

UNIVERSITY COUNCIL MEETING

April 18, 2016

3:00 p.m.

1045 Pamplin Hall

AGENDA

1. Adoption of Agenda Dr. Thanassis Rikakis

2. Announcement of approval and posting of minutes of April 4, 2016 Dr. Thanassis Rikakis

These minutes have been voted on electronically and will be posted on the University web.

3. Old Business Dr. Thanassis Rikakis

Commission on Undergraduate Studies and Policies Dr. Gena Chandler-Smith
Resolution CUSP 2015-16J
Revision to PPM 11b, Prohibiting Students from Repeating Courses to Improve Grade Averages (Undergraduate Repeating Course Enrollment Policy)

Commission on Undergraduate Studies and Policies Dr. Gena Chandler-Smith
Resolution CUSP 2015-16I
Resolution to Adopt the Implementation Plan for the Pathways General Education Curriculum to Guide Implementation of Resolution CUSP 2014-15H (Presidential Policy Memorandum No. 290)

4. New Business Dr. Thanassis Rikakis

Commission on Equal Opportunity and Diversity Ms. Jennifer Nardine
Resolution CEOD 2015-16B
Resolution to Update CEOD Membership to Include Caucus Representatives

Commission on Equal Opportunity and Diversity Ms. Jennifer Nardine
Resolution CEOD 2015-16C
Resolution to Address Intersectional Diversity in Pathways Curriculum

Commission on Faculty Affairs Dr. Montasir Abbas
Resolution CFA 2015-16E
Resolution to Approve Collegiate Professor Series for Non-Tenure Track Instructional Faculty Members

Commission on Student Affairs Ms. Jacquelyn Fisher
Resolution CSA 2015-16C
Resolution for Revision and Expansion of the Statement of Self-Reporting and Bystander Intervention for Student Code of Conduct (Changes to Hokie Handbook – www.hokiehandbook.vt.edu)

Commission on Student Affairs Ms. Jacquelyn Fisher
Resolution CSA 2015-16D
Resolution for the Expansion of the Drug Policy for Student Code of Conduct (Changes to Hokie Handbook – www.hokiehandbook.vt.edu)

Commission on Undergraduate Studies and Policies Dr. Gena Chandler-Smith
Resolution CUSP 2015-16K
Resolution to Approve New Major, Clinical Neuroscience, in Bachelor of Science in Neuroscience

Commission on Undergraduate Studies and Policies

Resolution CUSP 2015-16L

Resolution to Approve New Major, Cognitive and Behavioral Neuroscience, in Bachelor of Science in Neuroscience

Dr. Gena Chandler-Smith

Commission on Undergraduate Studies and Policies

Resolution CUSP 2015-16M

Resolution to Approve New Major, Experimental Neuroscience, in Bachelor of Science in Neuroscience

Dr. Gena Chandler-Smith

Commission on Undergraduate Studies and Policies

Resolution CUSP 2015-16N

Resolution to Approve New Major, Computational and Systems Neuroscience, in Bachelor of Science in Neuroscience

Dr. Gena Chandler-Smith

Commission on Undergraduate Studies and Policies

Resolution CUSP 2015-16O

Resolution to Establish Guidelines for Independent Study and Undergraduate Research

Dr. Gena Chandler-Smith

5. **Announcement of acceptance and posting of Commission Minutes**

These minutes have been accepted for filing by electronic vote and will be posted on the University web. Note that the purpose of voting on Commission minutes is to accept them for filing. University Council By-laws require that policy items be brought forward in resolution form for University Council action.

Dr. Thanassis Rikakis

Commission on Equal Opportunity and Diversity

March 14, 2016

Commission on Graduate Studies and Policies

March 2, 2016

March 16, 2016

Commission on Undergraduate Studies and Policies

March 21, 2016

6. **Adjournment**

Dr. Thanassis Rikakis

University Council Minutes
April 18, 2016
3:00 PM
1045 Pamplin Hall

Present: Thanassis Rikakis (presiding), Richard Benson, Gary Long for Lay Nam Chang, Cyril Clarke, Jack Davis, Karen DePauw, Guru Ghosh, Edwin Jones for Alan Grant, Theresa Mayer, Steve McKnight, Scott Midkiff, Kim O'Rourke, Angela Hayes for Charles Phlegar, Menah Pratt-Clarke, Patricia Perillo, Dwight Shelton, Elizabeth Spiller, Robert Sumichrast, Sherwood Wilson, Paul Winistorfer, Montasir Abbas, Jan Helge Bøhn, Gena Chandler-Smith, Saul Halfon, Edward Lener, Jennifer Nardine, Alex Parrish, Susan Volkmar, Randolph Wynne, Susan Anderson, Rami Dalloul for Richard Ashley, Corinne Noiro, Anita Puckett, Christopher Beattie, William Huckle for Tom Inzana, Paul Herr, Joan Hirt, Judy Alford, Lynn Short, Sue Teel, Raifu Durodoye, Kyrille Goldbeck DeBose, Tara Shockley, Matthew Chan, Rebekah Martin for Homero Murzi, Stephen Hensell, Andrew O'Sullivan, Warren Nooger, Tanushri Shankar, Danny Strock, Mohammed Seyam, Summer Caton for Morgan Sykes

