

Grand Valley State University

Executive Committee of the Senate Minutes #8

October 24, 2003

Present: Yatin Bhagwat, Douglas Chung, Rob Franciosi (vice chair), Rick Geisel (for Jay Cooper), Dick Hall, Robert Hendersen, Tony Purkal (student representative for Rachael Voorhees), Harold Larson, Paul Leidig, George Lundskow, Sue Martin (ex officio for Provost Davis), Jean Nagelkerk (chair), Lisa Rigsby (for Robert Beasecker), Ellen Schendel, Wendy Wenner (ex officio)

Guest: Agnes Britton

Agenda Items	Discussion	Action / Decisions	Log #
1. Approval of Agenda	None	The agenda was approved as submitted.	
Minutes approval	<p>The minutes of October 10, 2003 were reviewed.</p> <p>The minutes of October 17, 2003 were reviewed.</p>	<p>The minutes were approved as submitted.</p> <p>The minutes were approved as submitted.</p>	
2. Report of Chair	<ul style="list-style-type: none"> • The Senate is moving forward with co-sponsoring Convocation Picnic for Fall 2003. • The Chair received communication from the FSBC Chair that a presentation was made by Vice President Schad regarding parking. The FSBC will forward budget recommendations to UAS in the next 2-3 weeks. • Division and Schools summaries on reorganization will be posted on the web site. • The Student Roundtable meeting was attended by several ECS members • The Vice Chair attended the Board of Trustees meeting as an ECS representative. He recommends that ECS/UAS present regular updates to the Board to add a faculty perspective. 		
3. Report of Provost	<ul style="list-style-type: none"> • At the Board of Trustees meeting on October 23, two programs were approved: Masters in School Counseling and Doctor of Physical Therapy. • The State appropriation request was distributed. • Three GVSU program proposals were approved unanimously at President's Council: Bioinformatics, BioStatistics, and BioTechnology. 		

<p>4. Report of Student Senate President</p>	<ul style="list-style-type: none"> • Tony Furkal thanked faculty for attending the Student Leadership Roundtable Dinner. • All faculty are asked to encourage students to participate in the Alternative Spring Break service opportunities. • A parking forum for students is being scheduled with Vice President Schad's office. 	
<p>5. Report of Standing Committee Chairs</p>	<p>No Reports</p>	
<p>6. Old Business</p>	<p>a) <u>Strategic Planning Goals</u>: Steps to Enhance Quality Education</p> <ol style="list-style-type: none"> i. <u>Advising</u> b) <u>Workload Equity</u> – Release time equity - c) <u>Visioning the next level</u> d) <u>Faculty representation on Deans Council and Budget Committee</u> 	<p>No Discussion</p> <p>No Discussion</p> <p>No Discussion</p> <p>No Discussion</p>
<p>7. New Business</p>	<p>a) <u>Library Statement</u> Cheryl Boudreaux will reconvene the Library Task Force to develop a faculty vision statement for the proposed new library. At a future ECS meeting we will need to develop a charge to the Faculty Library Task Force.</p> <p>b) <u>Asynchronous Teaching Technology Task Force</u> Andrew Topper will be at 11/21/03 meeting to present task force report.</p> <p>c) <u>Tenure Criteria</u> A memo from Robert Henderson regarding tenure criteria was distributed.</p> <p>d) <u>Free Speech</u> Faculty are very concerned that free speech remain alive on campus. At this time members do not feel a policy needs to be developed on free speech. Dean Bart Merkle is working with the Student Senate and University Counsel to define what constitutes free speech on campus.</p>	<p>No Discussion</p> <p>No Discussion</p> <p>FPPC is charged with developing university-wide standards for granting tenure that are parallel to the existing standards for granting promotion. <u>Motion passed unanimously</u></p> <p>0304.8.1</p>
<p>8. Ideas for Future Fora</p>	<ul style="list-style-type: none"> • <u>Workload Equity and Enlarging Regular Faculty</u> 	<p>No Discussion</p>

