INnovation in Evaluating the Academic Efforts of Faculty Members: A Proposal to Revise Faculty Evaluation Guidelines for Teaching
Professors

1. What my parents think I do
2. What my friends think I do
3. What my students think I do
4. What administrators think I do
5. What my spouse thinks I do
6. What my colleagues think I do
7. What I actually do
8. What the public thinks I do
So, What Do We Do?

How Do We Spend Our Time as a Faculty Member?
How Do We Engage in Teaching and Advising?

- What Do We Do?
- How Do We Improve?
- How is This Measured on an Annual Basis?
<table>
<thead>
<tr>
<th>Topic</th>
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<tbody>
<tr>
<td>Appointment Percentages</td>
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<td>Publications</td>
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<td>Presentations</td>
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<td>Grants</td>
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<td>Awards</td>
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<tr>
<td>Technology Transfer (Copyrighted Software and Publications, Inventions, Plant Varieties, etc)</td>
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<td>Academic</td>
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<td>Extension</td>
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<td>Research</td>
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<td>Miscellaneous (Gifts, Donations, Testing Services, etc)</td>
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<td>Other Professional Activities</td>
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<td>Impact</td>
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<td>Multi-State Projects</td>
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<td>Plan of Work</td>
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<td>Statements of Mutual Expectations</td>
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</table>
MENTORING, ADVISING, SUPERVISING

- List of Advisees, Role

INSTRUCTION

GUEST LECTURE

INSTRUCTIONAL INNOVATION

OTHER ACADEMIC ACCOMPLISHMENTS
Existing Faculty Guidelines for Teaching

- Teaching load = 15 credits/FTE for 9 month and 21 credits/FTE for 12 month appointments
  1 = teaching significantly below load
  2 = teaching slightly below load
  3 = teaching at load
  4 = teaching slightly above load
  5 = teaching significantly above load

- Ratings are adjusted upward for faculty receiving high student evaluations, advising clubs, advising a high number of students, etc....

NACTA 2017
But........

- What is considered to be a high, a medium, a low rating?
- What is the departmental average? What is the college average? How do faculty compare?
- How the heck do you teach “significantly more” than 21 credits in a year?
- Advising is a separate activity and should be evaluated as such.
Ratings are adjusted upward for faculty proactively seeking out teacher-related professional development, such as:

- Attended teaching methods seminar on-campus
- Attended workshop on-campus
- Attended a national conference on SoTL
- Presented at a national conference on SoTL
- Incorporated collaborative activities within discipline or across disciplines
Recommended Changes (Teaching)

Ratings are adjusted upward for faculty proactively seeking out teacher-related professional development, such as:

- Received an excellence in teaching nomination
- Received an excellence in teaching award
- Incorporated mid-semester student evaluations
- Attended a workshop on improving online course delivery
- Reworked a face-to-face course for online delivery
Ratings are adjusted upward for thorough, complete participation in Peer Review process.

- Participated in a “Developing Your Teaching Portfolio” workshop
- Developed own teaching portfolio
- Attended the “Hallmarks of Excellent Teaching” seminar
- Participated in a “How to Conduct a Peer Review” workshop
- Successfully completed a thorough review of a peer
Ratings are adjusted upward for faculty proactively seeking out ways of advising-related professional development.

- Member of NCSU Advisor Listserv
- Attended on-campus advising workshop
- Completed NCSU Advisor Academy
- Attended a national conference on advising
- Presented at a national conference on advising
- Participated in CALS Teaching and Advising Committee
- Received an excellence in advising nomination
- Received an excellence in advising award
Ideas/Suggestions/Thoughts?

- Other ideas for professional development activities to include?
  - Teaching
  - Advising
- Other ideas for documenting and communicating about our teaching and advising efforts?
- Does anyone have guidelines for advising in your department?
- Other ideas for evaluation of teaching and advising efforts?
- Next steps
  - Metrics for evaluation?
Thank you!

- Interested in more information? Want to collaborate? We want to hear from YOU!
  - Anne Spafford
    amspaffo@ncsu.edu
  - Wendy Warner
    wjwarner@ncsu.edu