Absent: Tim Sands (with notice), Michael Friedlander (with notice), Andrew Tevington (with notice), Tyler Walters, Jacquelyn Fisher, Robert Bush, Joe Merola (with notice), Susanna Rinehart, Kathrine Carter (with notice), David Dillard (with notice), Lisa Kennedy, Nathan King, Ana Agud, Stacey Poertner (with notice), Tom Tucker (with notice), Sally Wieringa, Marwa Abdel Latif, Brett Besag (with notice), Alphonso Garrett, Michael Martin, Tara Reel, Olivia Javornik, Dan Cook

Guests: David Andrews, Stephen Biscotte, Shelia Collins, Jack Finney, Rachel Gabriele, Kyle Gentle, Rachel Holloway, Anna-Marie Knoblauch, Christian Matheis, Alison Matthiessen, Sandra Muse, April Myers, Marlene Preston, Joshua Redding, Ro Settle, Savita Sharma, Jill Sible, Naya Sou, Don Taylor, Bev Watford, Zac Zimmer

Dr. Rikakis called the meeting to order at 3:00 p.m. A quorum was present.

1. Adoption of Agenda

A motion was made and seconded to adopt the agenda. The motion carried.

2. Announcement of approval and posting of minutes of April 4, 2016

Dr. Rikakis noted that these minutes have been voted on electronically and can be publicly accessed on the Governance Information System on the Web (<http://www.governance.vt.edu>).

3. Old Business

Commission on Undergraduate Studies and Policies

Resolution CUSP 2015-16J

Revision to PPM 11b, Prohibiting Students from Repeating Courses to Improve Grade Averages (Undergraduate Repeating Course Enrollment Policy)

Dr. Gena Chandler-Smith presented the resolution for second reading. The motion was seconded, and the motion passed.

Commission on Undergraduate Studies and Policies

Resolution CUSP 2015-16I

Resolution to Adopt the Implementation Plan for the Pathways General Education Curriculum to Guide Implementation of Resolution CUSP 2014-15H (Presidential Policy Memorandum No. 290)

Dr. Gena Chandler-Smith presented the resolution for second reading, and the motion was seconded. A question was raised about the role of the ad hoc committee. It was indicated that the new ad hoc committee will be made up of members from the Undergraduate Curriculum Committee (UCC) and the Undergraduate Curriculum Committee for General Education (UCCGE). Currently the UCC and the UCCGE review new courses separately and this will allow the process to be more streamlined. A vote was taken and the motion passed.

4. New Business

Commission on Equal Opportunity and Diversity

Resolution CEOD 2015-16B

Resolution to Update CEOD Membership to Include Caucus Representatives

Ms. Jennifer Nardine presented the resolution for first reading. Until recently, there have been caucuses or alliances established for only certain underrepresented groups on campus, so other groups have been represented on the Commission on Equal Opportunity and Diversity (CEOD) by departments. Caucuses have since been formed for these groups. This resolution is to change the University ADA Services representative to the Disability Caucus, the Cranwell International Center representative to the International Caucus, and to add a representative from the Veterans' and the Asian American caucuses. A question was raised as to whether these caucuses were just for faculty and staff or if students could be members. Ms. Nardine indicated that membership is determined by each caucus. A question was raised as to what constitutes a caucus at Virginia Tech. Dr. Pratt-Clarke indicated that at this time there are nine caucuses or alliances on campus. The commission is currently in the process of defining what constitutes a caucus. Dr. Pratt-Clarke stated that current caucuses at Virginia Tech are based upon identities that are historically marginalized and disenfranchised in society. It was then questioned if the membership of CEOD will continue to increase if more caucuses are formed. Dr. Pratt-Clarke indicated that would be determined by the commission.

Commission on Equal Opportunity and Diversity

Resolution CEOD 2015-16C

Resolution to Approve Intersectional Diversity in Pathways Curriculum

Ms. Jennifer Nardine presented the resolution for first reading. Ms. Nardine indicated that this resolution will allow a group to be formed from the Commission on Equal Opportunity and Diversity and the University Curriculum Committee for General Education to review the Pathways Curriculum in order to determine how intersectional diversity can be incorporated. This group will work in coordination with the Commission on Undergraduate Studies and Policies, the Commission on Faculty Affairs, and University Council, and in consultation with the Faculty Senate. A point was raised that the current Pathways plan appears to already cover diversity and inclusion. In response, it was suggested that it is not clear if the current Pathways Curriculum covers intersectional diversity and this resolution will allow for more conversation about that. This is a good time to have these conversations while the new Pathways Curriculum is being put into place. Only one of the four main subsections specifically discusses inclusion and diversity. These university-wide conversations will allow for an opportunity to possibly include more material directly addressing inclusion and diversity most specifically in a United States context. A suggestion was made to provide a definition of intersectional diversity in the resolution. Dr. Rikakis addressed a concern that conversations about the Pathways Curriculum can continue past one year.

Commission on Faculty Affairs

Resolution CFA 2015-16E

Resolution to Approve Collegiate Professor Series for Non-Tenure Track Instructional Faculty Members

Dr. Montasir Abbas presented the resolution for first reading. Dr. Abbas gave a presentation (attached) to explain the resolution. Dean Spiller indicated that there were concerns expressed within her college (the College of Liberal Arts and Human Sciences) about the resolution. Many of these concerns were from the American Association of University Professors (AAUP). The AAUP provided written correspondence of its concerns (attached). Dr. Abbas indicated that these concerns have been discussed by the commission and with Faculty Senate.

