

# The Chronicle 1983-84

**CHRISTOPHER NEWPORT COLLEGE**

#11 of 1984  
March 30th

## MON.

April 2

## TUE.

April 3

3:00 - FAC - W202

President/VP's - 10:30

Softball - Chowan College - (home) - 3:00 pm.

## WED.

April 4

Orwell's 1984 - Some Biological Aspects of Control - Dr. Bauer  
G145 - Noon Pharmacology and Behavioral Control - Dr. Lopater

Softball - Va.Wesleyan College - (away) - 3:00 p.m.

## THU.

April 5

2:45 - Department Chairmen - School of Social Science & Professional  
Studies - W-110

12:15 - Curriculum Committee - N204

## FRI.

April 6

Godspell, CNC Theatre Production - 8:00 p.m.

## SAT.

April 7

Godspell, CNC Theatre Production -  
8:00 p.m.

Softball - U.N.C.-Greensboro -  
(home) - 11:00 a.m.

Men's Track & Field - (home)  
Captain's Classic - 10:00 a.m.

Women's Track & Field - (home) - Captain's Classic  
10:00 a.m.

## SUN.

April 8

**Published weekly by the Office of the  
Vice President for Academic Affairs**

## OFFICIAL ANNOUNCEMENTS

### College Handbook

The draft of sections II-B (Board Policies) and VI (Code of Student Rights, etc.), with any changes made from the current Handbook content and the recommendations of the Handbook Committee identified, will be available 4/7/84 - 4/17/84 as follows: 1 to each member of the Executive Committee of the Board of Visitors; 1 to each Vice President, Dean, and Director; 1 to the Vice Chairman of the Faculty; 1 to each member of the Faculty Advisory Committee; 1 to each member of the College Handbook Committee; 4 to the Student Association; 2 to the Captain's Log; 15 to the Library reserve desk.

-- President Anderson

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### April Meeting of the Faculty

The April meeting of the Faculty will be held on Friday, April 13, 1984. All committee chairmen and individual members of the Faculty are reminded that the deadline for submission of items for the agenda of this meeting is 4:00 p.m., Wednesday, April 4, 1984. The agenda will be published in the 4/6/84 edition of this Chronicle. Committee reports pertinent to this meeting should be submitted for publication in this same edition of the Chronicle by the same 4/4/84 deadline.

-- Vice President for Academic Affairs

### Change in Chairmen's Meeting

The next meeting of the department chairmen will be on April 5, 1984, instead of March 29. The tentative agenda for the meeting will include the School's ten-year plan, the proposed general curriculum for the College, the initial planning for budget allocations for 1984-85, and preparation for early registration (Fall '84).

If you have any items you would like addressed, please let me know so I can put them on the agenda.

The meeting will be in W-110 at 2:45 p.m.

-- Dean, School of Social Science & Professional Studies

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### Special Note for Fall 1984 Registration News

Please be advised that ECON 201-04, TR, 1100-1215 is scheduled for N-125 with the intent that it will be a large section, with a potential enrollment of 175.

-- Office of the Registrar

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### Chief's Absence

During the period of March 24 through April 7, Johnnie L. Capehart, Chief of Campus Police will be away participating in the annual field training exercises being held at Travis Field in Garden City, Georgia, as a member of the Virginia Air National Guard which is based at Byrd Field in Richmond. In his absence, Sergeant E. J. Thibeault will be in charge of the Campus Police Department. His office hours will be 8:00 AM - 5:00 PM Monday through Friday and he can be reached by calling 7053.

-- Chief of Campus Police

### New Location of Campus Police Department

The Campus Police Department is no longer located in the administration wing of Captain John Smith Hall. On March 21, 1984, the department moved to the old office of the Director of Student Life on the second floor of the Campus Center. The move enables the Campus Police to have more space as well as making them more readily accessible to the faculty/staff and students. Although the office has moved, the phone numbers remain the same.



During the hours of 8:00 AM to 5:00 PM, call 599-7053. After hours, week-ends and holidays, call 599-7100 or emergency 599-7253.