<p>9. Reorganization</p>	<p>• <u>The Next Level:</u> What is it? / What level of growth</p> <p>Reorganization Activities and Process</p> <ul style="list-style-type: none"> • The UAS process will include: <ol style="list-style-type: none"> 1) A review and discussion of the elements in the new model that the Provost is requesting input on 2) Reorganization issues <ul style="list-style-type: none"> • Internal structures • Administrative responsibilities and level • Transition process 3) Faculty Governance Reorganization 4) Other issues 5) UAS Recommendation(s) 	<p>Following items are to be distributed to UAS:</p> <ol style="list-style-type: none"> 1) <i>Unit Head Duties and Responsibilities</i> 2) <i>Standing Committee Response to Reorganization</i> 3) <i>Division and School Summaries</i> 4) <i>Original Task Force Report</i> 5) <i>Emerging Model</i>
<p>10. Adjournment</p>	<p>Next meeting date: December 5, 2003</p>	

Executive Committee of the Senate

October 24, 2003

3:00pm to 5:00pm

Room 107D DeVos: Downtown Campus

Proposed Agenda

1. Approval of Agenda
2. Approval of Minutes (10/17/03)
3. Report from the Chair
4. Report from the Provost
5. Report from the Student Senate President
6. Reports from Standing committees
7. Old Business
 - a. Strategic Planning Goals: Steps to Enhance Quality Education
 - i. Advising
 - b. Workload Equity - Release time equity - Accountability re: release time, unit projections, sabbaticals, administration promises
 - c. Visioning the "next level"
 - d. Discuss faculty representation on Deans Council and Budget Committee
8. New Business
 - a. Library Statement
 - b. Asynchronous Teaching Technology Task Force
 - c. Tenure Criteria
 - d. Free Speech (Jerrod Nickels letter)

Ideas for Future Fora

- Workload Equity and Enlarging Regular Faculty
- The "Next Level": What is it? / What level of growth?

Reorganization

- Reorganization Activities & Process

*Please bring your copy of the Library Statement and the letter from Jerrod Nickels on Free speech to the meeting on Friday.

**Grand Valley State University
2004 - 2005 State Appropriation Request**

1. 2003 - 2004 Enacted funding floor per student ¹	3,890
Increase for one year of inflation	<u>117</u>
2004 - 2005 adjusted funding floor per student	4,007
2. 2003 - 2004 fiscal year equated students ²	18,617
3. 2004 - 2005 required appropriation	74,598,319
4. 2003 - 2004 appropriation	<u>59,085,800</u>
5. Required appropriation increase	15,512,519

¹ Public Act 144 of 2003

² Final FYES number will be transmitted to the Department of Management and Budget by 1/30/04

October 23, 2003

Office of the Provost

Dear Grand Valley Colleagues:

The "Report of the Provost's Reorganization Task Force" of August 2003 called for the campus to consider and finalize the proposals therein. The campus has just spent approximately two months in that valuable discussion. I appreciate the time so many of you devoted to this process and the constructive and professional responses I received. You might consider this communication from me to be a reorganization status report as well as a call to move the discussions forward. I invite your comments on the draft plan described here during the next two weeks, after which I will draft the final reorganization recommendation to President Murray.

The charge to the Reorganization Task Force (RTF) was to propose an organizational structure from which Academic and Student Affairs (ASA) could best advance its Mission, prepare for the future and solve the lingering problems identified over several previous reorganization discussions and reiterated in the present one. Most faculty comments to date have focused on assessing how an individual or a single unit would fare in the RTF's proposed organizational model. However, reorganization is necessarily broad in scope and perspective. In the course of the RTF deliberations, and continuing during the conversations this fall, some ideas have emerged that do address both the individual and the collective good. It is time now for you to join me in purposeful integration of both the individual and the ASA division-wide perspectives in order to think about Grand Valley's next academic organizational plan.

The chart beginning on page two summarizes the major parts of the process we have completed. Reading across from the left column are the problematic areas presented for solution to the RTF, the structural solutions it suggested for discussion, the principal negative responses that have been voiced (I did not summarize the supportive responses since they are in agreement with the RTF proposal already stated in column two), and the most viable solutions at hand to solve our overall dilemmas, prepare for the future, and address substantive individual concerns.