Commission on Student Affairs

Resolution CSA 2015-16C

Resolution for Revision and Expansion of the Statement of Self-Reporting and Bystander Intervention for Student Code of Conduct (Charges to Hokie Handbook – www.hokiehandbook.vt.edu)

Mr. Matthew Chan presented the resolution for first reading. This resolution adds “or the individual in need of assistance,” to the following statement in the Student Code of Conduct in the Hokie Handbook:

“If medical assistance is sought, Student Conduct will not pursue conduct charges against the individual or organization who sought assistance or the individual in need of assistance.”

Commission on Student Affairs

Resolution CSA 2015-16D

Resolution for the Expansion of the Drug Policy for Student Code of Conduct (Charges to Hokie Handbook – www.hokiehandbook.vt.edu)

Mr. Matthew Chan presented the resolution for first reading. This resolution clarifies the current policy by removing the term “use” and adding the terms “misuse” and “abuse” to the policy. This will clarify the policy that those who are prescribed medications can take them.

Commission on Undergraduate Studies and Policies

Resolution CUSP 2015-16K

Resolution to Approve New Major, Clinical Neuroscience, in Bachelor of Science in Neuroscience.

Dr. Gena Chandler-Smith presented the resolution for first reading. This resolution will create the Clinical Neuroscience major in the Bachelor of Science in Neuroscience.

Commission on Undergraduate Studies and Policies

Resolution CUSP 2015-16L

Resolution to Approve New Major, Cognitive and Behavioral Neuroscience, in Bachelor of Science in Neuroscience.

Dr. Gena Chandler-Smith presented the resolution for first reading. This resolution will create the Cognitive and Behavioral Neuroscience major in the Bachelor of Science in Neuroscience.

Commission on Undergraduate Studies and Policies

Resolution CUSP 2015-16M

Resolution to Approve New Major, Experimental Neuroscience, in Bachelor of Science in Neuroscience.

Dr. Gena Chandler-Smith presented the resolution for first reading. This resolution will create the Experimental Neuroscience major in the Bachelor of Science in Neuroscience.

Commission on Undergraduate Studies and Policies

Resolution CUSP 2015-16N

Resolution to Approve New Major, Computational and Systems Neuroscience, in Bachelor of Science in Neuroscience.

Dr. Gena Chandler-Smith presented the resolution for first reading. This resolution will create the Computational and Systems Neuroscience major in the Bachelor of Science in Neuroscience.

Commission on Undergraduate Studies and Policies

Resolution CUSP 2015-16O

Resolution to Establish Guidelines for Independent Study and Undergraduate Research

Dr. Gena Chandler-Smith presented the resolution for first reading. The rationale for this resolution is that the commission was asked to look for ways to vet some academic misconduct in terms of the use of independent study. There was vigorous discussion and a result of those discussions was that the maximum number of independent study credits was changed from nine to twelve. Dean Spiller indicated that colleagues in the College of Liberal Arts and Human Sciences are overwhelmingly opposed to this resolution and feel that this is not the solution to the problem at hand. There is a concern regarding the limit on the number of independent study credits for programs without a major and smaller programs. Some students either start at a higher level or excel through some programs quickly and would be penalized by the twelve-credit limit when in actuality these students are some of the best and brightest who continue through one-on-one work with their professors. Dr. Dalloul indicated that the Faculty Senate waived its right to review the resolution, but did make some recommendations that were not incorporated in the resolution presented for first reading. It was indicated that resolutions typically do not include statements regarding appeals because there is a university policy that indicates an exception can be sought to any policy. Dr. Holloway indicated that there are only a few students who need a special course, and the others should be using other mechanisms (such as special study number 2984) to make these courses available to students. Special study courses have a syllabus that goes to the associate dean.

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- Commission on Equal Opportunity and Diversity
March 14, 2016
- Commission on Graduate Studies and Policies
March 2, 2016
March 16, 2016
- Commission on Undergraduate Studies and Policies
March 21, 2016

6. Adjournment

There being no further business, a motion was made to adjourn the meeting 4:15 p.m.




COMMISSION ON FACULTY AFFAIRS

**RESOLUTION TO APPROVE COLLEGIATE PROFESSOR SERIES FOR
NON-TENURE TRACK INSTRUCTIONAL FACULTY MEMBERS
CFA 2015-16E**

Monty Abbas, April 18, 2016


1




Outline

- **Motivation**
- **Collegiate professors series**
- **Current faculty composition**
- **Faculty senate role in shaping the resolution**
- **Summary**
- **Discussion**

1


 **Motivation**

- Enhance Virginia Tech's national and international reputation for outstanding research and scholarship
 - Renowned faculty with high impact research and scholarship
- Provide high quality instruction for a growing student body
 - Smaller class sizes, enhanced experiential learning, innovative pedagogy
 - More teaching opportunities for all categories of faculty
- Offer faculty multiple ways to contribute and excel
 - Tenured/tenure-track faculty: greater capacity and expectations for research
 - Instructional faculty: greater recognition for teaching excellence

