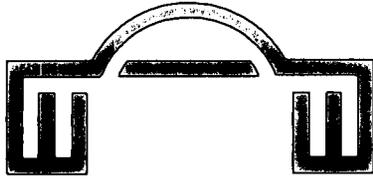


# HOW DO UNIVERSITIES IN THE UNC SYSTEM IDENTIFY AND REWARD EXCELLENT TEACHING?

BY KIM KEBSCHULL OTTEN



A REPORT BY  
THE NORTH CAROLINA CENTER FOR PUBLIC POLICY RESEARCH



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— *Kim Kebschull Otten*

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# How Do Universities in the UNC System Identify and Reward Excellent Teaching?

Over the past three years, the North Carolina Center for Public Policy Research has studied teaching in the UNC system — its importance within the overall scope of the universities' missions, the amount of attention it receives at each university, the means by which universities and their component departments and divisions evaluate teaching, and the ways in which exemplary teaching is promoted and rewarded.

As part of this study, the Center administered a survey questionnaire to the chairperson of each department, the dean of each college or school, and the vice-chancellor for academic affairs at each university within the system — a total of 492 surveys. (A description of the survey methodology follows the Introduction.) The overall response rate was extremely high for survey research, 78 percent, which thus gives us a very complete picture of teaching at each university. Center staff have also conducted extensive interviews with UNC system administrators, chancellors, deans, department chairs, faculty members, and students to discover their perceptions of what is being done to promote and reward good teaching at the universities. The study also includes information on unique departmental and university-wide programs on such topics as training new faculty members or teaching assistants in how to teach effectively.

To provide the most accurate and fair analysis of the data we have gathered, we are using the standard Carnegie university classifications, which were published in 1987 by the Carnegie Council on Policy Studies in Higher

Education, a division of the Carnegie Foundation for the Advancement of Teaching. The classifications are based on such factors as the number and types of programs and degrees offered, the size of the institution and the number of faculty, and the budget and external funding of the school. They permit comparisons of generally similar types of institutions in order to detect patterns of similarities and differences among them.

North Carolina's public universities, with the exception of the School of the Arts, which is not classified, fall into five Carnegie categories. North Carolina State University and the University of North Carolina at Chapel Hill are both **Research Universities I**.<sup>1</sup> The University of North Carolina at Greensboro is the state's only **Doctoral Granting University I**, although the university would like to move up to the category of Research University II, a step below Research University I.<sup>2</sup>

There are eight universities in the UNC system that fall into the next Carnegie category, that of **Comprehensive Universities and Colleges I**.<sup>3</sup> These include Appalachian State University, East Carolina University, Fayetteville State University, North Carolina A&T State University, North Carolina Central University, the University of North Carolina at Charlotte, the University of North Carolina at Wilmington, and Western Carolina University. Several of these schools — East Carolina, North Carolina A&T, and UNC-Charlotte — are also attempting to boost their status to the next level, Doctoral Granting Universities II.

Three schools are in the fourth category, **Comprehensive Universities and Colleges II**.<sup>4</sup> These are Elizabeth

City State University, Pembroke State University, and Winston-Salem State University. Of these, Pembroke State and Winston-Salem State plan to seek Comprehensive University I status within the decade.

The University of North Carolina at Asheville recently received approval to change its status from a Comprehensive University II to a **Liberal Arts University I**. Liberal Arts I universities are considered highly selective, primarily undergraduate, institutions, and award more than half of their degrees in the arts and sciences. All plans to add programs in order to change a university's status within the system must be approved by the University of North Carolina Board of Governors.

### **Survey Methodology**

In order to get a comprehensive picture of what universities in the UNC system are doing to evaluate and reward good teaching, staff of the N.C. Center for Public Policy

Research conducted extensive surveys of the universities during 1990 and 1991. Three separate questionnaires were designed: one to go to **all** Vice Chancellors for Academic Affairs, one for **all** deans of schools or colleges, and one for **all** department chairpersons.

Prior to administering the surveys, staff conducted a trial run to ensure that our questions were applicable and our procedures were clear. Participants (two department chairpersons at each university) were told that the surveys were preliminary, and were encouraged to make comments or suggestions for improvement. With a response rate of more than 80 percent, we were reasonably confident that we could also expect a good response rate for the actual survey.

On August 1, 1990, the Center mailed a total of 492 surveys, letters explaining the project, and postage-paid return envelopes: 15 went to the Vice Chancellors for Academic Affairs<sup>2</sup>; 69 to deans of schools or colleges; and 408 to department chairpersons.



***The Strolling Professor — a statue at North Carolina State University, Raleigh***

The overall response rate to the survey was very high — 382 returned, or 78 percent — and well above any statistical standards for reliability. Eleven of the Vice Chancellors responded, for a rate of 73 percent; 57 of the deans (83 percent); and 314 of the department chairs, or 77 percent. No university's departmental response rate was lower than 64 percent, and several universities had response rates in the upper 90s. The Center was very pleased with the interest in teaching that the survey identified, and we want to thank those who participated.

## Mission Statements and Teaching at UNC Institutions

The 16 constituent universities in the UNC system completed a mission review process in the spring of 1992 — the first time these have been reassessed since 1976. Early in 1991, each university submitted its proposed mission statement, goals for the years 1991-2000, and desired program changes to President C.D. Spangler Jr., the Board of Governors, and a group of four consultants composed of current or former university presidents. The consultants made their report to the Board of Governors in November 1991, and recommended that the universities strengthen basic undergraduate education in the system rather than focusing on additional high-level graduate programs.<sup>6</sup> The Board of Governors reviewed the suggestions and made final decisions about missions and programs in early 1992.

In discussing any university's mission, one issue that frequently arises concerns the institution's tendency to aspire to higher status. Some observers of the scene, such as Clark Kerr, president emeritus of the University of California, call this phenomenon "upward drift." According to Kerr, "Many within this category [comprehensive colleges and universities] would like to move up into the doctorate-granting category. . . . Most of their faculty have doctorates from research or other doctorate-granting institutions. In moving 'down' to employment at the comprehensive level, some act as though they inhabit a graveyard of disappointed expectations. Doctorate-granting status also brings, generally, lower teaching loads, higher salaries, more travel funds, and better library facilities."<sup>7</sup>

Salary patterns at North Carolina's public universities bear out Kerr's supposition: at the state's two Research I universities, the average salary for a full professor is \$64,600; at UNC-Greensboro, the state's Doctoral I university, the average salary for a full professor is \$58,900. At the state's eight Comprehensive I colleges, the average full professor's salary is \$51,400, and at the three Comprehensive II universities, a full professor's pay averages \$47,367. (At the one Liberal Arts I University, it averages \$51,900.)<sup>8</sup>

Many analysts, however, stress that the desire for upward mobility destroys the distinctiveness of the school's current mission, and that "research" status is not the be-all

and end-all of a university's existence. Darryl Greer, executive director of the New Jersey State College Governing Boards Association (an organization viewed as a model by many other states), writes, "It must be remembered that the leading research universities do not serve as a pattern for all higher educational institutions. The vast majority of students who seek an undergraduate degree attend colleges and universities that are very different in their missions. Individual institutions must excel in their distinctive roles, serving within their mission."<sup>9</sup>

There are clear, though differing, benefits to students attending both "research" and "comprehensive" universities — the two main types represented in the UNC system. Ursula Wagener, who conducted a study on university teaching for the Pew Charitable Trust's Higher Education Research Program, writes, "[F]aculty at research universities understand that their first task is to advance knowledge and that good teaching must be grounded in the research function. . . . The mentoring aspect requires bringing this knowledge into the classroom and helping students to participate to some degree in the scholarly aspect. In contrast, faculty at [other] colleges see their relation to students as more personal and individual. Students are encouraged, in and out of the classroom, to think, question, and explore extradisciplinary methods and problems. Faculty at the colleges see the first task of teaching as a more general approach to thinking and living."<sup>10</sup>

These differences in the form of education universities offer must be made clear and explicit to students and the public. Students applying to North Carolina State, UNC-Chapel Hill, or UNC-Greensboro (the state's research and doctoral universities) should be aware that their professors *are* expected to devote a good deal of their time to research, and that graduate teaching assistants (TAs) will be teaching some of their classes. Indeed, the proposed 10-year plan and mission statement of UNC-Chapel Hill states that "With many higher education opportunities available, it is important that UNC-Chapel Hill counsel and advise students who will thrive in the critical open environment of a research university. . . ."