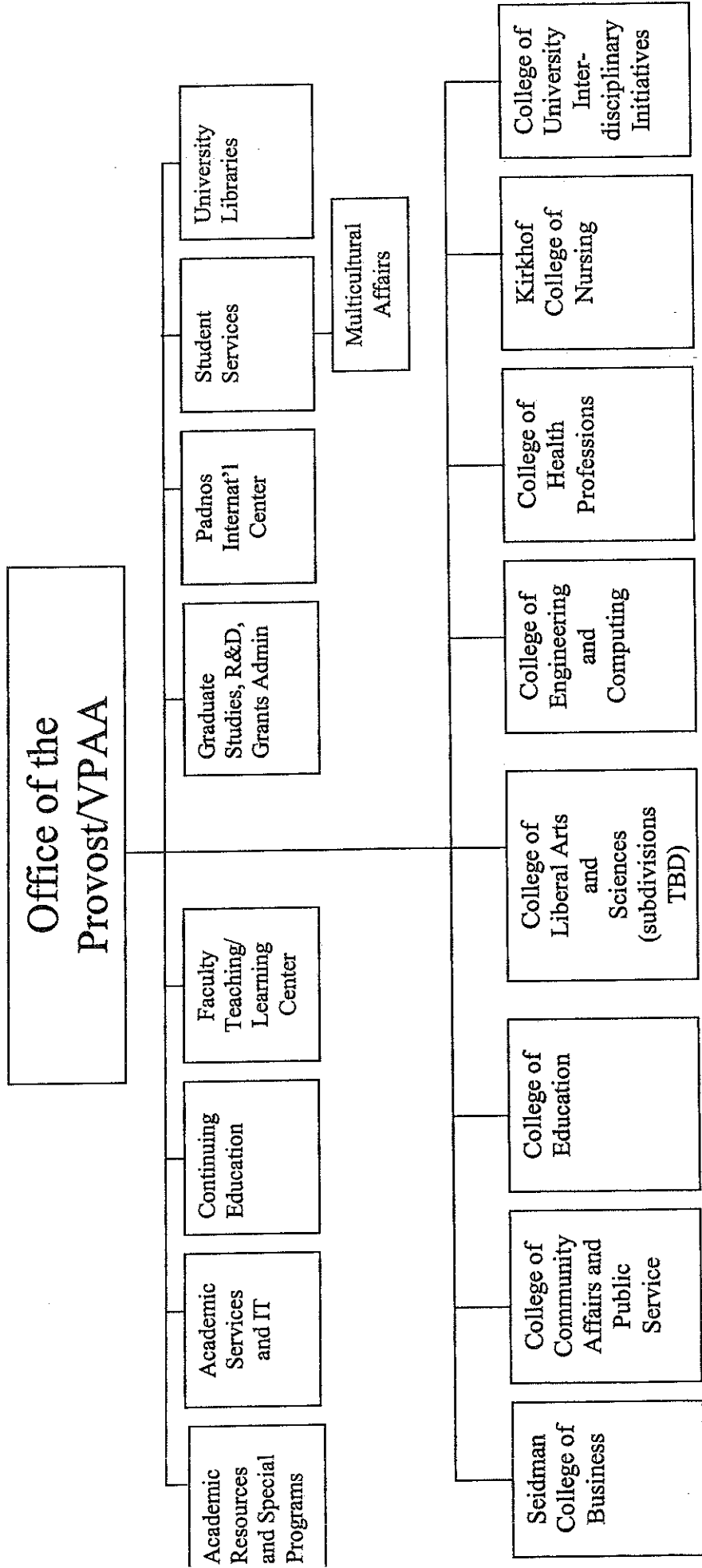
draft ECS 10/24/03

Problem Areas in RTF Charge	Task Force's Proposal	Concerns about Proposal	Integrative Solutions
<p>Mission and Vision:</p> <p>Liberal Education as the centerpiece of GV's philosophy in all academic programs</p>	<p>Create a College of Liberal Arts and Sciences (CLAS) to guide related university projects, develop curriculum, research opportunities and external support, and participate in national initiatives within the arena of liberal education/liberal arts and sciences.</p>	<p>CLAS would be too big, diverse, impersonal.</p> <p>Leadership might not understand the needs of all the disciplines leaving some inadequately supported.</p> <p>CLAS would be too powerful compared to the smaller units.</p> <p>CLAS would be too weak compared to the smaller units.</p> <p>CLAS would increase costs.</p> <p>Some disciplines in Science and Mathematics (S/M) regret losing Divisional contact with professional programs.</p>	<p>Maintain within the CLAS some formal or informal subdivision or clustering of related disciplines. Maintain cohesion of the current Divisions by collegial and functional interactions within the cluster (also expand collegial relationships).</p> <p>Establish collegial leadership team composed of individuals whose academic backgrounds represent each of the clusters or groupings and who serve as the dean's liaisons to the disciplines.</p> <p>The Provost will support advancement of <u>all</u> aspects of the University's Mission, regardless of whether the efforts take place in a small or large college.</p> <p>The goal in the completed reorganization is to be budget neutral.</p> <p>Collaboration and collegiality are encouraged throughout GV. Interdisciplinary work across college lines will have added support through the College of University Interdisciplinary Initiatives (CUII).</p>
<p>Support for professional academic programs</p>	<p>Separate professionally oriented programs in the Divisions from the disciplines traditionally included in the liberal arts and sciences so that both can more effectively advance and develop.</p>		