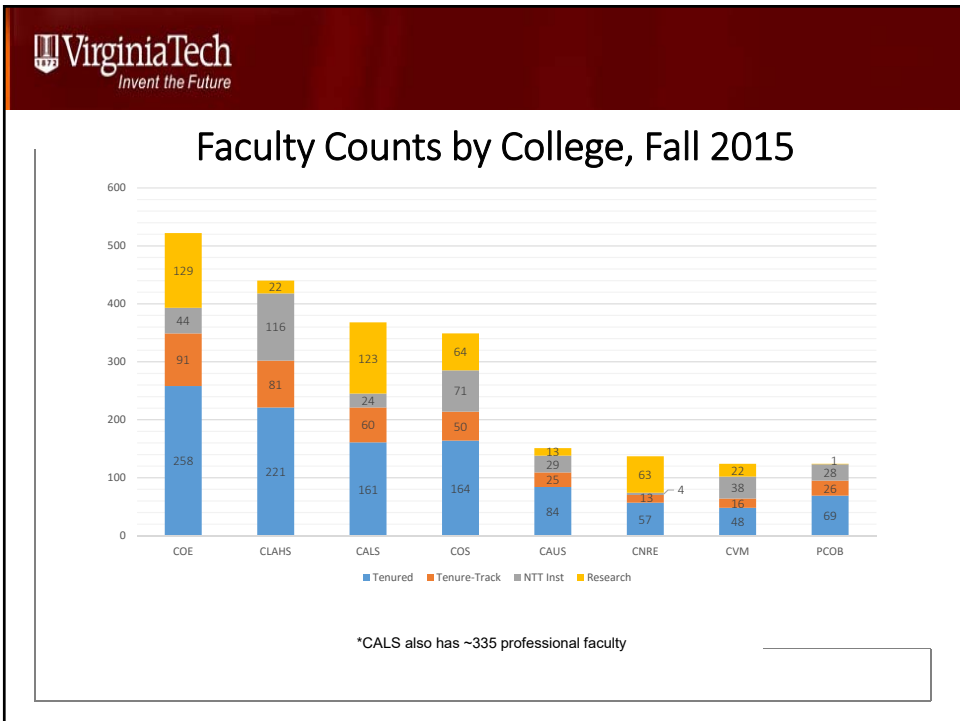
 **Proposed Collegiate Professor Series**

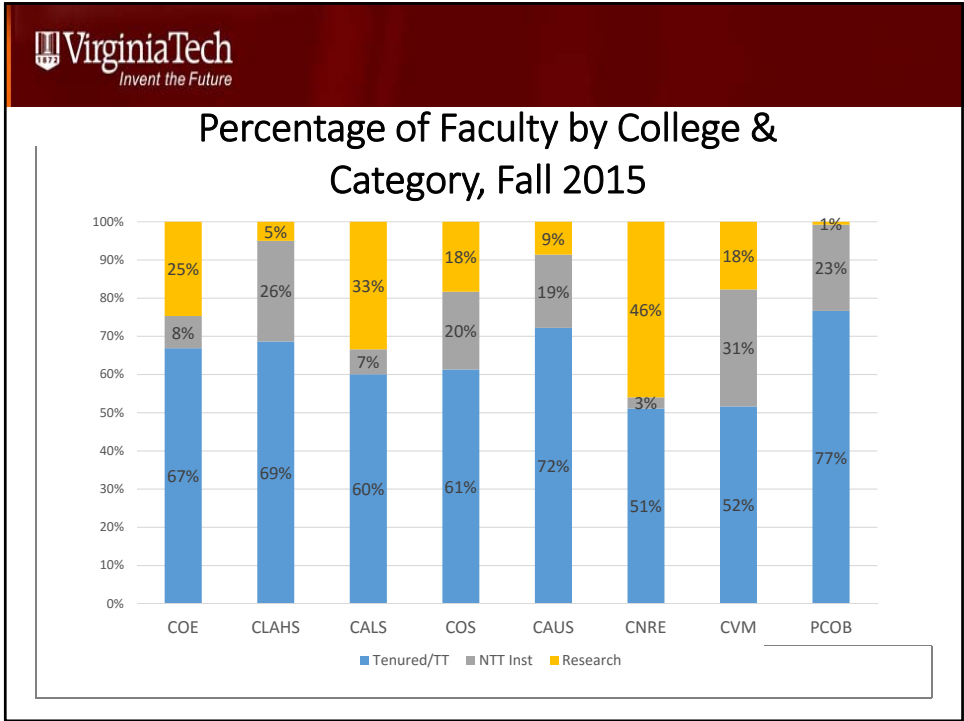
- Non-tenure-track instructional faculty appointment
- Promotion through ranks based on teaching excellence, scholarship, and professional development
- Terminal degree
- Tailored teaching, research, and service/outreach responsibilities based on department needs

- Collegiate Assistant Professor
 - 3-year contract, renewable
- Collegiate Associate Professor
 - 5-year contract, renewable
- Collegiate Professor
 - 7-year contract, renewable


