

Faculty Senate Resolution on Post-Tenure Review and Faculty Workload

WHEREAS, the Administration has proposed a post-tenure review process that would allow deans to increase faculty teaching loads from 3/3 to 3/4 if a faculty member is deemed deficient in either research or service; and

WHEREAS, such a proposal fundamentally shifts the nature of faculty review from a developmental process to a punitive one; and

WHEREAS, increasing teaching loads as a consequence of perceived deficiencies in research or service creates a counterproductive cycle that further diminishes a faculty member's ability to address those very areas of concern; and

WHEREAS, the institution already has established mechanisms, policies, and procedures for addressing performance concerns; and

WHEREAS, these existing mechanisms should be utilized and strengthened to promote faculty development and success rather than implementing punitive measures; and

WHEREAS, the core mission and philosophy of our educational institution is to support and develop all members of our academic community, including faculty at all career stages; and

WHEREAS, the proposed ad hoc committee to address these issues implicitly legitimizes a fundamentally flawed approach to faculty evaluation and development; and

WHEREAS, faculty governance is essential to the mission of the institution and undermined by unilateral administrative decisions regarding faculty workload;

THEREFORE, BE IT RESOLVED that the Faculty Senate opposes the proposed post-tenure review process that would increase teaching loads as a consequence for perceived deficiencies in research or service; and

BE IT FURTHER RESOLVED that the Faculty Senate rejects the formation of an ad hoc committee to negotiate this proposal, as such a committee would implicitly accept the premise that punitive teaching load increases are an appropriate response to faculty development concerns; and

BE IT FURTHER RESOLVED that the Faculty Senate calls upon the Administration to work collaboratively with faculty to strengthen existing developmental mechanisms for supporting faculty excellence in teaching, research, and service; and

BE IT FURTHER RESOLVED that the Faculty Senate affirms its commitment to faculty evaluation processes that emphasize growth, development, and support rather than punitive measures; and

BE IT FINALLY RESOLVED that the Faculty Senate requests the Administration to withdraw this proposal and engage in meaningful dialogue with faculty governance bodies and other mechanisms for faculty engagement in policy decision-making on campus, regarding approaches to faculty evaluation that align with the institution's values of collegiality, academic excellence, and shared governance.