Problem Areas in RTF Charge	Task Force's Proposal	Concerns about Proposal	Integrative Solutions
Diversity	Create a College of University Interdisciplinary Initiatives (CUII) to house some of the academic areas designed to diversify the curriculum and provide those and other interdisciplinary programs with some assigned and some jointly appointed faculty, institutionalized leadership and advocacy, specific voice in faculty governance, and protection of participating faculty's interests.	How could one be a dean with such small academic programs? How would this unit's faculty count toward governance representation?	This dean would have responsibilities listed on the organization chart and other duties such as working collaboratively with the other deans and leading appropriate academic initiatives. (See listing on page 7.) Faculty governance is currently working on appropriate representation for the new units.
Implement policies consistently in like programs (personnel, curriculum, workload, etc.)	Separate liberal arts and sciences disciplines from professional disciplines so that internal policies and practices suitable to the different needs of each can be implemented consistently.	Why can't we just change and enforce the policies instead of reorganizing?	Reorganization alone would not solve the problems, but current structure contributes to them. The proposed model will facilitate the achievement of this goal better than our current structure that mixes the liberal arts and sciences with professional disciplines.
Increase operational efficiency	Create a dean of CLAS to facilitate work for all who regularly collaborate with these disciplines: community college transfer articulation, SOE, General Education, Honors College, Continuing Education, others.	Why should we add another layer of bureaucracy through which faculty in the College must negotiate?	Carefully defined roles of leadership team and dispersed authority in the College will lessen the impact of "layers."

Problem Areas in RTF Charge	Task Force's Proposal	Concerns about Proposal	Integrative Solutions
Enable initiative	CUII is a ready avenue for new interdisciplinary initiatives and facilitation (on request) for present collaborations; separation of the professional and liberal arts and sciences areas will bring visibility and accessibility to potential outside contacts.	Why do we need this College since interdisciplinary work currently occurs? Will <u>all</u> interdisciplinary initiatives have to go through the CUII?	This dean and the CUII provide clear support and advocacy that does not exist now in order to support and increase interdisciplinary activity. Only those assigned to CUII or who want CUII support will be included in its work.
Create greater collaboration, active intellectual community for students and faculty	Greater likelihood of liberal arts and sciences collaboration in a CLAS and for collaboration in combinations of professional units; interdisciplinary collaboration will also be aided by CUII.	Concern that collaboration in the current Division of Science and Mathematics will be negatively affected by formation of CLAS.	Clusters of disciplines will be maintained within the CLAS enabling collaboration within the College and CUII will be additional help to collaboration across college lines.
Facilitate external relationships with academic and nonacademic entities	Create more recognizable academic model that translates easily for potential hires, and academic and non-academic external entities.	Some regret the loss of Grand Valley's "uniqueness" as they perceive it in the Divisional structure.	Goal is to create a "unique" and model university at Grand Valley – a rare institution of this size that is focused on undergraduate and Masters level programs and a commitment to liberal education.

A substantially defined organizational model has emerged over the past weeks of discussion. Below is a draft of that organizational chart for the academic units, followed by a listing of units within each college. The model presented here leaves open the question of the exact internal subdivision of the College of Liberal Arts and Sciences.



There is on-going discussion about the names of some units and the placement of particular departments within this plan (marked with a “?” in the lists below), to be finalized in coming deliberations. There may be other shifts in the colleges’ compositions as the discussion continues.

College of Liberal Arts and Sciences

Art and Design
Classics
School of Communications
English
History
Modern Languages and Literatures
Music
Philosophy
Russian Studies
Writing and Writing Center (and SWS ?)
Biology
Biomedical and Health Sciences
Chemistry
Geology
Mathematics
Movement Science
Physics
Statistics
Anthropology
Geography and Planning
International Relations
Political Science
Psychology
Sociology
Regional Math and Science Center
Annis Water Resources Institute

Freshman Studies ?
General Education ?
Honors College ?
Hospitality and Tourism Management ?
School of Arts and Communication ?
School of Art and Music ?