Current Faculty Categories

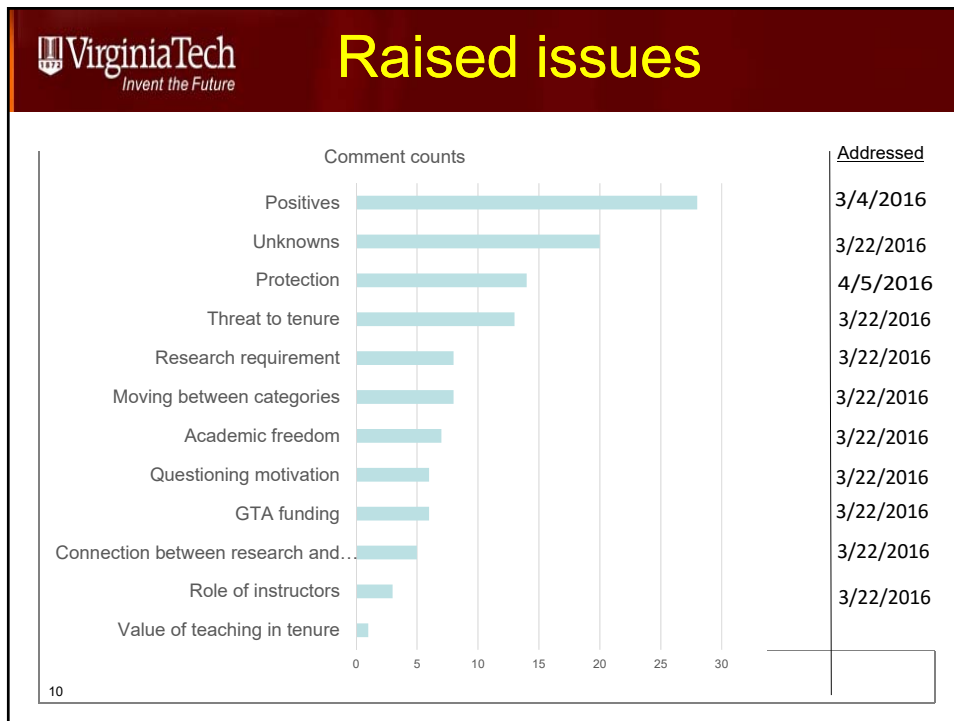
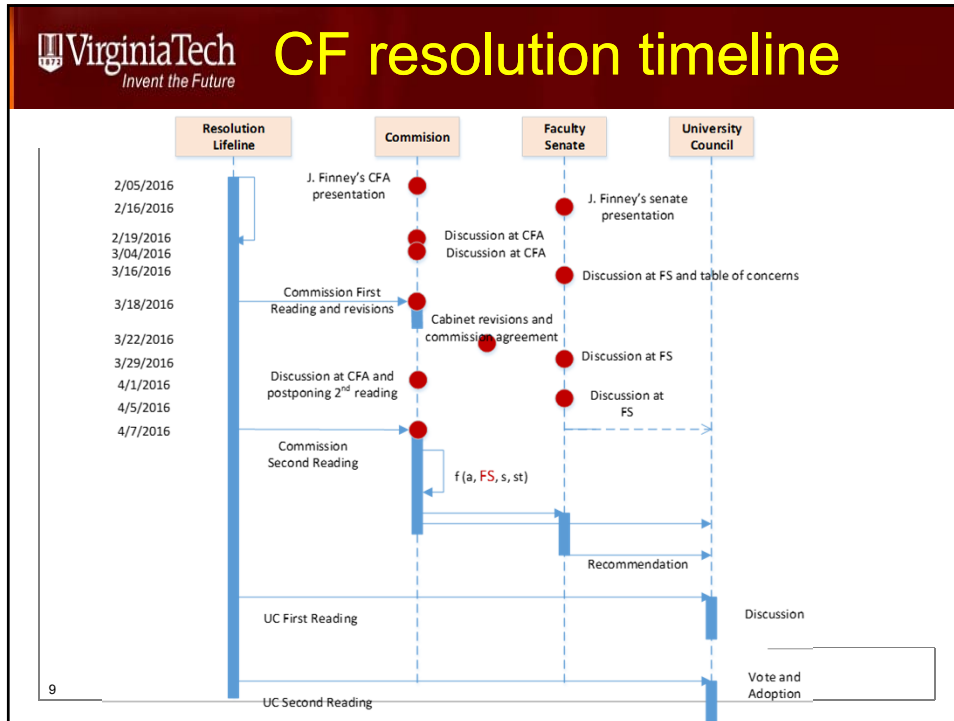
- **Tenured and Tenure-Track Faculty**
 - terminal degree
 - teaching, research, service, and outreach
- **Non-tenure-track Instructional Faculty**
 - **Professor of Practice**
 - graduate or professional degree or alternative credentials
 - **Clinical Professor**
 - professional degree and certification
 - **Instructor**
 - M.A./M.S. with 18 graduate credit hours in teaching discipline
- **Research Faculty**
- **Administrative and Professional Faculty**






FS role in shaping the resolution

- ◆ Recall: Shared governance and the new role for FS
 - ◆ Shared *responsibility* and *cooperation* between the *interdependent* components (Administration, board, faculty, staff, students) of a college or university
 - ◆ Decision-making is characterized by open *communication* and *transparency*.