-- Chief of Campus Police

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Open Enrollment Workshops - April-June 1984

Richmond

**Supervisory/Managerial Workshops**

Date

|  |               |
|--|---------------|
| Strategic Planning   | April 2-3     |
| Fundamentals for Potential Supervisors                         | April 10-11   |
| Public Speaking  | April 12-13   |
| Personnel Selection and Legal Considerations                   | April 18-19   |
| Women in Management I  | April 19-20   |
| Time Management  | April 25-26   |
| Productively Managing Stress                                   | April 25-26   |
| Performance Evaluation   | April 26-27   |
| Fundamentals for Supervisors                                   | May 2-3       |
| Effective Writing  | May 9-11      |
| Program Evaluation   | May 10-11     |
| Productivity in the Public Sector                              | May 16-17     |
| Effective Communication Skills                                 | May 17-18     |
| Planning and Scheduling Work Activities                        | May 22-23     |
| Conflict Management  | May 31-June 1 |
| Effective Communication Skills                                 | June 5-6      |
| Effective Problem Solving                                      | June 6-7      |
| On the Job Training  | June 7-8      |
| Managing Change  | June 7-8      |
| Effective Writing  | June 11-12    |
| Financial Management for Non-Financial Managers                | June 11-12    |
| Data Processing Concepts for Non-Data Processing Professionals | June 18-19    |
| Statistics and Quantitative Techniques for Decision Making     | June 21-22    |
| Women in Management II   | June 28-29    |

**Technical/Clerical Workshops**

Date

|                         |           |
|-------------------------|-----------|
| Assertiveness Training  | April 12  |
| Office Management       | May 22-23 |
| Interpersonal Relations | June 18   |

Tidewater

Old Dominion University  
Norfolk, Virginia

|                              |            |
|------------------------------|------------|
| Office Management            | May 17-18  |
| Fundamentals for Supervisors | June 21-22 |

Tuition is \$35.00 for each two-day workshop and \$25.00 for each one-day workshop. All workshops will be held from 8:30 a.m. to 4:30 p.m. each day. All fees and travel expenses will be charged to departmental budgets. If you are interested in attending any of these sessions, please contact Mary Poindexter, Personnel Office (7145) for information concerning enrollment.

Personnel Office

NEWS & GENERAL INFORMATION

Faculty Workshop

Clara Krug will be on our campus April 27 and 28 to give a public lecture at noon that Friday, April 27, and to conduct a workshop for faculty on Saturday, April 28. The general theme of the lecture and the workshop will be "writing across the curriculum." The workshop will pursue this theme by looking at writing as an instrument of teaching, writing as process, and responses to the writing of students. Professor Krug is currently working on a grant-funded program dedicated to "Strengthening the Humanities through Foreign Language and Literature Studies." This program is housed at the University of Pennsylvania.

I shall make more information available next week. Please mark your calendars for these dates. I have two additional requests: First, please send to me samples of course writing assignments (exam questions, essay assignments, term papers) and student submissions. A cross-disciplinary pool of such documents would be helpful to Professor Krug in preparing for the Workshop. Second, please let me know if your department would like to meet as a group with our guest on Friday afternoon. The project on which she is working might be of special interest to the Department of English, Modern and Classical Languages and Literatures, and History (as well as others).

Dean, School of Letters & Natural Science

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Smith Library Browsing Collection

A reminder that Smith Library now has a Browsing Collection located near the rear stairwell on the first floor. In addition to the many science fiction paperbacks and current fiction titles, the Browsing Collection contains some very interesting non-fiction titles including:

Fodor's travel guides to help you plan your summer trip to a variety of places including Europe, Canada, the Caribbean or New Orleans.

Manchester, William. Goodbye Darkness. A remarkable, personal memoir of WW II in the Pacific.

Stacey, William. The Family Secret. A study of domestic violence in America based on case histories from shelters for battered women and children.

Rochester, Jack B. The Naked Computer. "There's a new musk in the wind. Silicon dust, mylar notes, and electron charges . . . you might as well join the orgy, succumb to the pleasures of the information age."

Samuels, Mike. Well Body, Well Earth. A Sierra Club sourcebook that explores the interactions between ourselves and our planet.

