

Promotion and Tenure Policies and Procedures Committee 2006-2007

Committee Members

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In response to concerns from faculty, proposals were made to faculty senate to reword several items for clarification.

Concern: Concerns over items #6 and #12 in the Faculty Policies and Procedures Manual (FPPM) were brought forward as items with gender bias concern. Further discussion by the committee and input from outside sources support concerns regarding interpretations, expectations and measurement of factors such as “communication”, “caring”, “patience”, etc.

Recommendation: Therefore the committee recommended a change of wording to #6 to specify what specific aspects of communication are expected and the complete elimination of #12 because of its general vagueness.

Pages 81, 82

L. CRITERIA FOR FACULTY EVALUATION

A. Teaching

In all personnel judgments, high quality teaching (and the scholarship and service that supports it) is the principal consideration. Each faculty member is expected to continuously refine his or her instructional knowledge base and methodology of delivery, constantly seeking the best way to foster student learning. To this end, faculty members undergoing annual performance review, post-tenure review, probationary review, or reviews for tenure or promotion to any rank, must present evidence of effective teaching which may be demonstrated by:

1. A current, sound knowledge base in the discipline reflecting continuous revision that improves course content
2. Organized course preparation, including clear syllabi detailing objectives and expectations
3. Organized preparation for each class, so that the course delivery flows as a cohesive whole
4. Employment of a variety of teaching methodologies suited to the characteristics of each course, especially those that encourage discussion, promote skills, and develop critical thinking
5. Demonstration of the ability to synthesize and correlate information, and to simplify complex topics
6. ~~Demonstration of effective, clear communication skills, and the ability to stimulate these skills in students~~
6. Demonstrate effective writing, speaking, and presentation skills as appropriate to the discipline as well as efforts to encourage the development of these skills in students.
7. Development of evaluation instruments that accurately assess the achievement of stated course standards

8. Consistency in grading, assignments, and applying rules
9. Responsiveness to students in and outside the classroom
10. High expectations for student achievement, and the provision of support that helps students meet these expectations
11. Enthusiasm for the discipline that transmits the excitement and value of learning as demonstrated by
 - a. Development of new courses and/or new curricula
 - b. Development of more effective measures of student learning
 - c. Development of more effective methodologies of content delivery
 - d. Direction of students in undergraduate research projects, master's thesis research, or internships
 - e. Incorporation into courses of information gained at appropriate professional meetings
- ~~12. Demonstration of the characteristics of caring, patience, integrity, and concern~~

Current Status: Passed to the Board of Visitors in which they declined to ratify. Suggested to reinstate item #12 to describe terms of “caring”, “patience”, “integrity”, “concern” quantitatively. Therefore this issue will go to the 2007-2008 committee.

Concern: Concern was brought forth that there was not a policy on a “Visiting Professor” position.

Recommendation: The Committee developed a new policy stating, “The titles of Visiting Assistant Professor, Visiting Associate Professor, and Visiting Professor are courtesy titles to be given to faculty visiting from another institution of higher education who are on temporary assignment to Longwood University. A visiting faculty member usually is associated with a department or school for a short time, normally not in excess of one year. Visitors may be researchers, teachers, public service scholars, or any combination thereof. Normally, the visitor is given the equivalent professional rank held at the home institution. Tenure is not awarded to visiting faculty. Individuals appointed at these ranks may be invited to participate in, but are not eligible to vote on, faculty matters. A visiting faculty appointee can become a regular appointee only through a search process before or after the initial appointment in accordance with the institution's procedures, including adherence to affirmative action guidelines.

Current Status: Senate passed it.