VirginiaTech
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Resolution and Revisions

RESOLUTION TO APPROVE COLLEGIATE PROFESSOR SERIES FOR NON-TENURE TRACK INSTRUCTIONAL FACULTY MEMBERS

Resolution CFA 2015-16E

First Reading by Commission on Faculty Affairs:	March 18, 2016
Approved by the Commission on Faculty Affairs:	April 7, 2016
First reading by University Council:	
Approved by University Council:	
Approved by the President:	
Approved by the Board of Visitors:	
Effective Date:	July 1, 2016

WHEREAS, Virginia Tech aims to be a global land-grant institution that strategically addresses the challenges and opportunities presented by the changing landscape of higher education; and

WHEREAS, the university has undertaken initiatives designed to grow enrollment, advance the curriculum, and expand its faculty to solidify its position as a 21st-century university; and

WHEREAS, Virginia Tech's excellent national and international reputation for outstanding research and scholarship lies within its faculty; and

WHEREAS, Virginia Tech's commitment to continued growth in the tenured and tenure-track faculty, which will constitute the majority of instructional faculty and whose excellence in research and scholarship will be complemented by expanding the instructional faculty ranks; and

WHEREAS, the faculty are committed to providing high quality instruction for a growing student body by offering more teaching opportunities for all categories of faculty; and

WHEREAS, departments will benefit from the creation of a collegiate professor category of non-tenure track faculty whose responsibilities are tailored to the teaching, service, and research needs of the department and whose primary responsibility will be a focus on excellence in instruction that includes teaching, pedagogy, and curricular reform; and

WHEREAS, all members of the faculty, whether tenured or not, are entitled to academic freedom as set forth in the 1940 Statement of Principles on Academic Freedom and Tenure, formulated by the Association of American Colleges and Universities and the American Association of University Professors, and this statement is incorporated into the Faculty Handbook; and

WHEREAS, as stated in the Faculty Handbook, departments retain the authority and responsibility to make decisions about whether to employ collegiate professors, and departmental policies and practices related to the use of non-tenure-track ranks must be approved by an appropriate standing committee in the department, such as a promotion and tenure or executive/personnel committee, the department head or chair, and dean; and

WHEREAS, the collegiate professor series includes ranks and expectations for performance and evaluation tailored to the needs of the department and college; and

WHEREAS, the collegiate professor series will complement and support the goals of academic departments by increasing capacity for instruction and curricular reform and providing an opportunity to adjust the department's commitments to instruction to best accommodate the research and scholarship obligations of all faculty within the department;

NOW, THEREFORE, BE IT RESOLVED, that the collegiate professor series be established as a non-tenure track instructional faculty series to include the rank of collegiate assistant professor, collegiate associate professor, and collegiate professor; and


BE IT FURTHER RESOLVED, that

- 1- the collegiate professor series be approved effective July 1, 2016 following approval of the Board of Visitors and that all appropriate sections of the Faculty Handbook be modified as necessary; and
- 2- departments and colleges that add collegiate professors to the faculty develop policies and procedures for annual evaluations and merit, reappointment, and promotion that are focused on the performance of collegiate professors; and
- 3- the performance evaluation of collegiate professors be performed by standing committees where faculty form the majority, such as a promotion and tenure or executive/personnel committee; and
- 4- the Faculty Handbook outlines processes by which a collegiate professor, in the case of non-reappointment, may request a review of the decision by the dean of the college; if the dean sustains the non-reappointment decision, the faculty member may request, through the dean, a further and independent review of the decision by the properly constituted college committee on promotion and tenure in accordance with appropriate procedures.

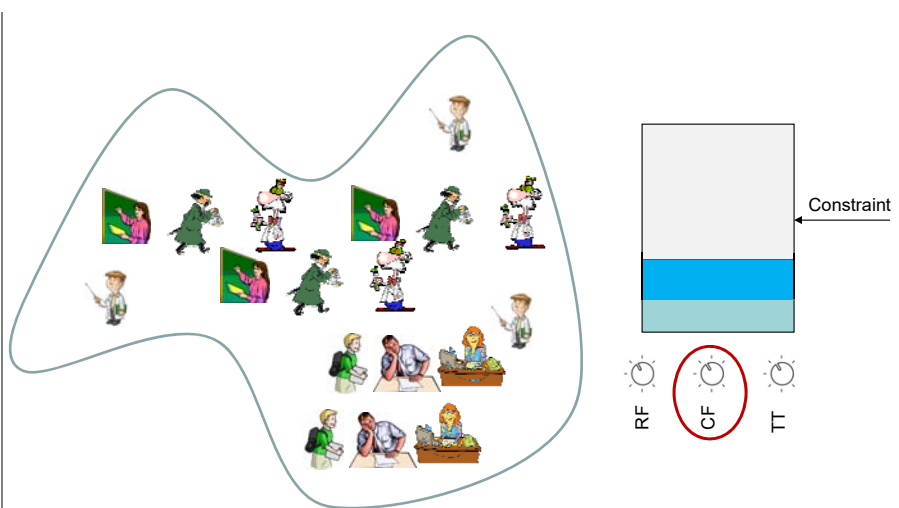
RECOMMENDATION:

That the collegiate professor series be approved effective July 1, 2016.

