors who deliver BGSU faculty approved academic information; BGSU-employed instructional design, technical, and library specialists who support the faculty’s course design, delivery, and management; and BGSU-employed graduate assistants and post-docs appointed via an approved process that requires BGSU faculty review and recommendation.
- (4) The hiring of all of the above BGSU educators is a vetted and comprehensive process involving search committees and interviews to ensure quality in teaching and scholarship.
- (5) No academic work, as defined in this Statement of Academic Quality Principles, shall be performed on behalf of BGSU by any persons who are not members of the University Community as defined by Part (A), Article (2) of the Academic Charter.
- (6) Support within the Academic Charter
 - (a) “It is essential to the character and mission of a mature university that the faculty have the primary authority and responsibility to develop, sustain, and enhance the intellectual quality and reputation of the institution and

maintain its academic integrity ...” (The Academic Charter, para. (A)(4)(c)(i)).

(D) Curriculum and Pedagogy

- (1) The curriculum taught at this institution is developed by BGSU faculty members and, before it is published and taught, passes through curriculum approval processes at department, college, senate, and university levels as outlined in the Charter.
- (2) Faculty commit to facilitating student engagement through active learning, critical thinking, deep content knowledge, and the development and application of relevant skills, all to accomplish desired learning outcomes and regularly improved as a result of assessment.
- (3) Course enrollment caps, an object of curriculum and pedagogy, are established in the curriculum approval process, and are primarily based upon normed faculty-to-student ratios relative to the learning outcomes and the intended pedagogy, technology, and facility.
- (4) Periodic and exigent reviews of enrollment caps are to be conducted through the approved curricular process in the Academic Charter. Appropriate exigent reviews may be triggered by course enrollment increase beyond an accepted maximum cap, decline below accepted minimum enrollment, and unanticipated personnel changes. In order to maintain the highest standards of academic quality in each course, the offering of additional sections is the preferred adjustment when enrollment increases beyond an established enrollment cap.
- (5) Support within the Academic Charter
 - (a) “The primary responsibility for the development and maintenance of the University's academic programs belongs to the faculty ...” (The Academic Charter, para. (A)(1)(d)).

(E) Review

- (1) This Statement of Academic Quality Principles is subject to review and revision under the same processes utilized to review and revise The Academic Charter. A review should be regularly scheduled every five years and when large scale crises jeopardize the spirit, letter, and application of this statement and/or The Academic Charter.