At the same time, however, good teaching at research universities — whether by regular faculty or graduate students — should be expected and not lost in the shuffle. As national attention to teaching has increased within the past five years or so, each of these universities has also increased the prominence it gives to its teaching mission. As *The News & Observer* of Raleigh, NC noted in an editorial about the installation of Larry Monteith as chancellor of North Carolina State University, "He . . . set some other priorities, students first among them. He has been an advocate for better undergraduate education, with more senior faculty members involved in teaching first-year students."<sup>11</sup>

Undergraduate students attending the other universities in the system expect, on the other hand, that their professors will spend the majority of their time in class or

## Examples of Evaluations Used in UNC System Schools

	Within the UNC System	At Four-Year Univ. Nationally
1) Student course evaluation surveys:	99% of UNC departments	98% nationally
2) Self-evaluation by faculty members:	45% of UNC departments	60% nationally
3) Peer review by faculty colleagues:	30% of UNC departments	54% nationally
4) Review of syllabi, assignments, and tests:	26% of UNC departments	
5) Videotaping of faculty members' classes:	9% of UNC departments	
6) Exit interviews with senior departmental majors:	UNC-A History department	
7) Comparison with national peers:	UNC-G Biology department, using the IDEA system	
8) Reviews of classes and faculty published by students:	UNC-CH <i>Carolina Course Review</i>	

in preparation for teaching. Good teaching should, therefore, be the norm, and students expect that faculty members will give them their time and attention.

Given their various missions and expectations, what are the universities in the UNC system doing to ensure that excellent teaching is pursued and supported at their school? Are the universities that are looking to change their classification to add more research still paying attention to teaching? And are the schools whose primary purpose is teaching doing an adequate job of promoting and encouraging it?

### Assessing and Evaluating Teaching

Assessing and evaluating teaching, both for the purpose of improving it and for identifying which professors should be promoted and tenured, takes many forms in today's universities. Some of the more popular methods used in UNC system schools include student course evaluations; evaluations of classes and of a faculty member's knowledge, presentation, and organization of the course by fellow professors; and self-evaluations by faculty.

#### **Student Course Evaluation Surveys**

The practice of having undergraduate students evaluate the teaching of their professors has been regarded with some skepticism, but until recently it has been the only method routinely used by most departments in most universities, including 99 percent of all departments in universities in the UNC system. (According to a study by the U.S. Department of Education, in 1990, approximately 98 percent of all departments in four-year schools across the country use student questionnaires to evaluate the teaching performance of faculty.<sup>12</sup>)

Typical student evaluation forms are generally administered at the end of the semester, and ask that students evaluate instructors on a five-point scale, with responses ranging from "Strongly Agree" to "Strongly Disagree" on items such as:

- 1) The instructor was organized and well-prepared for class.
- 2) The instructor demonstrated enthusiasm and interest in the subject.
- 3) The instructor graded exams and papers fairly and returned them promptly.
- 4) Lectures were clear and stressed important points.
- 5) The instructor was open to questions and answered them thoroughly.

The questionnaires are most often computer-graded, but frequently include some open-ended questions for student response. These ask students their opinions on, for example, what they liked best/least about the class, what they liked best/least about the instructor, and what they would recommend to change or improve the class. Department chairpersons interviewed for this study said that while students' write-in comments could be fairly critical, they were also helpful in getting a more complete picture of the professor's teaching.

#### **Peer Review: Faculty Review of Colleagues' Classes and Course Material**

If student course evaluations make faculty apprehensive, imagine how faculty feel when they are told that their department head or other colleagues are coming to visit their class. Nonetheless, more than 30 percent of all departments in UNC system schools have professors and/or the department head review each others' classes — commonly known as peer review — in addition to using

student course evaluations. (This compares with 54 percent of all departments in four-year colleges across the United States.)<sup>13</sup> Most departments conduct these evaluations less frequently than they do student course questionnaires, generally using them only when a faculty member is considered for tenure (at about the sixth or seventh year of teaching) or promotion.

There are thought to be several advantages of this form of evaluation, especially when used in combination with student evaluations. While student ratings can give a good idea of how well faculty come across in a classroom, students may not be the best judges of a faculty member's scholarly competence or command of his or her discipline.

Fellow faculty members can also assess how current their colleague's material is and whether he or she is presenting the material at an appropriate level for the students. Twenty-six percent of all departments at UNC system schools review faculty members' class syllabi, paper assignments, and tests administered in order to gauge the organization of the class, how the material is presented, and how papers and tests are graded.

### **Self-Evaluation and Videotaping**

A number of departments (about 45 percent in the UNC system) ask that professors contemplate and review their own progress in teaching — commonly known as self-evaluation. The typical evaluation is similar to that described by Ron Lunsford of the English department at UNC-Charlotte:

*"By the time a faculty member is ready for reappointment (after three years), tenure (after six*

*years), or any other promotion, they are asked to go through an extensive self-review process about their teaching. They submit a document about how they see their teaching and the progress they've made, and they also provide copies of their syllabi, tests, and new courses they've worked on." Lunsford added that "If they're not teaching well, they will not be reappointed or tenured."*

Finally, a small percentage of departments (only 9 percent in UNC system schools) make videotapes of a faculty member teaching. Some departments use the videotapes for evaluation and review, but most use them to give professors the opportunity to see themselves teaching. Often consultants, either another professor in the department or a staff member at the university's teaching center, are available to review the videotape with the faculty member and point out areas where teaching techniques could be added or improved.

### **Use Made of Evaluations and Assessments**

After department chairpersons gather any or all of the evaluations described above, what happens next? Responses varied among the departments in the UNC system (see Table 1), but almost all use them to provide feedback to the professors and to enhance teaching skills. Many include them in a faculty member's permanent file and use them both to support requests for tenure and promotion decisions and as an important factor in giving merit pay raises. More than half of all departments use the results of evaluations to identify faculty members for teaching awards.

**Table 1:  
Departmental Use of Student Course Evaluations in the UNC System**

Department chairpersons' response to the question: How are the results of the evaluations used?\*

a. To provide feedback to the instructor:	305 departments, 97.1%
b. As part of the instructor's file for tenure, promotion, and merit pay increase decisions:	281 departments, 89.5%
c. For monitoring performance in order to enhance teaching skills:	268 departments, 85.4%
d. As a basis for determining teaching awards:	168 departments, 53.5%
e. Other:	17 departments, 5.4%
f. Made no response/not applicable:	3 departments, 1.0%

\* Departments may use evaluations for more than one purpose; percentages, therefore, exceed 100.

## Recommendations re: University Practices in Assessing and Evaluating Teaching

**1** The UNC Board of Governors should require that teaching evaluation procedures in all departments consist of student evaluations of each section of every course as well as at least one other objective method of evaluation, preferably some form of peer review. Although the use of student course evaluations at UNC system schools is widespread, departments at some universities evaluate classes less frequently than the N.C. Center recommends — only once a year rather than every semester, or for only one class rather than all the classes taught by the faculty member.

Using evaluations has been found to be a valid indicator of an instructor's teaching ability. As the findings of the Committee on Teaching of the College Arts and Sciences at UNC-Chapel Hill (the Stadter Committee) noted:

*"The numerous research evaluations of students ratings overwhelmingly demonstrate their reliability and validity. . . In spite of commonly shared myths to the contrary, student ratings are not correlated with grading difficulty, sex of student or professor, size of class, or teaching load. . . . In spite of many attempts to demonstrate otherwise, across all subjects and student levels the single most valid indication of an instructor's effectiveness at communicating his or her subject to students and motivating them to work to learn it is student evaluation."*

Other forms of evaluation are essential as well, though less common is the UNC system. Only about 30 percent of departments in UNC system schools use a system of *peer review* of faculty teaching, as compared with 54 of all departments in four-year colleges across the United States. Furthermore, only 45 percent of UNC departments require faculty *self-evaluation*, as compared with 60 percent nationwide. Clearly there is much room for improvement; UNC departments should at least meet, if not exceed, the national

average in terms of well-rounded evaluation of teaching. Either the university administration or individual departments could determine the procedures to be used, but the university should verify that all departments are conducting evaluations.

**2** Department chairs should link the results of the evaluations to faculty teaching assignments. Well-designed evaluations, whether completed by students, peers, or the faculty members themselves, should reveal the type and level of classes individual faculty members are best suited to teach. Although some commentators recommend that full professors should be required to teach introductory classes, evaluations may demonstrate that certain instructors, teaching assistants, or less senior professors are most skilled at teaching particular classes. Regular and thorough evaluations would also help ensure that all faculty, regardless of rank, are keeping abreast of developments and changes in their fields.