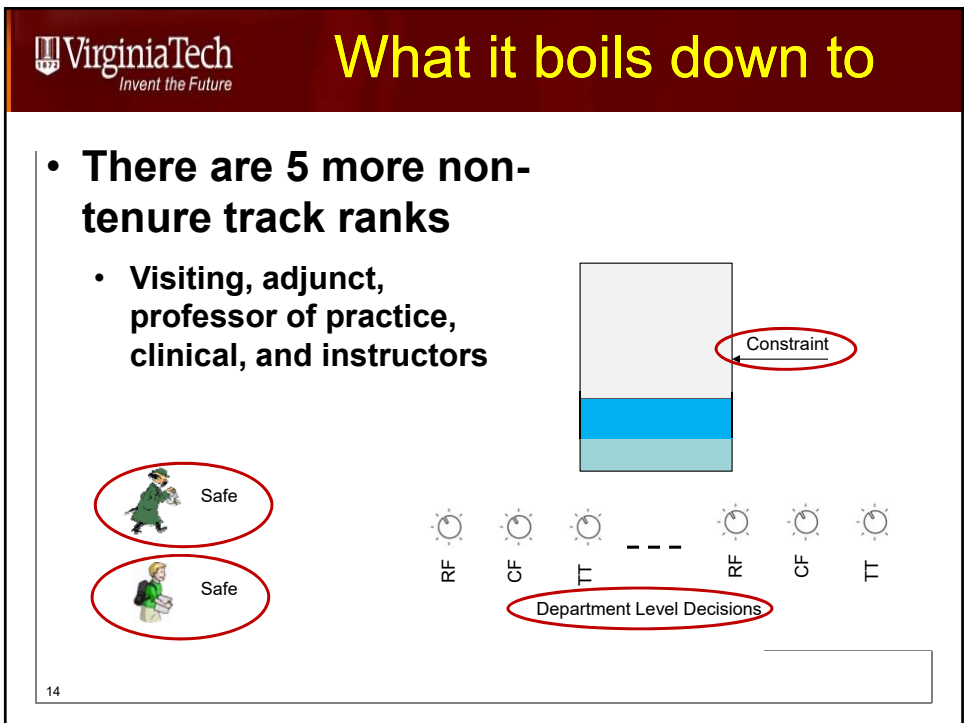
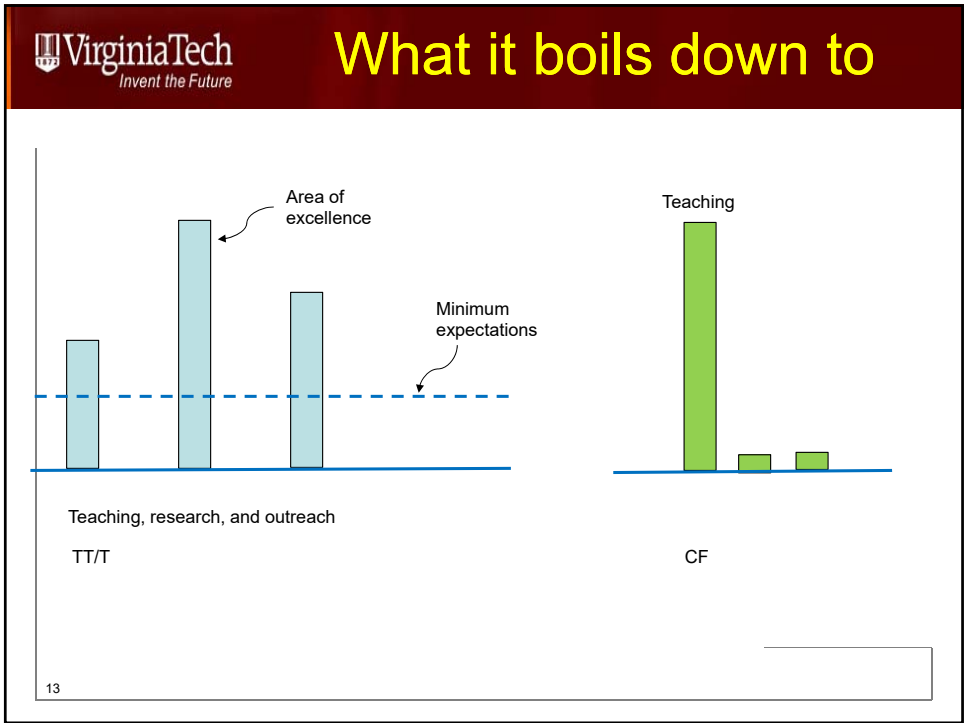
11


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What it boils down to



12



Collegiate Professors—summary

- **Non-tenure-track faculty with terminal degrees**
- **Engaged primarily in instruction with a focus on excellence**
- **Appointed by academic departments and colleges**
- **Annual evaluations are based on assigned responsibilities**
- **Promotion based on teaching excellence, scholarship, and professional development**
- **Promotion evaluated by department, college, and university committees**
- **Annual hiring plans include tenured, tenure-track, and collegiate professor positions to balance college and department needs**
- **Current tenure-track faculty with strong interests in teaching, pedagogy, and curricular reform may request to move to the collegiate professor series**

Sample Proposed Memorandum of Agreement (available to selected faculty)

% Effort + Assignments

- **Learning**
 - UG & grad teaching
 - Mentoring
 - Experiential learning
 - Innovative & inclusive pedagogy
- **Discovery**
 - Research, scholarship
 - Mentoring UG & grad students
 - Grants and contracts
 - Technology transfer/patents/IP
- **Engagement**
 - K-12 Outreach
 - Extension
 - Policy
- **Service**
 - Department, College, University
- **Administration**
 - Department, College University