Seidman College of Business

Accounting and Taxation
Economics
Finance
Management
Marketing
Center for Entrepreneurship
Family Owned Business Institute
Michigan Small Business Development Center
Small Business Technology Development Center

College of Community Affairs and Public Service

School of Criminal Justice
School of Social Work
School of Public and NonProfit Administration
Dorothy A. Johnson Center for Philanthropy
and Non-profit Leadership

College of Education

(not organized in typical departmental structure)

College of Engineering and Computing

Computer Science and Information Systems
Padnos School of Engineering

Kirkhof College of Nursing

BSN Program
RN/BSN and MSN Programs

College of Health Professions

Clinical Lab Sciences
Medical Imaging
Occupational Safety and Health
Occupational Therapy
Physician Assistant Studies
Physical Therapy and DPT
Therapeutic Recreation

College of University Interdisciplinary Initiatives

African/African American Studies
Freshman Studies?
Hospitality and Tourism Management?
International Studies – Middle East, Latin
American, East Asian
Liberal Studies
Women and Gender Studies
Student Summer Scholarships
Student Scholarship Day
General Education ?
Honors College ?

Along with the structural changes outlined above, there will be a change in present philosophy regarding administrative leadership within ASA. The size to which Grand Valley has now grown requires that we adopt a strong unit head/dean model in which each level of leadership is imbued with appropriate levels of clearly defined responsibilities, authority and accountability. The 1983 document "Duties and Authority of the Unit Head" serves as the foundation for our current handbook language on this topic (pp.13-14). Part of the transition plan will be to revisit these documents and specifically delineate levels and areas of authority. We will need to make the same decisions and changes in the handbook regarding the term "college."

Arriving at a model that addresses current problems and advances the University's Mission has been a complicated process. Not only are there multiple and sometime conflicting perspectives among people, but each solution must "work" in a variety of ways. The RTF was to test each solution or advancement idea according to its: ability to advance the Mission, potential for enhancing quality and Grand Valley's chances for progress in the next decade, academic logic, alignment with administrative best practices, budget feasibility, flexibility to meet special requirements in some academic programs, and structural parallels with other institutions of higher education. While some of the changes proposed by the RTF and restated in the above organizational chart were welcomed by virtually all on campus, the creation of a CLAS raised strong negative reactions as well as strong support. I want to elaborate on the rationale underlying my decisions related to the CLAS and several other areas of reorganization that have drawn significant attention in the campus discussions.

Grand Valley is one of only about a dozen public institutions of higher education in the United States of our approximate size and with a commitment not only to liberal education but also to undergraduate and only Masters level graduate programs. We are situated to become a national model among universities with this unusual set of commitments -- a place that not only prepares students for an impressive array of professional career opportunities but also infuses in all programs the traditional ideals of a liberal education for the enrichment of our graduates' lives as citizens of the world. Our Mission requires that we lift up not only the liberal arts and sciences within the traditions of liberal education but also the professional schools in ways appropriate to each.

At this point, Grand Valley has advanced the liberal education element of its Mission by mandating a General Education curriculum for all academic programs and by aligning some of the professional degree programs with related liberal arts and sciences disciplines within the three Divisions of Science and Mathematics, Social Sciences, and Arts and Humanities. Considering that a reaffirmed commitment to liberal education was the most energetically endorsed facet of the strategic planning in 2002-2003 and that Grand Valley's size and complexity has increased dramatically since the Divisional structure was established, the University's liberal education efforts are now inadequate to our goals. By fully embracing this Mission and applying the creativity that has always characterized Grand Valley, it can move to greater excellence as a university. The future for Grand Valley is not to lose its uniqueness, as some have stated in response to the reorganization proposal, but rather to take its place as a participant in higher education's national scene and contribute its best thinking to the laudable set of values the University has espoused.

Some of the many initiatives in which Grand Valley could be engaged in order to advance our Mission are listed below. I believe that their implementation would benefit everyone interested in the future of the University.