**3** Universities in the UNC system should consider implementing a comprehensive assessment program similar to that of the University of Tennessee at Knoxville. Prior to instituting its form of assessment, which examines both faculty teaching and the campus environment for learning, the university had come under fire for stressing research productivity at the expense of teaching. Now, with numerous forms of assessment such as the Student Satisfaction Survey, a graduate student questionnaire, and an alumni survey, the university has the data to gauge both problems and improvements over time and across departments. Though the state of Tennessee requires assessment for all colleges and universities in the state, North Carolina's public universities could begin their programs without waiting for a state mandate.

## Tenure and Promotion

More than any other element, tenure and promotion guidelines show how universities and the divisions within them really view the overall work of their faculty members. Tenure and promotion guidelines are often clearly spelled out, with specific weightings attached to a faculty member's performance in their three major areas of responsibility: teaching, research, and service.

Within the UNC system, approximately 82 percent of the universities responding to the Center's survey have university-wide written guidelines for promotion and ten-

ure decisions (the remaining universities allow departments to devise their own criteria). About half of all departments make additions to their university's policies, often to describe departmental expectations for teaching, research, and service, and to determine the specific weighting given to each component. At Winston-Salem State University, for example, weightings among the various components of a faculty member's job range from 50-75 percent for teaching, 15-25 percent for research, and 15-25 percent for service. At the beginning of each academic year, faculty members specify what they want given to

each component and are evaluated accordingly.

Much controversy surrounds the subject of tenure and promotion. Faculty and administrators in one camp feel strongly that tenure and promotion should be awarded primarily on the basis of research productivity, as that is what enhances the prestige of the department and the university, contributes to the overall body of knowledge in the field, and strengthens teaching.

Those in another camp believe that teaching is undervalued, even ignored, in the tenure and promotion process. "In the university, concerns about teaching are generally regarded as the second-best preoccupation of those who have not been successful in the world of scholarship," writes Harriet Sheridan, director of Brown University's Center for the Advancement of Teaching. "Find the most successful nontenured teacher on a campus, the one who has received the student award for teaching, and you will find someone whose days are numbered there."<sup>14</sup>

Universities in the UNC system exist to fulfill a variety of different missions. Some were established to produce advanced research; others to serve the needs of a specific region or population; and others to try new or experimental teaching techniques. As expected, these different

missions are evident in the universities' tenure and promotion guidelines as well. Nonetheless, all teach undergraduate students, and this part of each university's mission is also reflected in their tenure and promotion statements, with varying degrees of emphasis.

Though promotion and tenure guidelines stressing research and publication are to be expected at research universities, other institutions in the UNC system began as teachers' colleges (where little research was expected), and the teaching tradition remains strong. When the universities are examined by their Carnegie classifications (Research, Doctoral, and Comprehensive), the differing views on the importance of teaching in tenure and promotion decisions becomes more obvious.

The Center's survey of all department chairpersons at each university in the UNC system asked respondents to rank the importance of 17 factors when evaluating faculty for tenure, promotion, and salary increase decisions. Responses were on a seven-point scale, with 1 as Not Important and 7 as Very Important. (See Table 2 for a listing of all responses in rank order.)

The *system-wide departmental average* for the importance of the quality of *teaching* in tenure, promotion, and salary increase decisions is **6.5** on a seven-point scale —

**Table 2: Importance of Faculty Characteristics in Tenure, Promotion, and Salary Increase Decisions as Rated by Department Chairs in the UNC System**

1. Quality of teaching	6.5
2. Quality of research	5.7
Quality of publications	5.7 (tie)
3. Reputation in professional field	5.1
4. Number of publications	4.8
Institutional activities or service	4.8 (tie)
"Fit" with department or institution	4.8 (tie)
Advising undergraduate students	4.8 (tie)
5. Extent of research experience	4.7
"Fit" with student body	4.7 (tie)
6. Community or professional service	4.5
7. Extent of teaching experience	4.4
8. Affirmative action/equal employment	4.2
9. Supervision of graduate study	4.0
10. Ability to obtain outside funding	3.9
11. Related job experience	3.5
12. Salary requirements	3.2

*Note: The table reflects the system-wide departmental averages for the importance of each factor on a seven-point scale, with 1 as Not Important and 7 as Very Important.*

## Recommendations re: Tenure and Promotion Decisions

### **4** Results of teaching evaluations should be linked to tenure and promotion decisions.

While the evaluations are useful to help faculty members improve their teaching, they should also be used by departments in making personnel decisions. Though many departments (about 90 percent in UNC System schools) use the results of teaching evaluations in making merit pay increase decisions, there has been some hesitancy to use teaching evaluations in tenure and promotion decisions. When student course questionnaires were the only evaluations conducted, faculty were skeptical of their legitimacy and wary of giving them much weight in decisions. If universities require additional forms of evaluations such as peer review, however, as the Center recommends, university leaders should be able to persuade faculty that using such evaluations in personnel decisions is appropriate.

**5** While recognizing that universities in the UNC system have different missions and emphases, the N.C. Center for Public Policy Research strongly encourage that, in general, teaching ability and effectiveness count for at least one-third of the weight in a faculty member's overall performance (which includes teaching, research, and service).<sup>15</sup> The weighting given to teaching will vary according to the individual missions of departments and universities, but good teaching should be important enough to the overall goals of the university system that it count for a significant proportion of the

weight in tenure and promotion decisions at *all* universities, including Research and Doctoral institutions. **At Comprehensive I universities, teaching should count for at least 40 percent of the weight; at Comprehensive II and Liberal Arts universities, for as much as 50 percent.** Faculty members should be told in detail what is expected of them and how they will be evaluated.

According to the Center's survey, universities in the various categories *already* assign different levels of importance to the quality of a faculty member's teaching in tenure, promotion, and salary increases decisions. On a seven-point scale, with a rating of 1 as Not Important and a rating of 7 as Very Important, departments at UNC-Asheville, the one Liberal Arts university in the system, rate the importance of the quality of teaching at 6.8. At the three Comprehensive II universities, the quality of teaching is 6.6, while at the eight Comprehensive I universities, the importance of the quality of teaching averages 6.5. At UNC-Greensboro, the one Doctoral university, and North Carolina State and UNC-Chapel Hill, the two Research universities, the average importance of teaching is 6.3. (The system-wide average is 6.5.) Differentiating the weighting given to teaching in tenure and promotion decisions would enable the system's universities to capitalize on their different missions.

Regardless of the type of university, faculty members should be told in detail what is expected of them and how they will be evaluated. Furthermore, *no* faculty members in any university who are expected to teach classes regularly should be given tenure if their teaching performance is consistently poor.

the number one response. All universities were fairly consistent in their rankings of this factor. At the two Research universities, UNC-Chapel Hill and North Carolina State, the average is 6.3. At the state's only public Doctoral university, UNC-Greensboro, the average is also 6.3. At the state's eight Comprehensive I universities, the average is 6.5. At the three Comprehensive II universities, the average importance of teaching in tenure and promotion decisions is 6.6. At UNC-Asheville, the one Liberal Arts university in the system, the average is 6.8. As the averages from the various categories of universities demonstrate, the importance of teaching *rises* as the university's place in the Carnegie classification goes down. (The Carnegie Classification places research universities at the top of the hierarchy.)

By contrast, the *system-wide departmental average*

for the importance in tenure, promotion, and salary increase decisions of *research measures* — the quality of research and the quality of publications — is **5.7** on a seven-point scale, notably lower than the importance of teaching. There is also a much greater spread in the rankings of these factors. At UNC-Chapel Hill and North Carolina State, for example, the average is significantly higher — 6.6 for both quality of research and quality of publications. UNC-Greensboro follows closely behind; the averages are 6.6 for quality of research and 6.5 for quality of publications. At the Comprehensive I universities, the average importance of the factors in tenure and promotion decisions is closer to the system-wide average: 5.6 for the quality of research and 5.5 for quality of publications. At UNC-Asheville, the average for both quality of research and quality of publications is 5.4. At

the Comprehensive II universities, the averages are even lower: 5.0 for quality of research and 5.1 for quality of publications.

At least according to the survey responses, the quality of teaching appears to be highly important at *all* universities in the system, and the most significant factor in tenure and promotion decisions overall. Given that all universities in the system have the teaching of undergraduates as part of their mission, the high ranking of teaching at all schools should be encouraging.

### **Faculty Development Programs and Teaching Centers in UNC System Schools**

Interest in faculty development and teaching improvement programs on college campuses has waxed and waned over the past two decades, but appears to be picking up again with today's renewed interest in "taking teaching seriously." "Faculty development" is a broad term with differing implications depending on the campus, but at most schools it refers to programs designed to assist individual faculty members with their teaching. Some universities have special teaching centers located on their campuses, while others run their programs through the offices of a dean, another university administrator, or through individual departments.