Evaluation Metrics

- **Learning**
 - SPOT, peer evaluation
 - CIDER certificates
 - Attracting diverse students to courses
 - Course transformation to hybrid/SCALE-UP/other
 - Grad student degree completion
 - Job placement
- **Discovery**
 - Peer-reviewed papers, performances
 - Impact of research & scholarship
 - Grant and contract funding
 - Technology transfer/patents/IP
 - Societal impact
- **Engagement**
 - Extension publications
 - Industry engagement
 - Policy development
- **Service**
- **Administration**

Discussion



April 15, 2016

To: University Council, Virginia Tech

RE: Proposed Collegiate Professor Series

From: Virginia Tech chapter of the American Association of University Professors

The proposed Collegiate Professor series offers multi-year, renewable contracts with the possibility of promotion in order to enhance undergraduate instruction by hiring more teaching faculty with terminal degrees who keep current not only with research in their field but also with best pedagogical practices.

Amended since its presentation to the Commission on Faculty Affairs (CFA) on February 5, the proposal now specifies that tenured and tenure-track faculty will constitute the majority of the faculty at Virginia Tech; that Collegiate Professors will be entitled to academic freedom; that departments will develop procedures for handling annual evaluations, merit raises, reappointment, and promotion; that these performance evaluations will be conducted by standing committees where faculty form the majority; and that in the case of non-reappointment a college-level review may be requested.

Despite these important and welcome modifications, many faculty members remain concerned. The comments below have come either directly to the VT AAUP chapter or to us through Faculty Senators.

Evaluation, promotion, and appeals of non-renewal

In the original presentation made to the CFA on 5 February, slide 5 (appended below) includes the bullet point "Promotion evaluated by department, college, and university committees." However, the current resolution and handbook text mention only departmental and college faculty committees in regard to evaluation and appeals of negative decisions. Why has the university level of review been removed from the process?

Conversion

Slide 5 also states that "Current tenure-track faculty with strong interests in teaching, pedagogy, and curricular reform may request to move to the collegiate professor series." Will other conversions be possible? For example from Instructor to Collegiate Professor?

The proposed handbook revisions state that if a Collegiate Professor is subsequently appointed to a tenure-track position, service in the Collegiate Professor rank would not count toward the probationary period. Would publications and other scholarly achievements that occurred prior to conversion be considered in the tenure case?

Non-renewal based on factors other than performance

Any faculty member may face involuntary dismissal in cases of "Academic Program Restructuring or Discontinuance" (2.12.2) or "Conditions of Financial Exigency" (Faculty Handbook 2.12.1). Would the paragraph in 2.12.2 entitled "Minimum Responsibilities to Individual Faculty Members" (lengthy advance notice of termination,

transition assistance, and obligatory offer of reinstatement if the position re-opens) apply to Collegiate Professors? In other words, would Collegiate Professors be treated as “continued appointment personnel”?

Non-tenure status?

Many faculty feel strongly that the proposed teaching-intensive Collegiate Professor ranks should include the possibility of tenure. Here are some of the reasons for preferring tenure to renewable contracts.

Innovative teaching and classroom controversy

Classrooms thrive on the free and open exchange of information, ideas, and aesthetic values. These exchanges often challenge prevailing assumptions, practices, and tastes. Instructional faculty without tenure face periodic renewal based in large part on student evaluations. Areas where controversial topics, ideas, or activities regularly take place include many social sciences, some areas in natural resources, and biology. These include not only political issues or social policy but also biological evolution; astronomy, specifically cosmology and the universe's evolution; climate change and human effects on it. Innovative teaching will be stifled if Collegiate Professors shy away from controversy in the hopes of avoiding negative student comments.

Initiating curricular reform

The faculty handbook proposal states that “Working in collaboration with the department’s other faculty, collegiate faculty may take a lead role on enhancing the curricula and promoting teaching excellence.” However, the un-tenured Collegiate Professors would not be equal partners in relation to the tenured faculty: not only does tenure confer perceived status, but also the non-tenured faculty must face periodic renewal. It is much more difficult for someone lower in the academic hierarchy to initiate change. What incentive would collegiate faculty have to raise concerns about department, college, or institutional direction, values, and approaches?

Teaching less valued than research

Offering tenure only to researchers implicitly values research over teaching.

Outside challenges to the tenure system

The unintended consequences of withholding tenure should be considered, given ongoing challenges to the tenure system on the part of legislators, the press, and public opinion. It would be worth reflecting on what has been happening elsewhere in the U.S. with regard to tenure, for example in Wisconsin. What tends to be lost in much of this discussion is the need to preserve some of the enduring values of universities, even as we adapt to changing times and contexts.

Contact: Janell Watson, President, VT chapter of the AAUP, rjwatson@vt.edu

Collegiate Professor Series

Slide 5, from 2/5/2016 presentation to the CFA.

- Non-tenure-track faculty with terminal degrees
- Engaged primarily in instruction with a focus on excellence
- Appointed by academic departments and colleges
- Annual evaluations are based on assigned responsibilities
- Promotion based on teaching excellence, scholarship, and professional development
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- Annual hiring plans include tenured, tenure-track, and collegiate professor positions to balance college and department needs
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