-- Wendell Barbour  
Jennilou Grotevant

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Godspell

The CNC Theatre presents for its Spring production Godspell. Friday, April 6, is opening night. Curtain time: 8:00 p.m. Additional evening performances are scheduled for Saturday, April 7 and the following Friday and Saturday (April 13&14). Two matinee performances will be given on Saturday, April 14 and Sunday, April 15.

The CNC Theatre offers to both faculty and staff a 20% discount for tickets. General admission is \$5.00.

-- Bruno Koch, Director, Theatre Program

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# Christopher's Menu for April 2-6, 1984

|  |        |  |        |
|--|--------|--|--------|
| Mon. - Turkey & Dressing w/Gravy<br>Mashed or Scalloped Potatoes<br>Lima Beans or Corn on the cob<br>Roll & Butter | \$2.45 | Thurs. - Lasagna<br>Salad<br>Garlic Bread<br>Dessert<br>or<br>Meatloaf<br>Mashed Potatoes w/Gravy<br>or Macaroni & Cheese<br>Corn<br>Roll & Butter | \$2.45 |
| Tues. - Club Sandwiches<br>Potato Salad<br>Apple Crunch  | \$2.45 | Fri. - Pork Chops<br>Mashed Potatoes w/Gravy<br>Corn on the cob<br>Green Peas  | \$2.45 |
| Wed. - Lasagna<br>Salad<br>Garlic Bread<br>Chocolate or Vanilla Pudding  | \$2.45 | Clam Chowder per bowl  | \$1.00 |

-- Food Services

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## Note of Thanks

Dear Doctor Summerville,

Dick and I want to thank the faculty for the beautiful flowers you sent to Dick when he was in the hospital. The buds in the lilies have kept opening so the arrangement stayed lovely for over a week. We appreciate your thoughtfulness so much. It is so comforting to know there are caring friends "out there."

Sincerely,

Ruth Mulliken

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## Note of Thanks

Paul and I thank you sincerely for all your good wishes, and the lovely retirement party, and also for the portable TV. We'll be able to keep up with our favorite programs even if we are "on the road." We wish CNC and each of you a bright and prosperous future.

Emily A. Joyce

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## Workmen's Compensation Claims

The Christopher Newport College Campus Police report two cases of Workmen's Compensation Claims being made as a result of injuries sustained by College employees while on duty during the first quarter reporting period of July 1, 1983 through September 30, 1984. A summary of these cases are as follows:

Case number one(1) occurred on August 8, 1983 at approximately 9:10 AM and involved an employee who was unloading debris from a truck at the dump site. The employee jumped down from the bed of the truck onto debris containing several good size sticks. One stick flew up and struck the employee behind the knee of the left leg causing a laceration that required six(6) sutures to close. Investigation shows that this accident could have been avoided if the employee, after insuring that the ground around the truck was clear of debris, had exercised more care and climbed down from the bed of the truck rather than jumping.

Case number two(2) occurred on September 16, 1983 at approximately 10:00 AM and

involved an employee who had taken down a glass globe from a lighting fixture to wash it. The globe broke and caused injuries to two fingers of the employee's left hand that required five(5) sutures. Investigation indicates that this accident could have been avoided if the employee had exercised caution by wearing protective rubber gloves, placing the globe on a stationary non-skid surface and not applying excessive pressure to the globe.

Remember, safety is an attitude and good safety practices should be followed by all College personnel at all times, regardless of what function is being performed. Let's join together in making safety "First, Last and Always."

-- Chief of Campus Police

#### FACULTY/STAFF/STUDENT NEWS

Dr. James C. Windsor, Professor of Psychology, will serve as Chairman of a Southern Association Reaffirmation Committee to Georgia College, Milledgeville, Georgia, April 29 - May 2.

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Bruno Koch attended the Southeastern Theatre Conference in Washington, D.C., March 9-11.

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Bruno Koch was interviewed on Channel 13, TV, in connection with Godspell. The interview will be aired April 9 in the morning.