Regardless of who is responsible for faculty development on a given campus, programs typically offer similar types of activities, including:

- Workshops, conferences, or seminars on teaching improvement techniques, presented by an expert on teaching;
- Classroom visitations and/or videotaping by staff members, who then review the teaching performance of the faculty member who was visited;
- Individual consultations with faculty members on teaching methods and improvement;
- Training and orientation sessions for teaching assistants and new faculty;
- Administration and analysis of student course evaluation surveys;
- Consultation and financial support for course development and design projects;
- Maintaining libraries and publishing newsletters on teaching improvement techniques.

Of the 16 universities in the UNC system, three — Appalachian State University, UNC-Chapel Hill, and Western Carolina University — have centers for teaching enhancement or faculty development. All three schools are vocal about the importance of high-quality teaching at their institutions and want to be seen as leading the way in helping make teaching even better. Appalachian State's center is called the Hubbard Center for Faculty Develop-

### **Recommendation re: Teaching Enhancement and Faculty Development Programs**

**6** The Board of Governors should encourage universities to pursue funding or consider making grants to all universities without formal teaching centers or faculty development programs to enable the schools to establish them. Many administrators expressed interest in beginning or enhancing faculty development programs at their universities, but said that funding was the main obstacle they faced. G.S. 116-11(3) and 116-11(9) give the Board of Governors the authority to request funds from the General Assembly for such areas as new programs and activities, capital improvements, and improvements in levels of operation. Additionally, UNC General Administration has been very supportive of the system-wide Carolina Colloquies on Teaching held at Western Carolina University, and additional funds for programs at individual universities could help sustain the efforts initiated by the Colloquy.

ment and Instructional Services; UNC-Chapel Hill has the Center for Teaching and Learning; and Western Carolina's is the Faculty Center for Teaching Excellence. All three sponsor extensive programs on campus, and Western Carolina's Faculty Center for Teaching Excellence has served as the host site for several system-wide conferences on improving the climate for teaching in North Carolina. In addition to the three centers listed above, several other universities sponsor teaching enhancement programs, and all appear to be making a notable impact on faculty interest in and attention to teaching.

### **Teaching Awards**

Most faculty members who teach well would probably agree that they teach because they enjoy it, not because they want to win an award — which is not large in terms of money or recognition — from their department or university. Professors interviewed for this study unanimously agreed that the teaching awards offered at their institution did *not* motivate faculty to be good teachers; "If they're good, they're good regardless," said one department chairperson.

On the other hand, the fact that universities, colleges, or departments give awards at all does show that the institution values teaching and recognizes it as important and worthy of special recognition. The awards may not actually improve teaching performance, but they do help to establish an institutional culture that is supportive of

teaching. And this institutional culture supporting teaching is important, because, as Mickey L. Burnim, the Vice Chancellor for Academic Affairs at North Carolina Central University noted,

*“People are not in the academy for monetary reasons. The difficulty in rewarding teaching has to do with academic tradition — the focus of the Ph.D. experience is to teach people to become researchers, not teachers. People sometimes feel that they’re sort of ‘letting down’ their graduate school if they ‘only teach.’”*

According to responses from the Center’s survey of all department chairpersons, deans, and vice chancellors for academic affairs at UNC system universities, only 9 percent of all *departments* give awards for excellent teaching; 55 percent of all *schools or colleges* within universities give teaching awards; and 91 percent of all universities responding give teaching awards. In some cases, the awards are in the form of recognition only; in others, they carry a significant salary supplement.

Of the teaching awards made by *departments*, most are in the form of recognition of some sort — often the recipient’s name is added to a plaque of departmental award winners. Thirteen of the 28 departments that responded to the survey include a monetary, award with the recognition, in amounts ranging from about \$1000 (for teaching assistants in the English department at UNC-Chapel Hill) to \$100 for the faculty in the departments of

both Civil and Industrial Engineering at North Carolina State. Recognition for good teaching by *schools and colleges*, by contrast, is more likely to be in the form of monetary awards. Almost 70 percent of the teaching awards made by schools and colleges are monetary, compared with less than 50 percent of the departmental awards. Schools and colleges, with their larger budgets, are more likely to have the money available to make awards, and the money for some — such as the David Brinkley Teaching Excellence Award at the School of Journalism at UNC-Chapel Hill — comes from outside sources.

The *university-wide* teaching awards are almost all monetary, according to the Center’s data. Only one institution — Appalachian State — does not include money as part of the recognition for excellent teaching. Monetary awards at the other universities range from \$500 (for one Distinguished Faculty Award at Fayetteville State and five Chancellor’s Awards for Excellence in Teaching at UNC-Wilmington) to \$5,000 (for the Bowman and Gordon Gray Professorships, one in Johnston Teaching Excellence, four Students’ Undergraduate Teaching Awards, and six Tanner and Salgo Awards for Excellence in Undergraduate Teaching at UNC-Chapel Hill, and four University Distinguished Professorships at UNC-Wilmington).

Though these figures represent a number of ways of acknowledging outstanding teaching at UNC system schools, some critics claim that teaching awards are just

### Recommendations re: Teaching Awards

**7** All universities in the system, and the schools and departments within them, should examine the feasibility of establishing some form of recognition of or support for excellent teaching. Though teaching awards, in and of themselves, do not cause faculty members to teach well, they do show that a university or department believes that teaching is important, and recognition for excellence establishes a supportive culture for teaching. Currently, only 9 percent of all *departments* give awards for excellent teaching, and only 55 percent of all *schools or colleges* within universities give teaching awards, according to the Center’s survey. Many of the awards for outstanding teaching are in the form of recognition only, rather than the monetary awards commonly given for research.

Although *monetary* awards for excellence in instruction would be most effective in helping to put teaching on par with research, even recognition as simple as a “Teacher of the Year” plaque outside the departmental office, or the funding and time to work on developing a new course or revamping an existing one, would be preferable to no award at all.

**8** The universities should also seriously consider establishing endowed chairs for teaching. These would be lifetime positions given for outstanding achievement in the field, similar to those given for research accomplishments. Currently, there is a discrepancy in endowed chairs at UNC system universities. While research chairs are held for life, chairs for teaching excellence, such as the Bowman and Gordon Gray chairs at UNC-Chapel Hill, are one-time positions and are held for only three years. According to UNC-Wilmington chancellor James R. Leutze, this discrepancy between research and teaching chairs “sends a very powerful message about what’s *really* valued.” **Just as endowed chairs for research enable universities to attract and keep faculty members with excellent reputations as researchers, endowed teaching chairs could enable universities in the UNC system to attract — and build a reputation on — outstanding teachers.**

for show — that they're of less value and duration than those given for research. This charge applies especially to endowed chairs, which are highly valued and given for outstanding work in a certain field. "There's a great discrepancy in endowed chairs at universities, including UNC-Chapel Hill," according to Joel Schwartz, director of UNC-Chapel Hill's Center for Teaching and Learning. "Research chairs, such as the Kenan professorships, are held for life, while the Bowman and Gordon Gray chair for Teaching Excellence is a one-time position (with a \$5,000 bonus) and held for three years only." Additionally, at many universities, recognition given for research does not come in the form of actual awards as such, but in the form of tenure and promotion to higher rank, and therefore higher salaries. On the other hand, endowed research chairs enable universities to compete for and keep excellent faculty who might be attracted elsewhere due to their research skills and reputations.

Interestingly, some of the UNC system universities that are the most vocal about the importance of good teaching give the fewest teaching awards. For example, although some of the *colleges* at Appalachian State give monetary teaching awards (such as the College of Business, which makes one Outstanding Teaching Award annually, for \$2,000), the four university-wide awards are plaques. Pembroke State, UNC-Charlotte, and Western Carolina all have very few departmental or college-based awards and make only one university-wide teaching award annually (all at \$1,000), and Elizabeth City State has no award at all. Some of these are smaller universities with fewer resources with which to make awards, whereas others may simply need to make more of an effort.

Universities in the UNC system appear to be making diligent efforts to establish a culture of encouraging excellence in teaching on campus and to reward the outstanding teaching of their faculty members. However, not all teaching awards are formally given and easy to document. Many department chairpersons noted on their surveys that excellent teaching is rewarded with merit pay increases, travel funds to attend conferences, or leave time to conduct research. For example, R.J. Thomas, head of the Wood and Paper Science department at North Carolina State, wrote that in his department, "Awards for teaching are reflected in merit pay increases. Teaching excellence is part of the job." Other responses mentioned that even if the department has no award for teaching, the chairperson does evaluate and recommend faculty members for school-wide or university-wide teaching awards.