- The creation of a CLAS allows integrated and coordinated planning for curriculum, informal and formal learning communities, colloquia, lecturers, and internally and externally funded initiatives in support of the liberal education commitment. The RTF concluded that the various members of the campus community have different definitions of a liberal education, that we need to clarify the application of this approach to education, and that many students don't understand liberal education or appreciate its value in either the employment market or in life.
- The University could have an academic structure that neither dilutes the liberal arts and sciences by separating them nor enmeshes the professional programs within units with divergent aims and approaches. Faculty in the CLAS would gain the professional opportunities that engagement in the larger world of liberal arts and sciences offers while maintaining their specific disciplinary foci. For faculty in the professional colleges, the structure could help to support the accreditation, licensure, or other specific requirements of their academic areas as well as make them more accessible to the external community with which many work extensively.
- Grand Valley could increase its potential to attract highly qualified deans with specific experience in our leadership positions, a clear benefit to all involved.
- A dean of CLAS could participate in any of the number of national organizations that focus on academic leadership in the liberal arts and sciences. Grand Valley could be informed by the country's current debates and practices in liberal education while making its own contributions to educational innovations. Such representation of Grand Valley in national professional leadership organizations would increase the University's national visibility and reputation. The attendant opportunities for involvement in teaching and research initiatives would benefit faculty and students.
- The deans in the professional areas could focus on their particular needs and opportunities, working with greater autonomy than is possible for those professional areas currently housed within a Division. One dean of CLAS rather than three deans of separate Divisions would work with greater efficiency on liberal arts and sciences goals. When administrative leadership is able to work effectively and efficiently, and when planning can be coordinated and integrated, the efficiencies gained are good for everyone.
- Centralized oversight of CLAS advising centers would advance quality initiatives in that area and make more efficient use of resources.

Another area of the RTF proposal that was questioned in some campus discussions concerned the desirability and feasibility of combining the School of Nursing with Health Professions in one college that would work with the Vice Provost for Health, Dr. Kent Bottles, on community initiatives. After careful consideration, I have decided to keep the two units separate in order to facilitate their complicated work with six different accrediting bodies and to create the best possible environment for attracting qualified faculty from a very constricted applicant pool. The two colleges will still collaborate with each other and with bringing their expertise to the community initiatives taking place in Grand Rapids.

Virtually everyone who has participated in the discussions of the reorganization has had questions about the transition plan that will be needed in order to implement the structural changes. Participants identified faculty governance representation and changes in curriculum, personnel and budgeting practices as areas to be handled carefully. The University Curriculum Committee, the Faculty Personnel Policy Committee, and the



GRAND VALLEY
STATE UNIVERSITY

MEMORANDUM

TO: Executive Committee of the Senate

FROM: Robert W. Hendersen
Professor & Chair, Psychology

RE: University-wide Tenure Standards

DATE: 23 October 2003

I propose the following motion:

The Faculty Personnel Policy Committee is asked to develop university-wide standards for granting tenure that are parallel to the existing standards for granting promotion.

A cursory reading of the Faculty Handbook might suggest that such a motion is unnecessary, but people who are about to be reviewed for tenure are, not surprisingly, prone to doing very close readings of the Faculty Handbook, so it behooves us to examine the criteria for tenure with particular care. Such close examination reveals insufficiencies in the current policies.

While tenure is discussed in several different sections of the Faculty Handbook, there is no clear description of what standards should be applied in granting tenure. Curiously, this is the case even though the Handbook asserts that "it is essential that regular faculty review be thorough, fair and in accord with clearly stated criteria."

Here is what the Faculty Handbook says:

2.8 Academic Tenure

1. Statement of Principle. Tenure symbolizes the long range commitment of the regular faculty member to the enhancement of the programs and academic quality of the University. In awarding tenure, the University expresses its commitment to provide a climate which assures academic freedom and recognizes and rewards professional achievements. In recognition of these commitments and the consequences which tenure decisions have on the ultimate nature of the University, the quality and diversity of its programs, and its ability to maintain academic quality through periods of change, it is essential that regular faculty review be thorough, fair and in accord with clearly stated criteria (Section 2.9) and procedures (Section 2.10).