#### COMMITTEE INFORMATION & FACULTY BUSINESS

##### Curriculum Meetings

The Curriculum Committee will be discussing the Ad Hoc Task Force's Curriculum proposal looking toward a recommendation to the Faculty. The Committee recognizes the great thought and care the Task Force put into the proposal and thanks the Task Force for its work. The Committee would like the assistance of the Faculty, and to that end, the Committee will be scheduling meetings with each School to which all School members are invited. The meetings will discuss the proposal, and the Committee solicits individual comments. Faculty members with specific or general comments to make about the proposal are asked to submit them in writing either before or at their respective School meetings. Meetings for each School will take place according to the following schedule:

1. School of Business & Economics - Monday, April 9, 3:00 p.m. in A-105.
2. School of Letters & Natural Science - Thursday, April 12, 2:30 p.m. in A-105.
3. School of Social Sciences & Professional Studies - Tuesday, April 10, 2:30 p.m. in A-105.

If someone wishes to submit a statement before the School meeting, please send it to Tim Morgan.

Tim Morgan, Chairman, Curriculum Committee

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##### Report of the Ad Hoc Committee on Promotion Criteria and Algorithms

The members of this committee, having been appointed by the Faculty Advisory Committee to "examine the development, use, and results of application of the evaluative criteria and algorithms stated in the memoranda of February 11, 1983, and January 20, 1984, from the VPAA to the Deans of the three Schools," met to elect chairman and to decide on procedures to be followed in this investigation.

Accordingly, we set a meeting for Tuesday, March 13, to which we invited the VPAA and the three Deans to attend to answer our questions. A meeting for faculty members was set for Thursday, March 15.

Prior to the first meeting, Dr. Summerville asked the committee for a list of questions that the members had on the development or use of the evaluative devices either this year or last.



These questions were forwarded to the VPAA on March 8, and when the VPAA and the Deans met with the committee on March 13, Dr. Summerville distributed prepared detailed answers to each of the questions presented on March 8. At the meeting, these questions and others were discussed, and on Wednesday, March 14, Dr. Summerville asked the chairman if he would concur in having the questions and answers distributed for the information of the faculty. This was concurred in and subsequently carried out (see your memo of March 14 from the VPAA). The committee met with members of the faculty on March 15 and, accordingly, now submits the following report to the faculty:

### History of Development and Use of Algorithm Devices

During the 1982-83 academic year, the VPAA met with the Faculty Personnel Committee and asked for suggestions for some means of gaining more specificity in its evaluations and recommendations regarding promotions. The FPC, as far as we can ascertain and upon which we render no judgment, did not come up with any specific suggestions or proposals.

In February 1983, the VPAA and the Deans devised an algorithm rating system which was outlined in a memorandum of Dr. Summerville of February 11, 1983. Copies were forwarded to Deans Durel and King and to President Anderson, but no faculty committees were notified. It was not required that they be notified. The system was used in promotion decisions in the spring of 1983.

In October 1983, the VPAA shared the contents of his memo of February with the FPC. Subsequently, the device was revised by the VPAA and the Deans. The revised rating system was described in a VPAA memo of January 20, 1984, and distributed to the faculty after prolonged discussion of the issue at the faculty meeting of February 10, 1984. At that meeting, a motion was passed by the faculty to appoint an ad hoc committee to look into the whole matter.

### Comments by the Committee

1. Discussions with the VPAA and the Deans revealed two important points. First, an 80% (or .8) rating would normally be very high; the normal ratings by the VPAA and the Deans, based on last year's experience, run from .45 to .8; last year, the probable cut-off ranking below which promotions would normally not be considered was 70% (or .7). Second, the VPAA and the Deans consider this numerical system a device to aid them in their recommendations, not a binding numerical system; in other words, it is possible that a faculty member with a lower numerical rating be promoted over a faculty member with a higher rating if there are compelling reasons for doing so.
2. The members of the committee are agreed that the device now being used which gives a weight of 12% to professional development for promotion to associate professor, but only 8% for promotion to full professor, should be revised to give a greater weight at the higher rank. We are aware that the community service requirement is added at this level, but are of the opinion that its value should not be taken from professional development. Perhaps taking it from teaching effectiveness--since this is well documented and assumed as a given at this rank--would be the answer.
3. The committee concluded that, while the VPAA and the Deans were clearly within their rights to use whatever devices they chose in making promotion decisions as long as the Handbook criteria were not violated, and that these officials did not have a legal obligation to share their assumptions and instruments of decision-making with the faculty before their use, nevertheless, general morale and confidence between the administration and the faculty would have been better served if the administrators had voluntarily shared this information with the faculty before evaluations were carried out.

