

Faculty Evaluation Review Subcommittee
Meeting Minutes
February 2, 2016
Sampson 103

Members present: Larry Arnold (At-Large), Mitu Ashraf (Secretary, At-Large), Youngsuk Chae (LTRS) Shenika Jones (EDUC), Dennis McCracken (NSM), Libby Denny (Chair, SBS)

Members absent: June Power (ARTS)

Guest: Shilpa Regan, Chair, Advising and Retention Council

Recording Secretary: Mitu Ashraf

I. Call to Order

The meeting was called to order by Chair Libby Denny at 3:30 p.m.

II. Approval of Minutes of the December 1, 2015, Meeting

The minutes of the December 1, 2015 meeting of the Faculty Evaluation Review Subcommittee were approved.

III. Approval of Agenda

Agenda approved as written.

IV. Report from the Chair

Chair, Libby Denny, mentioned that that FIAC approved the proposed changes to the post-tenure review procedure. The document will be presented before the Faculty Senate on February 3, 2016.

Dr. Denny introduced Dr. Shilpa Regan, Chair of Chair of Advising and Retention Council. Dr. Regan attended the FERS meeting to emphasize the importance of student advising in faculty evaluation model, including promotion and tenure, and post-tenure. She suggested that since student advising had been known to impact student retention significantly, and it has become an interest of GA's, it should be more prominent in the Service component of faculty evaluation. To this end Dr. Regan proposed to add a parenthetical in the "Service" section, subsection "University Service" as follows: (See Academic Advisement, Section III, Chapter 1).

Dr. Denny, Chair FERS called for vote on the proposal to add "(See Academic Advisement, Section III, Chapter 1)" in the Format for Evaluation Reports under

“Service,” subsection “University Service.” After a healthy discussion the proposal passed 5-0-0.

Dr. Regan also proposed to amend the Faculty Handbook in the Academic Advisement area (Section III, Chapter 1, page 156, Faculty Handbook) and provide examples of advising activities. Although this section of the Handbook is not directly related to faculty evaluation, the goal is to improve advising and to provide information for faculty that may also be used for evaluative purposes. A healthy discussion followed and the committee decided, after revision, to add the amendments to the Faculty Handbook. The vote was 4-0-0. For sake of continuity, both approved proposals will be held and sent to FIAC with the P&T revisions in March.

VII. Old Business

Dr. Denny asked the committee members to review and revise, if needed, the draft revisions of faculty promotion and tenure policy as it appears in Section II, Chapter 2 of the Faculty Handbook. Due to time constraints the committee was unable to review the document in its entirety. It was decided that the committee will pick it up again at its next meeting.

VIII. New Business

None

IX. Announcements

The next meeting will be held in Sampson 103 at 3:30 p.m. on March 1, 2016.

X. Adjournment

The meeting was adjourned at 5:08 p.m.

Respectfully submitted by:

Mitu Ashraf
Recording Secretary

Format for Evaluation Reports

These format guidelines give an overview of specific information that should appear in a faculty member's self-evaluation form, the department chair's evaluation report, the Peer Evaluation Committee's evaluation report, and the report of the Promotion and Tenure Committee. Area weights assigned to specific areas must sum to 100%. The following are the headings which should appear at the beginning of each evaluation area being discussed with the area weight listed to the right of the heading.

1). **Introductory Heading** - The introductory heading should appear at the top of the first page of the evaluation form and include the following information as listed below.

Faculty Member's Name

Current Professorial Rank

Current Academic Year _____ *Department*

Type of Form *Self* _____ *Chair* _____ *Peer*

Type of Evaluation (check all applicable) *Annual* _____ *Tenure* _____ *Promotion* _____

2). **TEACHING** **Area Weight (50% to 70%)**

a) *Classroom activities.* Discuss classroom work as it relates to how knowledge in a faculty member's discipline is covered (e.g., categories, principles, summaries), how the specific content of a discipline is imparted (e.g., facts, examples), the development of general student skills (e.g., communication, critical thinking, creativity, mathematics), how student learning is motivated (e.g., stimulating curiosity, confidence, and task-specific motivation), measures of student performance (e.g., examinations, papers, presentations, other projects), and future plans for development in the area of teaching.

b) *Auxiliary teaching activities.* Discuss evidence that grades have been submitted in a timely manner, supplementary instructional time provided outside of class, the supervising of student research projects, working with colleagues to develop curricula, and plans for future development in this area.

c) How has the information from your most recent evaluation been used to improve instruction?

