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

# Professors



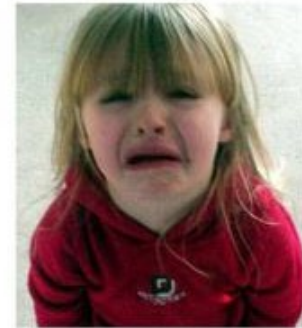
What my parents think I do



What my friends think I do



What my students think I do



What administrators think I do



What my spouse thinks I do



What my colleagues think I do



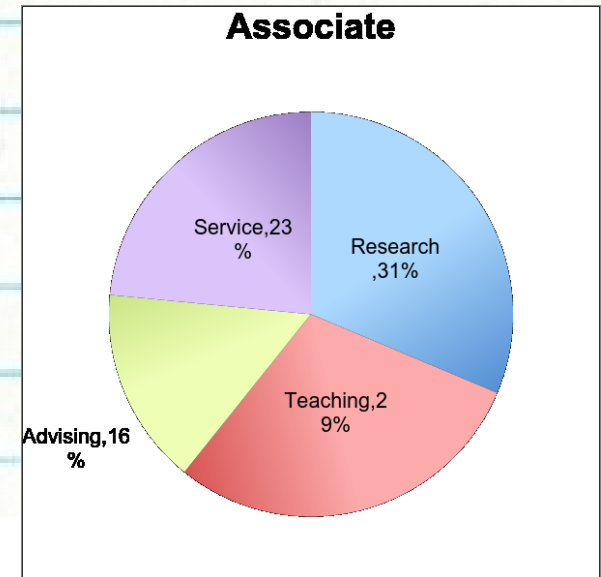
What I actually do



What the public thinks I do

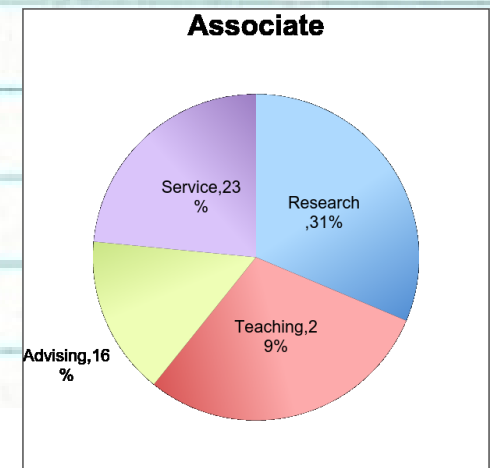
# So, What Do We Do?

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?



# EFAR System at NC State

Appointment Percentages

Publications

Presentations

Grants

Awards

Technology Transfer (Copyrighted Software and Publications, Inventions, Plant Varieties, etc)

Academic

Extension

Research

Miscellaneous (Gifts, Donations, Testing Services, etc)

Other Professional Activities

Impact

Multi-State Projects

Plan of Work

Statements of Mutual Expectations

# Academic

## MENTORING, ADVISING, SUPERVISING

- List of Advisees, Role

## INSTRUCTION

Edit / Delete

AEE - Agri and Exten Educ 303 001 LEC/ Administration and Supervision of Student Organizations

000262/1156 - 2171

Spring

For what percentage of the course were you responsible? 100

How many credits was the course? 3.00

Was there a lab involved? Yes

How many students were in the course? 14

## GUEST LECTURE

## INSTRUCTIONAL INNOVATION

## OTHER ACADEMIC ACCOMPLISHMENTS

College of Agriculture and Life Sciences  
North Carolina State University  
Agricultural and Extension Education  
2015  
January 25, 2016  
Wendy J. Warner  
Assistant Professor  
%AP - 100%  
%CES - 0%  
%ARS - 0%

### FACULTY ACTIVITY REPORT

#### II. TEACHING AND MENTORING OF UNDERGRADUATE AND GRADUATE STUDENTS

##### A. Teaching Effectiveness

##### 1. Courses Taught

Course Taught	Fall 2015		
	Enrollment	Credit Hours	Total Student Credit Hours
AEE 206 001	27	3	81
AEE 226 001	24	3	72
Totals: 2	51		153

Course Taught	Spring 2015		
	Enrollment	Credit Hours	Total Student Credit Hours
AEE 303 001	9	3	27
AEE 303 601	9	3	27
AEE 427 001	2	8	16
AEE 503 601	13	3	39
AEE 503 801	1	3	3
AEE 526 601	16	3	48
Totals: 6	50		160

##### 2. Teaching Evaluations

The information in these tables was derived from data supplied by the [ClassEval](#) website, NC State University.

Note: Scale ranges from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*)

Course	Student Enrollment	Response Rate	Overall, the instructor was effective	CALS Mean	Overall, this course was excellent	CALS Mean
Fall 2015						
AEE 206 001	27	59.3%	4.8	4.4	4.4	4.2
AEE 226 001	24	54.2%	4.8	4.4	4.2	4.2
Spring 2015						
AEE 303 001	9	88.9	4.9	4.4	4.3	4.8
AEE 303 601	9	66.7	3.3	4.2	3.2	3.8
AEE 503 601	13	46.2	3.8	4.0	4.0	3.9
AEE 526 601	16	25.0*	3.3	4.0	3.0	3.9

# 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....

# Existing Faculty Guidelines for Teaching

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.





# Recommended Changes (Teaching)

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

# Recommended Changes (Teaching)

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

# Recommended Changes (Advising)

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!
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