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### Background Information

For the sake of completeness and ready reference I am reproducing below in its entirety the list of six questions and their respective responses to which the ad hoc committee refers



in paragraph three of the above report.

-- Vice President for Academic Affairs

March 13, 1984

MEMORANDUM

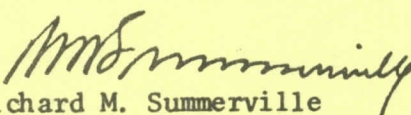
TO: Dr. James Morris, Chairman  
ad hoc Committee on Promotion Processes

FROM: Vice President for Academic Affairs

Subject: Reactions to the Committee's Questions

Thank you for your memorandum of March 8, 1984. The three deans and I have reviewed the committee's questions and are providing you with the reactions given below. While these reactions are being transmitted over my own signature, they represent the response of the three deans as well as the VPAA.

We hope that your group finds these reactions helpful in your study of this matter.

  
Richard M. Summerville

Question 1: Since the Handbook states, "No single requirement is to be viewed as being entirely restrictive in and of itself," how can all criteria carry weighted values which become part of the final rating? For example, the "terminal degree" requirement is weighted at 20% throughout the system, and "years in rank" is weighted at 18-20% throughout.

Response: The use of this aid to decision-making processes on promotion does not cause any criterion to be "entirely restrictive in and of itself." On the contrary, it is not only consistent with the Handbook statement, but, significantly, acts to render it operational.

The point about the terminal degree is a good example. When applied to a candidate for promotion to Professor, for example, an overall rating of as high as 0.80 is possible for a person without a terminal degree. Thus, the absence of a terminal degree does not, of necessity, cause a candidacy to fail. It is not "entirely restrictive in and of itself." Similar observations apply to every other criterion (save teaching effectiveness ... cf., Handbook, p. V-7). For example, an associate professor with "weak" involvement in his discipline (criterion f) could earn an overall rating as high as 0.94 -- and his candidacy for promotion to professor would not, of necessity, fail because of this perceived "weakness."

In sum, to be "weighted" is not to be "entirely restrictive." We consider this to be a significant improvement over previous circumstances, when some candidacies for promotion did encounter certain requirements being entirely restrictive in and of themselves.



Question 2: The Handbook goes on to say, "Exceptions to the guidelines, however, should be based on performance well above and beyond the normal expectations of each rank in other guideline areas (i.e., a level of performance comparable to the next higher rank than the one for which he is being evaluated)," yet how can this be implemented when there are specified maximum weights given to each item of criteria? Does not the system, in effect, negate any opportunity to reward for exceptional service in any judgmental category?

Response: Certainly not. Candidacies which receive ratings of "exceptional" on any criterion do so because, in the judgment of the evaluator, the candidate is "performing well above and beyond the normal expectations ..." on that criterion. The weight attached to any given criterion certainly constrains the potential for outstanding performance in that one area to compensate entirely for deficiencies in other areas, but such is wholly consistent with the Handbook statement (which is misquoted in your question #2).

The proper rendering of this statement includes a definite article as a modifier of "other guideline areas," thus causing the misquoted statement to read: "Exceptions to the guidelines, however, should be based on performance well-above and beyond the normal expectations in the other guideline areas ... ." This implies not just "one" other area or "some" other areas, but most if not all of the others. We agree that the method used on the present dean's worksheets is perhaps not sufficiently restrictive in this regard; but on the other hand it is clear that to provide each criterion with the unbounded capacity to compensate for deficiencies in the other criteria (as your question suggests should be the case) is contrary to Handbook provisions.