3). SCHOLARSHIP *Area Weight (10% to 40%)* _____

a) *Research.* Discuss scholarly research for the period of the evaluation. In particular, there should be emphasis on (a) how knowledge has been developed, (b) the application of existing knowledge used to solve practical problems, (c) the application of professional knowledge and skill to an artistic problem if applicable, or (d) the completion of a special program of intellectual development. Include comments on future plans for development in this area.

b) *Publication.* Discuss scholarly works that have been disseminated within the faculty member's discipline. Examples across disciplines are exhibition of artistic work, editing grant applications, publication in scholarly journals, and publishing of works aimed toward student and general audiences. Also include comments on future plans for development in this area.

4). SERVICE *Area weight (10% to 40%)* _____

A faculty member may work in any of the following categories in a given year.

a) *University Service.* Comment about on-campus service provided during the period, including activities such as academic advising (see [Academic Advisement, Section III, Chapter 1](#)), committee work, grant administration, consultations supporting the work of staff or faculty. Quality of service is very important (e.g., serving actively on a small number of committees is more valuable than serving minimally on many committees). Include comments on future plans for development in this area.

b) *Professional service.* Comment on the nature, scope, and effectiveness of service to the faculty member's profession. Include comments on future plans for development in this area.

c) *Community Service.* Comment on the strengths and weaknesses of off-campus service during the period, including such activities as participation on professional committees and governing boards, providing consultation to schools, civic organizations, and government agencies, and providing leadership on public matters. Include comments on future plans for development in this area.

5). Anticipated Area Weights for the Next Academic Year - This section should only appear on the self-evaluation form. The following anticipated area weights as indicated below should be listed in this section.

Teaching (50% to 70%)

Scholarship (10% to 40%)

Service (10% to 40%)

6). SYNTHESIS - This section will only appear in a department chair or Peer Evaluation Committee's evaluation form. In this section, the evaluator(s) determine the overall performance rating of the faculty member for the period covered. The quality of performance is weighed in relation to the faculty member's area weights. The final evaluation should (a) adhere to the guiding principles, (b) reflect equity within the department and among departments, and (c) allow a reasonable degree of flexibility in how a faculty member orients his or her effort.

a). Rationale of rating - This section clarifies the relationship between the various performance areas as listed in the University mission statement and the overall performance ranking given.

b). Overall rating of faculty member - Listed below are the ratings a faculty member will be assigned.

- _____ Distinguished performance
- _____ Very good performance
- _____ Adequate performance
- _____ Deficient performance

Academic Advisement

Academic advisement is a campus-wide responsibility shared by both faculty and the staff of the ~~Center for Academic Excellence~~ **Advising Center**. **Other departments on campus support the advisors by providing information, resources, opportunities and informal advising. It is concerned mainly with** **Advising is assisting students in planning setting academic and professional goals and working with them to plan** a suitable academic program ~~and helping students interpret the academic regulations of the University in order to meet the academic requirements that are applicable to them~~ **based on those goals**. Advisors assist students in interpreting the academic regulations of the University and direct them to the appropriate offices to ensure that the interpretation is correct. The ~~Center for Academic Excellence~~ **Advising Center** advises undeclared students. Academic departments are responsible for advising students once they have declared a major.

Academic advisement at The University of North Carolina at Pembroke is also a continuing process that accomplishes five goals:

1. Exploration of the student's life goals;
2. Exploration of student's educational/career goals;
3. Selection of an educational program;
4. Selection of academic courses;
5. Assessment of the student's academic progress **and make appropriate referrals when needed.**

Please note: The advisor's role is to assist each advisee in planning a suitable academic program. However, students are responsible for following all applicable academic regulations and registering for their courses.

Activities of advising should include:

- **Informing and reminding students of their responsibilities in the advising process, including meeting graduation requirements and registering for appropriate courses.**
- **Helping students understand the current academic policies, rules and procedures of UNCP and referring them to the appropriate office or resource for clarification if necessary.**
- **Knowing the range of academic and other services for students and the process by which to refer students to them.**
- **Discussing students' academic performance and implications for progress to graduation.**
- **Being knowledgeable about the programs and standards for which he/she advises**

- Giving advice each semester about course selection including prerequisite requirements, departmental course rotations and course loads prior to providing the PIN to register.
- Posting and maintaining office hours with additional assistance during pre-registration periods.

Other activities that can be done based on student needs include:

- Getting to know student goals and objectives.
- Understanding student concerns that affect academic performance (job, family responsibilities, etc.).
- Empowering students to advocate for themselves.
- Assisting students in creating plans of study.
- Participating in advisor development, such as completing online training modules, attending development workshops, and staying current on university policies through catalog review and email updates.
- Utilizing experience and perspective in the discipline to offer insight to advisees.
- Acting as a source for letters of recommendation.
- Knowing how to refer for internship and career opportunities related to the major.
- Assisting in advising at New Student Orientation sessions according to departmental needs and availability.