## **Training Teaching Assistants to Teach Undergraduates**

Many graduate students, regardless of whether they will eventually become professors, teach classes while they are working on their degrees. Unfortunately for

graduate students, popular lore surrounding graduate teaching assistants (TAs) is full of illustrations and examples of TAs' incompetence, lack of preparation or knowledge, and — for some foreign-born TAs — inability to speak English. Other complaints reflect undergraduate students' disappointment that they are taught many of their courses by instructors barely older than themselves, rather than by more senior professors who are also assumed to be better prepared, more knowledgeable, and simply better suited to conduct a class.

Are these stereotypical criticisms accurate at UNC schools? Are TAs, as some suggest, merely ill-prepared cannon fodder? Are they enthusiastic, ready and eager to teach about a field that is still fresh and exciting to them? Or are they somewhere in between — teaching because that's what you do to earn your fellowship or stipend, and you may as well make the best of it?

Not all universities in the 16-campus UNC system have graduate programs, and even within schools that do, not all *departments* offer graduate instruction. This part of the Center's study, therefore, examined only the preparation and training efforts of the 147 departments — 47 percent of the total surveyed — that both have graduate programs *and* have graduate students teaching undergraduate classes. These students may either teach alone, with a supervisory faculty member, or teach a discussion section of a large lecture class taught by a professor.

### **Training Programs for Teaching Assistants**

In response to criticism they have received for unleashing untrained graduate students on undergraduate classes, universities across the country are beginning to offer training programs for teaching assistants. At some universities, *all* graduate students who will be teaching undergraduates are required to attend a workshop on teaching techniques; at others, departments provide their own instruction. This can range from one lecture by a departmental administrator to a full-blown and in-depth class.

In departments without formal training programs — however brief — faculty members are generally assigned supervisory responsibility for one or more TAs, and individual professors are made responsible for their TAs' training. This may produce some faculty who take a serious interest in the training and monitoring of their TAs, or may lead to training which consists solely of advice to "look professional."

Because of the possibility of great irregularity in training, many faculty members advocate a more standardized process. David Lowery, chairman of the Political Science department at UNC-Chapel Hill, said that in his department, "For years, TAs were assigned to a faculty mentor, who was supposed to go over their syllabus, give them help in their teaching, and so on. This worked pretty well, but it was dependent on how good a mentor the TA had. For the last few years, we've instead held a training course for incoming TAs in the August before they start their teaching. It's an intensive course, and all TAs have to take it."

Among the 147 departments at schools in the UNC system that offer graduate programs and use graduate students as teaching assistants, 71 (49 percent) reported having at least some form of training procedure or program. Some of the departments offer their own; others rely on a training course run by the university which their TAs are required to attend. Departmentally-designed courses seem to be the more extensive of the two, and offer the additional advantage that the material presented about teaching can be specifically tailored to the field's subject matter. While there are some universally helpful teaching techniques, what TAs need to know about teaching chemistry might be very different from what they would need to teach drama.

### **Monitoring and Evaluating Teaching Assistants**

Even though all of the departments in UNC system schools do not provide formal training programs for their teaching assistants, the vast majority — more than 70 percent — have procedures in place for *monitoring and/or evaluating* them. In many cases, according to data from the departmental surveys, the monitoring and evaluation included a training component, even if not expressed as such. Evaluations of teaching assistants are similar to those required of regular faculty members — questionnaires completed by students in the course — and the results are generally reviewed with the TA.

Though the departments in UNC system schools with teaching assistants are making efforts to train and prepare them for teaching, less than half of all departments with TAs have formal training programs. Even training consisting solely of a day-long workshop would be highly useful to a graduate student who has never taught before,

and *no* undergraduate student should be taught by an instructor who has not had some type of training.

Departments are better at monitoring and evaluating their TAs, but even here the procedures are not universal. Teaching assistants need feedback — from both their students and their supervisors — in order to continue to develop into good teachers. Something as simple as mid-term student evaluations would help TAs discover both their teaching strengths and what needs work, and would give them a chance to improve during that semester.

### **The Next Generation: Training New and Future Faculty**

The next ten to fifteen years will see a significant turnover in the professoriate, as faculty members hired in the “boom times” of the 1960s reach retirement age. Those who are interested in promoting teaching see this as an exciting opportunity to shape the university of the future, by beginning now to train a new generation of faculty committed to and prepared for excellent teaching.

The new faculty members of today are different in many ways than their predecessors of even ten years ago. Many come in with teaching experience already under their belts, having served as teaching assistants (TAs) during graduate school. And because of the recent push to train and prepare teaching assistants for their duties, the former TAs are often at least familiar with general pedagogical issues and methods.

Nonetheless, junior faculty are viewed as needing special help to adjust to their new careers, especially with the pressures in many schools (including most of North Carolina's public universities) to conduct research lead-

### **Recommendation re: Training and Monitoring Teaching Assistants**

**9** The Board of Governors should enforce its policy that no graduate student teaches an undergraduate course without extensive training, monitoring, and evaluation. Although a number of departments in the university system have exemplary programs for teaching assistant (TA) preparation, others provide only rudimentary training and monitoring. According to responses to the Center's survey, only half (71, or 49 percent) of the departments reported having at least some form of training program or procedure. Some of the departments offer their own training sessions; others rely on a training course run by the university which all teaching assistants are required to attend. Even though the majority of departments in the UNC system — 70 percent — have procedures in place for monitoring and evaluat-

ing their teaching assistants, there are still a number of TAs who teach without proper preparation and monitoring.

With sufficient support and guidance, teaching assistants can do an excellent job in the classroom; without training, undergraduate education can suffer, especially at the large universities where teaching assistants frequently teach introductory courses. **Departments should be required to have suitable training and evaluation programs for their teaching assistants, and should be given the money and personnel to put these in place.** Ensuring that TAs are suited for teaching and well-prepared for their assignments would go a long ways towards removing the stereotypes currently plaguing them.

ing to publication in order to receive tenure. Faculty members interviewed for this study were highly sympathetic towards the difficulties new faculty members experience; many of them noted the great stresses that junior faculty face in their first seven years of employment (the general time one serves as an assistant professor before either being tenured and promoted or let go).

A number of universities in North Carolina sponsor programs for new faculty members to help them develop into effective teachers. During the late summer of 1991, for example, the first New Faculty Seminar on Exemplary Teaching was held at Western Carolina University. The program was initiated by participants in the 1990 Carolina Colloquy on College Teaching, which brought together representatives of 14 of the 16 UNC institutions in order to discuss ways to promote and support good teaching on all of the campuses.

The New Faculty Seminar was designed for tenure-track faculty from any UNC university who had been teaching for three years or less. The purpose of the five-day conference was "to promote effective teaching practices among new faculty, provide an opportunity for new faculty to interact with exemplary teachers, and to show new faculty that teaching excellence is highly valued in the UNC system."<sup>16</sup>

The concepts of faculty "mentoring" or new faculty working with a "master professor" have also received heightened attention recently. Many departments in North Carolina's public universities use either a formal or informal mentoring system to help young faculty develop their teaching skills, with senior professors advising on such matters as presentation skills, time management, and grading.

Several departments noted that they required interviewees for faculty positions to present a lecture or colloquium to the departmental faculty in order to demonstrate their ability to make a scholarly presentation in an academic setting. Dr. Lowery of UNC-Chapel Hill said that candidates who did a poor job on their presentation greatly hindered their chances of being hired. Candidates for positions in the English department at UNC-Charlotte also do a presentation to the faculty, although department chair Ron Lunsford noted that "You can't necessarily

extrapolate from that how well they could teach freshmen and sophomores. I would like to begin a program where candidates would teach an actual class to students, but it's awfully time consuming and it also takes time away from a professor's regular class schedule." The Political Science department at North Carolina State invites students to sit in on candidates' presentations, both in order to avoid disturbing regular classes and to get student feedback on the candidate's teaching.

### **Recommendation re: New and Future Faculty**

**10** If universities are determined to require and support good teaching, administrators should insist that departments make teaching a central criterion in all hiring decisions, and that truly poor teachers, regardless of their research credentials, are not hired. As is already the practice in many departments, personnel committees should require that candidates for positions either teach an actual class to students, if feasible, or present a seminar to the committee, and the candidates should be evaluated on their teaching performance.

Departments in the UNC system might also consider instituting a requirement that new faculty, prior to their first teaching assignment, have had a teaching apprenticeship as a core part of their training. At the very least, departments should require that interested but inexperienced new faculty receive special instructions in teaching, whether within the department or through the university's faculty development center.

New faculty — and their teaching — should also be monitored especially carefully by the department, and they should possibly be assigned a mentor to help with acclimation to university life.