Question 3: Why is the weight given to professional development actually lowered between the associate and full professor ranks, i.e., from 12% to 8%? This is contrary to all academic presumptions and practices which unfailingly raise the level of scholarly development demanded for the highest academic rank.

Response: The Handbook guidelines for promotion to associate professor and those for promotion to professor are very similar, but those for promotion to professor include an additional guideline (one which, unlike each of the others, has no direct parallel among those for promotion to associate professor). This guideline is:

g) Demonstrated high quality service to the community.

In effect, then, when one compares weights for promotion to associate professor to those for promotion to professor, two weights change, viz:

1. Competence/involvement in the academic discipline drops from 12 to 8.
2. Service to the community rises from 0 to 4.

Your statement that "This [convention] is contrary to all scholarly presumptions and practices which unfailingly raise the level of scholarly development demanded for the highest academic rank," is, however, inaccurate. The criterion itself raises the "level" from "competence" to "high quality involvement." Ratings of performance therefore become cor-



respondingly more rigorous and critical. The "level of scholarly development demanded" does, indeed, rise. What also happens is that the Handbook criteria require that "community service" now be recognized. It is recognized in a fashion that reduces the weight attached to the (now-more-rigorously-judged) area of disciplinary competence/involvement, but which preserves the overall weight of the general category "scholarship/service" at 40%.

Two points seem appropriate in summation:

1. The appearance of "community service" as a guideline at the professor level (or, more properly, its absence at the associate professor level) is an anomaly, but one that can hardly be attributed to the deans' worksheets.
2. The assignment of weights to these categories is subject to differing interpretations and values. It is likely that those on the deans' worksheets can be improved upon. They are at the moment, however, those with which the four users feel most comfortable and believe to be most consistent with the responsible discharge of the duties of their respective offices.

Question 4: How were the weighting factors derived? They do not seem to be consistent with the Handbook. Specifically, there are three major criteria on which faculty members are evaluated: teaching effectiveness, professional development, and service, in decreasing order of priority. How is the algorithm consistent with the order of priority?

Response: The weighting factors were one outcome of a series of intensive discussions by the deans and the VPAA on the general question of the methodology of rendering administrative judgments on the matter of promotion in rank--with special reference to guaranteeing fairness and consistency with Handbook criteria. To ask how they were "derived" presumes the existence of an essentially deductive process--that is, a process by which the weights are the natural consequences of (i.e., derived from) certain more basic tenets. The actual processes were really more inductive than deductive: a reconciliation of Handbook criteria, inferences drawn from past practice and experience, and the individual values and priorities of the potential users--all subject to the inescapable constraint that they must sum to 100%.

The Handbook makes it clear that teaching is of primary importance among the criteria to be used for evaluations in general, but it sets no priorities for the other two areas. (The only official document that does assign priorities at Christopher Newport College for the latter two areas seems to be the "Virginia Plan for Higher Education," whose institutional narrative for Christopher Newport College states: "Christopher Newport College's priorities are, in order, instruction, public service, and research." Your assertion to the contrary in question 4 of your 3/8/84 memorandum is apparently false.) The deans and the VPAA find the weights assigned consistent with these conventions. In each case, about half of the total weights assigned to the "J-criteria" are attributable--directly or indirectly--to teaching, while the remainder are attributable--directly or indirectly--in roughly equal measure to the other two areas.

Evaluation for purposes of promotion, however, depends upon more than just these "J-Criteria." Over and above the guidelines for evaluations in



general (including retention, tenure, etc.) the Handbook delineates other considerations peculiar to promotion in an entirely separate section (V-B-3). These considerations include requirements for degree level, years at CNC, and years in rank. Nor are these simply "thresholds" to be achieved but not to be measured. Section V-B-3-b clearly refers to expectations for faculty members to "excel" in these areas as well as those discussed above, with the message being that considerations beyond merely meeting minimal thresholds are a part of evaluation for promotion.

The deans' worksheets distribute weights either equally or nearly-equally between these two kinds of criteria ("J" and "M"). In the absence of more specific Handbook requirements, the assignment of such weights must be made at the informed discretion of the evaluator; and, in this case, such has been done.