Note that Section 2.8 makes reference to the "clearly stated criteria" in Section 2.9. Here, *in toto*, is Section 2.9:

2.9 **Evaluation Criteria for Renewal of Probationary Appointments, Promotion, Tenure, and Periodic Performance Reviews.**

1. Division and Autonomous School Regular Faculty. *The individual Division/Autonomous School's Personnel Committee will use the evaluation criteria indicated in this section in arriving at its recommendations. All regular faculty, whether full- or part time, shall be evaluated on the same criteria and shall be expected to demonstrate that they meet the same level of performance expectations. In these personnel actions, except Dismissal for Adequate Cause, the burden of proving that their performance warrants the personnel action under consideration rests with the regular faculty member to be reviewed. It is the University's responsibility to process the requested personnel action. Each of the criteria listed below must be demonstrated to some degree. Teaching effectiveness is regarded as the most important.*
 - A. Effective teaching performance. *This includes, but is not limited to, knowledge of the field taught, classroom and tutorial performance, communication skills, human relations skills, evaluation skills, curricular development, and performance as an academic advisor. All academic units will use student evaluations as one method to determine teaching effectiveness of regular faculty members.*
 - B. Professional achievement in the area of responsibility. *This includes, but is not limited to, professional research, creative activities, scholarly writing, scholarly presentations at conferences, participation in professional activities, degrees and continued education, and holding official positions in professional organizations.*
 - C. Unit and University service. *This includes, but is not limited to, committee work, curriculum development, proposal writing and special assignments.*
 - D. Community service. *This includes, but is not limited to, membership, participation, and leadership in community organizations.*

It is recognized that the relative importance of any of the above qualities B through D may vary depending upon a variety of factors including the stage of the regular faculty member's career, the purpose of the evaluation, and the program objectives of the University.
2. Library Regular Faculty. *The Library's Personnel Committee will use the evaluation criteria indicated in this section in arriving at its recommendations. All regular library regular faculty, whether full- or part-time, shall be evaluated on the same criteria and be expected to demonstrate that they meet the same level of performance expectations. In these personnel actions, except Dismissal for Adequate Cause, the burden of proving that their performance warrants the personnel action under consideration rests with the regular faculty member to be reviewed. It is the University's responsibility to process the requested personnel action. Each*

of the criteria listed below must be demonstrated to some degree. Professional effectiveness is regarded as most important.

- A. Professional effectiveness. This includes, but is not limited to, knowledge of library and information science; performance in reference service, collection development, and bibliographic organization and control; communication skills; human relations skills; evaluation skills; and teaching, not necessarily in a classroom situation. Evaluation of such activities will be on the basis of the judgment of colleagues and/or those who are instructed or served.*
- B. Professional achievement. This includes, but is not limited to, participation in professional activities and organizations, activities related to inquiry and research, consulting, continued education, and scholarly writing and presentations.*
- C. Unit and University service. This includes, but is not limited to, committee work, curriculum development, proposal writing, and special assignments.*
- D. Community service. This includes, but is not limited to, membership, participation, and leadership in community organizations.*

Note that the only standard described in the above section is, "Each of the criteria listed below must be demonstrated to some degree. Teaching effectiveness is regarded as the most important." This same standard is applied, without further distinction, to all personnel actions, including "Probationary Appointments, Promotion, Tenure, and Periodic Performance Reviews."

It is therefore unclear what standards should be applied to decisions to grant tenure. This contrasts with the situation for promotion. In the Faculty Handbook's description of the different faculty ranks, there are specific standards for appointment and for promotion to each rank. For example, here is the language that describes standards for promotion to the rank of Associate Professor:

(From Section 2.5)

To be promoted to Associate, an Assistant Professor must display consistent teaching effectiveness, and should have earned the Doctorate or appropriate terminal degree, except in unusual circumstances where the evidence demonstrates that the absence of the degree does not inhibit the faculty member's professional standing and performance. In addition, the person should have achieved professional recognition through scholarship or creative activity; show evidence of professional development; and have made contributions to the University and community. The extent of participation in these areas will be affected by a variety of factors, including the stage of the faculty member's career and the program objectives of the University. Ordinarily, at least five full time equivalent years at the rank of Assistant Professor are required before an Assistant Professor is considered for promotion to Associate Professor.

Because there are no parallel, university-wide standards for granting tenure, each unit can, in effect, construct its own standards. For example, there is precedent for using a different standard for tenure from the standard for promotion. I know of at least one case where a faculty member has been granted tenure but denied promotion, and I suspect (but do not know for certain) that the converse (promotion without tenure) has also occurred. Clearly, tenure standards are different from those for promotion, because tenure can be

granted at the same time that promotion is denied. But if the standards are different, precisely what are they?

Particularly when the university is considering reorganization that will affect personnel reviews, it is important that university standards for granting tenure be clear. Units will still need to interpret the standards in the contexts of particular disciplines, but the university-wide standards should be unambiguous, so they can be applied consistently.