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*"To be professional in the minds of some faculty means directing all your time and energy to your discipline, your research, and your professional association. Some ask, where are the students in all of this?"*

*"... Colleges cannot eliminate all the forces that have recently plagued the scholar-teacher. . . . But colleges can renew and protect the teacher-scholar in many crucial ways. They can change their reward structures, their evaluation systems, their curriculum to encourage improvement of both teaching and scholarship. They can, through corporate faculty activity, work against the individualization of the professoriate; they can, by their words and deeds, demonstrate a broader approach to professionalism; they can provide clearer signals and expectations for faculty to encourage high quality scholarship and teaching."<sup>17</sup>*

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<sup>1</sup> The designation of **Research University I** is given to universities in the United States that offer a full range of baccalaureate programs, numerous doctoral programs, and give a high priority to research. According to the Carnegie requirements, the criteria for this classification include that the institution must maintain a minimum of \$33.5 million annually in federal support for research and development, award at least 50 Ph.D. degrees each year, and maintain excellence in all of its graduate programs and research activities.

<sup>2</sup> The classification of **Doctoral University I** requires that, in addition to offering a full range of baccalaureate programs, the mission of these institutions must include a commitment to graduate education through the doctorate degree. Universities in this category award at least 40 Ph.D. degrees annually in five or more academic disciplines.

According to the Carnegie Council, **Research Universities II** offer a full range of baccalaureate programs, are committed to graduate education through the doctorate degree, and give high priority to research. They receive annually between \$12.5 million and \$33.5 million in federal support for research and development and award at least 50 Ph.D. degrees each year.

<sup>3</sup> Universities classified as **Comprehensive I** have enrollments of at least 2,500 and are authorized to offer a full range of programs at the baccalaureate and master's levels.

<sup>4</sup> **Comprehensive Universities II** offer degree programs primarily at the baccalaureate level, though they may offer a small number of master's or professional degrees. All universities in this group enroll between 1,500 and 2,500 students.

<sup>5</sup> The N.C. School of the Arts did not have a Vice-Chancellor when this survey was done; a survey was mailed to the head of the Division of General Studies.

<sup>6</sup> Trish Wilson, "Advisers frown on more graduate programs: Improve basic education, state universities told," *The News and Observer*, Raleigh, NC, November 9, 1991, p. 1A.

<sup>7</sup> Clark Kerr, "The New Race To Be Harvard or Berkeley or Stanford," *Change* magazine, Vol. 23, No. 3, May/June 1991, p. 15.

<sup>8</sup> American Association of University Professors as printed in *The Chronicle of Higher Education*, Vol. 38, No. 33, April 22, 1992, p. A21. Definition and categorization of institutional type made by the Carnegie Foundation for the Advancement of Teaching. Note: These are average

salaries for all faculty at these ranks at the various universities. They include faculty in the professional schools — such as law, medicine, business, etc. — at the universities that have them.

<sup>9</sup> Darryl G. Greer, "Pitfalls to Avoid in the 1990s," *Policy Perspectives*, a publication of the Pew Higher Education Research Program, sponsored by The Pew Charitable Trusts, Philadelphia, Vol. 3, No. 4, Section B, September 1991, p. 10B.

<sup>10</sup> Ursula Elisabeth Wagener, "Affording Quality Teaching," (abstract), *Policy Perspectives*, a publication of the Pew Higher Education Research Program, sponsored by The Pew Charitable Trusts, Philadelphia, Vol. 2, No. 1, September 1989, p. 2.

<sup>11</sup> "Monteith, officially," *The News & Observer*, Raleigh, NC, October 24, 1991, p. 18A.

<sup>12</sup> National Center for Education Statistics Survey Report, January 1990. *A Descriptive Report of Academic Departments in Higher Education Institutions*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, p. 33.

<sup>13</sup> *Ibid.*

<sup>14</sup> Harriet W. Sheridan, "The Compleat Professor, Jr.," *AAHE Bulletin*, Vol. 41, No. 4, December 1988, p. 3.

<sup>15</sup> This recommendation applies to the vast majority of faculty who are hired with the expectation that they will perform all three duties routinely. However, a small number of faculty are hired under special circumstances: those who are expected primarily to conduct research, for example, and who teach few, if any, classes. The recommendation that teaching count for one-third of their performance would therefore not apply.

Additionally, some faculty members (for example, department chairpersons) are hired and brought in *with tenure* as an associate or full professor. If the candidates for these positions will be teaching classes, they should be asked by the personnel committee to teach a class to students or to present a seminar to the committee. Their teaching should be subject to the same evaluations as that of other faculty.

<sup>16</sup> Faculty Center for Teaching Excellence, Western Carolina University, "Summary: New Faculty Seminar on Exemplary Teaching," August 1991, p. 1.

<sup>17</sup> William C. Nelsen, *Renewal of the Teacher/Scholar*, Washington, DC: Association of American Colleges, 1981, pp. 7-8.

# Introduction

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*“Effective teaching is ... a matter of transforming one’s knowledge of a subject in ways that lead to student understanding.”<sup>1</sup>*

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**A** History professor stands before a large room of upper-level students delivering his lecture. His presentation is extremely well-designed and organized, his delivery is clear and concise, and he makes good use of the blackboard, handouts, and illustrative maps. Even with 150 people in the class, the room is quiet enough to hear pens busily scratching in notebooks. The students are concentrating intently, many of them writing down the professor’s words verbatim. They are so wrapped up in the professor’s lecture that he has to remind them to leave when the class period is over.

Is this person an excellent professor?

The English department’s class on 19th century British literature is held in a small, stuffy room, barely large enough for the 25 students taking the class. The professor sits on the edge of her desk and calls on students to give their impressions of the novel they read for their latest assignment. The discussion becomes lively, even chaotic, as students speak out to share their opinions of the book and its author. The professor encourages the students to talk, and occasionally jumps in with her ideas. The class is behind schedule, according to the syllabus given at the beginning of the semester, but most students are enthusiastic participants in the lengthy discussions about each book.

Is this person an excellent professor?

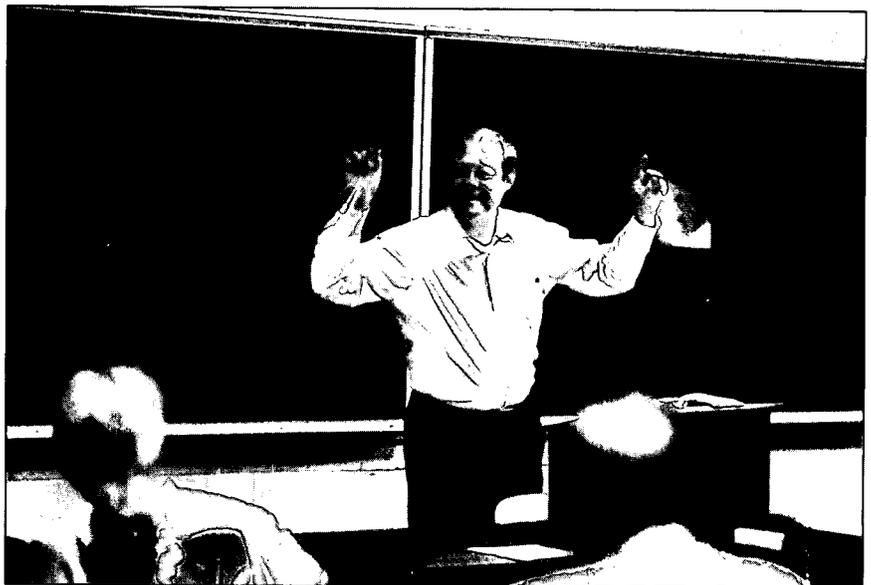
The Psychology department’s most popular class is Dr. Roberts’ Psych 20, the introductory course in psychological behavior. Although the class is large, the lectures are lively and fun; Dr. Roberts enjoys cracking jokes and showing excerpts from television shows that are relevant to class material at the beginning of each lecture. The class doesn’t have a

reputation for being particularly challenging, but it’s convinced many students to major in psychology, where a number of them have done quite well. Dr. Roberts has been a finalist for the department’s \$1,000 teaching award three times.

Is this person an excellent professor?

How do we know? What standards are or should be used to measure excellence? How should excellence in teaching be encouraged and rewarded? How do the universities in the 16-campus University of North Carolina system promote, identify, and reward excellent teaching?

This study does not attempt to define good teaching; it would be impossible to construct a definition that would fit all departments in all of the system’s universities. Instead, the North Carolina Center for Public Policy Research believes that the individual departments, divisions, and universities are in the best position to define what



good teaching would be in their situations, as well as to set out how they propose to evaluate and reward it objectively.

Over the past three years, the N.C. Center has studied teaching in the UNC system — its importance within the overall scope of the universities' missions, the amount of attention it receives at each university, how universities and their component departments and divisions evaluate teaching, and how good teaching is promoted and rewarded.