Question 5: If the algorithm system was implemented to ameliorate the problem of the "bulge," why and to whom is the "bulge" a problem?

Response: The assumptions implicit in the words "algorithm system was implemented" are ones with which we disagree; hence, they are addressed first: Every evaluator--be he peer group member, FPC member, dean, or VPAA is obliged to assess a candidacy for promotion as to its strength on each of the specified areas for the rank in question--as enumerated in Handbook section V-B-3-b. Having done so, the evaluator must then convert these "guideline-specific" evaluations into an overall judgment that is of one of two kinds: promote or don't promote. The evaluator's process by which he effects this conversion is the evaluator's algorithm. It is thus the case that, of necessity, such an algorithm is used by every evaluator of a promotion candidacy. This is not to say that the algorithm needs to be complex or quantitative. An evaluator's algorithm for effecting this conversion might consist of nothing more than checking to see whether or not every guideline is satisfied (even in the most minimal sense), recommending "promote" if each is, and recommending "don't promote" otherwise. We do not think this is a very good algorithm, but it is a least consistent from candidacy to candidacy. To the best of our knowledge, each evaluator has, historically, been responsible for devising and using the algorithm he deems most appropriate.

So the question is not really whether an algorithm is used, because the answer to this question must always be "yes." The only questions are whether or not the algorithm will be implicit or explicit, inconsistent or consistent, informal or formal. The deans and the VPAA have opted for the latter in each case--for the reasons noted in the "problem and purpose" section of the VPAA's 1/20/84 memorandum on this subject. Thus, the same option would have been exercised even in the absence of the "bulge."

The existence of the "bulge" however makes the virtues of every evaluator using a promotion algorithm that assures "fairness, uniformity, and objectivity" to the greatest extent possible even more important than would be the case in the absence of the "bulge." Our Handbook describes the ranks as positions of (graduated) "dignity, eminence, and excellence," and "prestige, professional respect and expectations." We find these considerations to be inherently dependent upon some measure of restraint relative to the proportion of faculty in the highest ranks. Until recent years this has been an effortlessly-achieved result. Today, however, 30% of the faculty hold the rank of Professor, and the College has the potential for



the number to rise to 60% or more in the very near future. To permit this (irreversible) phenomenon to occur is, inescapably, to change the nature of the historical meaning of the hierarchy of academic ranks. We believe that it would be irresponsible to permit such unbridled growth to occur in the absence of a conscious decision on the part of all segments of the academic community (including the Board of Visitors) to do so. If, indeed, the academic rank of professor is to preserve its historical connotations of the highest order of "dignity, eminence, excellence, prestige, ..." then it is appropriate that candidacies for entry into this rank be judged with rigor and by standards which are appropriately high in the context of the times. The correlative need for fairness in comparison of the strengths of various candidacies becomes correspondingly important.

The "bulge" is thus a phenomenon with clear implications for the meaning of academic rank. As such, it is not anyone's "problem;" rather it is an institutional consideration that cannot be lightly ignored (and should be openly and thoughtfully addressed) in any consideration of the fashion in which promotion decisions are made.

Question 6: Regarding the use of the evaluative criteria, which college committees or bodies were apprised of the initiation of this system in February 1983? Specifically, were either the FEC or the FPC consulted before this system was adopted? Have either--or any other body--been consulted between that time and the faculty meeting of February 10, 1984?

Response: Inasmuch as no changes in criteria were involved, inasmuch as the processes in question were devised as a guide to assure fair and equitable administrative action on promotion decisions, and inasmuch as its development occurred late in the evaluation calendar, no College committees were involved in the process. To the best of our knowledge, deans and VPAA's have not, historically, developed the mechanisms by which they convert criterion-specific judgments into overall promotion decisions in concert with any College committee.

The VPAA shared the memorandum of 2/11/83 and its attachments with each member of the Faculty Personnel Committee on 10/17/83--at either its first or second meeting of the 83-84 academic year. Discussion of its purpose followed. The attention of FPC was directed in particular, to the intentions expressed in the "implementation" section of that memorandum.

cc: President Anderson  
Deans King, Durel, Powell  
Reading File