As part of this study, the Center administered a survey questionnaire to the chairperson of each department, the dean of each college or school, and the vice-chancellor for academic affairs at each university within the system — a total of 492 surveys. (See p. 3 for a description of the survey methodology.) The overall response rate was 78 percent, which is well above any statistical standards for reliability and which we believe gives us a very complete picture of teaching at each university. Center staff have visited every campus in the study and have also conducted extensive interviews with UNC system administrators, chancellors, deans, department chairs, faculty members, and students, to discover their perceptions of what is being done to promote and reward good teaching at the universities. The study also includes information on unique departmental and university-wide programs on such topics as training new faculty members or teaching assistants in how to teach effectively.

To provide the most accurate and fair analysis of the data we have gathered, we are using the standard Carnegie university classifications, which were published in 1987 by the Carnegie Council on Policy Studies in Higher Education, a division of the Carnegie Foundation for the Advancement of Teaching. The classifications are based on such factors as the number and types of programs and degrees offered, the size of the institution and the number of faculty, and the budget and external funding of the school. They permit comparisons of generally similar types of institutions in order to detect patterns of similarities and differences among them.

North Carolina's public universities — with the exception of the School of the Arts, which is not classified — fall into five Carnegie categories. North Carolina State University and the University of North Carolina at Chapel Hill are both **Research Universities I**.<sup>2</sup> The University of North Carolina at Greensboro is the state's only **Doctoral Granting University I**, although the university would like to move up to the category of **Research University II**, a step below Research University I.<sup>3</sup>

There are eight universities in the UNC system that fall into the next Carnegie category, that of **Comprehensive**

**Universities and Colleges I**.<sup>4</sup> These include Appalachian State University, East Carolina University, Fayetteville State University, North Carolina A&T State University, North Carolina Central University, the University of North Carolina at Charlotte, the University of North Carolina at Wilmington, and Western Carolina University. Several of these schools — East Carolina, North Carolina A&T, and UNC-Charlotte — would also like to boost their status to the next level, **Doctoral Granting Universities II**.

Three schools are in the fourth category, **Comprehensive Universities and Colleges II**.<sup>5</sup> These are Elizabeth City State University, Pembroke State University, and Winston-Salem State University. Of these, Pembroke State and Winston-Salem State plan to seek Comprehensive University I status within the decade.

The University of North Carolina at Asheville recently received approval to change its status from Comprehensive University II to **Liberal Arts University I**.<sup>6</sup> All plans to change a university's status within the system must be approved by the University of North Carolina Board of Governors.

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<sup>1</sup> Russell Edgerton, Patricia Hutchings, and Kathleen Quinlan, *The Teaching Portfolio: Capturing the Scholarship in Teaching*, a publication of the American Association for Higher Teaching Initiative, Washington, D.C. 1991, p. 2.

<sup>2</sup> The designation of **Research University I** is given to universities in the United States that offer a full range of baccalaureate programs, numerous doctoral programs, and give a high priority to research. According to the Carnegie requirements, the criteria for this classification include that the institution must maintain a minimum of \$33.5 million annually in federal support for research and development, award at least 50 Ph.D. degrees each year, and maintain excellence in all of its graduate programs and research activities.

<sup>3</sup> The classification of **Doctoral University I** requires that, in addition to offering a full range of baccalaureate programs, the mission of these institutions must include a commitment to graduate education through the doctorate degree. Universities in this category award at least 40 Ph.D. degrees annually in five or more academic disciplines.

According to the Carnegie Council, **Research Universities II** offer a full range of baccalaureate programs, are committed to graduate education through the doctorate degree, and give high priority to research. They receive annually between \$12.5 million and \$33.5 million in federal support for research and development and award at least 50 Ph.D. degrees each year.

<sup>4</sup> Universities classified as **Comprehensive I** have enrollments of at least 2,500 and are authorized to offer a full range of programs at the baccalaureate and master's levels.

<sup>5</sup> **Comprehensive Universities II** offer degree programs primarily at the baccalaureate level, though they may offer a small number of master's or professional degrees. All universities in this group enroll between 1,500 and 2,500 students.

<sup>6</sup> **Liberals Arts I Universities** are considered highly selective, primarily undergraduate institutions, and award more than half of their degrees in the arts and sciences.

# Survey Methodology

In order to get a comprehensive picture of what universities in the UNC system are doing to evaluate and reward good teaching, staff of the N.C. Center for Public Policy Research conducted extensive surveys of the universities during 1990 and 1991. Three separate questionnaires were designed: one to go to all vice chancellors for Academic Affairs, one for all deans of schools or colleges, and one for all department chairpersons. Copies of all three questionnaires and cover letters are printed in Appendix A at the end of the report.

Prior to administering the surveys, Center staff conducted a trial run to ensure that our questions were applicable and our procedures were clear. Participants (two department chairpersons at each university) were told that the surveys were preliminary and were encouraged to make comments or suggestions for improvement. With a response rate to the trial run of more than 80 percent, we were reasonably confident that we could also expect a good response rate for the actual survey.

On August 1, 1990, the Center mailed a total of 492 surveys, letters explaining the project, and postage-paid return envelopes: 15 went to the vice chancellors for academic affairs<sup>1</sup>; 69 to deans of schools or colleges; and 408 to department chairpersons. Recipients were given three weeks to respond, with the completed questionnaires due back to the Center on August 24. One week later, a reminder letter was sent to all participants who had not yet responded, asking them to call the Center if they had misplaced their survey and giving them two additional weeks to complete their surveys. Those who had not yet responded were mailed a new package with the entire survey and cover letter after two additional weeks. Postcards were sent to those who had responded to thank participants for their time and effort. In the summer of

1991, Center staff sent letters to the chancellors and vice chancellors for academic affairs at each university requesting updated information on teaching awards made by the university, and received responses from 12 of the 15 applicable institutions.

*The overall response rate to the survey was very high — 382 returned, or 78 percent — and well above any statistical standards for reliability.* Eleven of the Vice Chancellors responded, for a rate of 73 percent; 57 of the deans (83 percent); and 314 of the department chairs, or 77 percent. No university's departmental response rate was lower than 64 percent, and several universities had response rates in the upper 90s. The Center was very pleased with the interest in teaching that the survey identified, and we want to thank those who participated. Compilations of the survey responses, by school, are printed in Appendix B at the end of the report.

Center staff working on the project have made every effort to obtain information to make the report as complete and accurate as possible. Institutions were given ample time to respond to the survey, and staff made numerous efforts to follow up on and obtain missing or late responses. In chapters or appendices where data (such as teaching awards) are recorded for each university, the listings contain all the information received by the Center. However, some programs or awards may not be included because they were not provided by the department or division; we hope that this is rarely the case.

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<sup>1</sup>The N.C. School of the Arts did not have a vice chancellor when this survey was done; a questionnaire was mailed to the head of the Division of General Studies (see p. 127 for information on the School of the Arts).

*Dr. Timothy Ballard, right, assistant professor of biological sciences at UNC-Wilmington, received the UNCW Board of Trustees Teaching Excellence Award on July 15, 1992.*



# Teaching and Research — The Old Debate

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*“There is another common fallacy that asserts there is some inevitable and necessary conflict between teaching and research. Some would exalt teaching as if it could exist without research . . . I could not disagree more emphatically. Research, in whatever field, alone or in groups, done late at night or snatched at dawn, in laboratory, library, or at home, pursued for a few hours a day or throughout weekends, during vacations or on leave, is the essential source from which teaching is drawn.”<sup>1</sup>*

— A. BARTLETT GIAMATTI, FORMER PRESIDENT OF YALE UNIVERSITY

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*“I believe the tension between research and teaching is real; I feel it at a personal level almost daily. Further, I believe the conflict creates an issue our community should continue to debate. . . . First . . . , there is no empirical evidence of a correlation between research and teaching performance. Second, I know of no evidence to support the assumption that only individuals who regularly publish or obtain grants “keep up” with the literature, maintain a level of competence needed for university teaching in any discipline, or are more motivated scholars.”<sup>2</sup>*

— BRUCE HENDERSON, FACULTY MEMBER AT WESTERN CAROLINA UNIVERSITY

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*“Research needs teaching. If the purpose of research is the discovery or rediscovery of understanding, it is only in sharing this discovery that research attains its meaning. Sharing with students, like sharing with colleagues, is a natural outcome of that effort.”<sup>3</sup>*

— REPORT OF THE COMMITTEE ON TEACHING OF THE COLLEGE OF ARTS AND SCIENCES, UNC-CHAPEL HILL

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Universities across the country are struggling to determine and define the proper balance, if there is one, between the research and teaching interests of their faculty members. An article in *The Chronicle of Higher Education* in 1990 addressed the current reform movements — such as developing new criteria for the promotion and tenure of faculty members, and creating more effective teaching methods — and claimed that the debate will lead to “totally different ways of looking at higher education.”<sup>4</sup> The calls for reform are said to arise from “an unprecedented volley of criticism fired at research universities in recent years,” according to David Riesman, professor emeritus of sociology at Harvard University who has written many studies of American higher

education. Riesman, though supportive of some of the proposed changes, warns against what he calls the “anti-intellectual” nature of some of the calls for reform, especially what he sees as “simple-minded dichotomies of teaching versus research.”<sup>5</sup>

North Carolina’s universities face similar debates, both internally and with their constituencies (including the state legislature). These struggles are often exacerbated when the schools are also striving to upgrade their classification status, as explained in Chapter IV. Schools which currently are classified as “Comprehensive” seek to become “Doctoral Granting.” Doctoral universities believe that their programs, faculty, and external grants awarded qualify them for Research University status. Higher clas-

sifications and prestige go hand-in-hand, and with that prestige comes the expectation that the research output of the university will increase.

*"The bottom line is that the prestige of a university is as or more important than what is taught in its classrooms, and the price of prestige is sacrificing professors to research, whether we like it or not."*

— ROLAND TILDEN, STUDENT, UNC-CHAPEL HILL

A higher institutional classification also shows up in higher faculty salaries. Critics of American universities use the differences in salary to demonstrate that research truly is valued more highly than teaching. If teaching were on an equal plane with research, the argument goes, then average salaries at universities whose focus is teach-

ing would be similar to those at universities whose primary emphasis is **research**. Salaries at North Carolina's public universities appear to support the contention that research is rewarded financially more than teaching. Table III-1 lists average faculty salaries at each university for all tenured and tenure-track faculty: full professors, associate professors, and assistant professors. The chart also shows the average faculty salaries at all levels for each institutional classification. In general, as the institutional classifications move down in rank, so do faculty salaries.

The figures in Table 1 from North Carolina universities reflect a nationwide pattern of research being more lucrative than teaching. James S. Fairweather, a senior research associate at the Center for the Study of Higher Education at Pennsylvania State University and an associate professor of higher education, presented preliminary results of a study based on data from 4,332 full-time, tenure-track faculty members at a wide range of four-year

**Table III: Average Faculty Compensation at UNC Institutions, by Classification, 1991-1992 School Year <sup>6</sup>**

Institution and Classification	Student Enrollment	Full Professor	Associate Professor	Assistant Professor
<b>Research I</b>				
North Carolina State	26,683	\$63,900	\$45,600	\$38,300
UNC-Chapel Hill	23,674	65,300	47,600	37,300
<i>Average:</i>		<b>\$64,600</b>	<b>\$46,600</b>	<b>\$37,800</b>
<b>Doctoral I</b>				
UNC-Greensboro	11,892	\$58,900	\$42,300	\$36,500
<b>Comprehensive I</b>				
Appalachian State	11,483	\$47,200	\$39,900	\$34,700
East Carolina	16,500	58,600	41,300	35,800
Fayetteville State	3,337	50,700	41,100	34,200
North Carolina A&T State	6,515	50,600	42,400	38,100
North Carolina Central	5,481	50,800	42,400	36,000
UNC-Charlotte	14,323	53,900	43,300	36,400
UNC-Wilmington	6,978	50,200	41,100	35,000
Western Carolina	6,222	49,200	42,100	34,100
<i>Average:</i>		<b>\$51,400</b>	<b>\$41,700</b>	<b>\$35,538</b>
<b>Comprehensive II</b>				
Elizabeth City State	1,746	\$44,900	\$39,300	\$32,600
Pembroke State	3,133	51,400	39,600	33,600
Winston-Salem State	2,517	45,800	38,900	35,900
<i>Average:</i>		<b>\$47,367</b>	<b>\$39,267</b>	<b>\$34,033</b>
<b>Liberal Arts I</b>				
UNC-Asheville	3,271	\$51,900	\$42,900	\$34,200
<b>Special</b>				
N.C. School of the Arts	486	\$38,100	(all instructors; faculty are unranked)	

institutions, including research and doctoral universities, comprehensive universities that concentrate on undergraduate education, liberal arts colleges, and other four-year institutions including medical and engineering schools. Fairweather said that his research documented "the domination of research and scholarship" in determining how much faculty members are paid in each institutional category. His work also provided backing for anecdotal evidence that an "institutional drift" was occurring in higher education as professors at various types of colleges and universities increasingly turned to research to emulate their peers at leading research universities. According to Fairweather's study:

- *The more time you spend on teaching, the less the compensation.*
- *The more hours in class per week, the lower the pay.*
- *The greater the time spent on research, the higher the compensation.*
- *Faculty who teach only graduate students get paid the most.*
- *The greater the number of refereed publications, the greater the income.*<sup>7</sup>

Many critics also believe that a heavier emphasis on research necessarily de-emphasizes a university's traditional teaching mission.

*"American colleges and universities were not always so centered around the culture of research and the prestige associated with that aspect of university life. One can describe American higher education as having gone through two historic phases. The first, which lasted until the late nineteenth century, was focused on the development of character and the transmission of knowledge; the second and current period is dominated by research and the generation of new knowledge. . . ."*

*"Before World War II and the advent of international industrial competition, there were only a handful of institutions in this country that could truly be called research universities. Even within those institutions, only a few faculty members were actually involved in fundamental research or scholarship. The main business of the university and college was the teaching of the student. . . . With the creation of . . . competitive grant systems for research and scholarship immediately after World War II . . . the American research university developed. The result was an academic pecking order with the great private universities at the top followed by the great public research universities, the comprehensive universities, the liberal arts colleges, the four-year public institutions, and finally the community colleges. Subsequently, despite continuing faculty interest in teaching, time devoted to teaching came to be viewed of necessity as time away from research. . . ."*<sup>8</sup>

There is no satisfactory answer to the question of balancing an emphasis on research and teaching which can be applied across all universities or even across all academic departments in a single university; much depends upon the mission, history, or self-perception of the department or school. Furthermore, this report will not attempt to provide a conclusive resolution, or even address the issue at any great length. The ground has been well-trod by others, the debate often producing more heat than light.

## **N.C State Auditor Releases Report on Teaching Productivity**

In 1991 in North Carolina, State Auditor Edward Renfrow expressed concerns about the teaching productivity of the UNC system's faculty. He and his office conducted a nine-month audit at the request of the state legislature, spending 900 hours interviewing approximately 250 faculty members at four schools which were considered representative of the system — Appalachian State University, Fayetteville State University, UNC-Asheville, and UNC-Chapel Hill. The audit uncovered no major improprieties. Its main recommendation was that the universities should require that faculty document how they spend their time outside of the classroom (including time spent on research) and earn their pay. The documentation, the report said, would "dispel the general public's perception that university faculty are not being productive."<sup>1</sup>

Faculty and university administrators, however, saw things differently. "It's not a production line that we have going here," said UNC-Charlotte professor Doug Robertson. "We're trying to help people learn how to think and use knowledge and in order to do that you've got to think about what you're doing. We're also supposed to be on the new frontier in our field, which is where the research comes in — and I guarantee you can't keep up with it without reading journals, talking to other people in the field, and attending seminars."<sup>2</sup> UNC system president C.D. Spangler Jr., also said that faculty members are expected to keep up with developments in their fields by doing reading and research, and that keeping a time journal was too time consuming and might discourage outstanding scholars from taking jobs in North Carolina.<sup>3</sup>

<sup>1</sup> Paige Williams, "Audit: Profs should track time at work," *The Charlotte Observer*, Charlotte, NC, March 1, 1992, p. A1.

<sup>2</sup> Paige Williams, "Professors fear that few understand their work," *The Charlotte Observer*, Charlotte, NC, March 19, 1992, p. 1C.

<sup>3</sup> "N.C. Profs Raise Ruckus over State Auditor's Report," *The Winston-Salem Journal*, Winston-Salem, NC, March 15, 1992, p. 13.

In a welcome respite from the usual arguments, some observers of the scene have attempted to move away from the either/or, zero-sum aspect of the debate. They hold that *both* are essential to the mission of a university and to the career of a faculty member, and refer to the desired combination of research and teaching as *scholarship or learning*:

*"[R]esearch and teaching are facets of a single activity — scholarship — which is the University's essential business. Scholarship entails both discovery and revelation, which is to say research and teaching. Neither achieves excellence in the absence of the other."*<sup>9</sup>

*"How can the teaching-research problem be resolved? It may be helpful to consider the advice given some years ago by the great Yale scholar, G. Evelyn Hutchinson. In commenting on the antithesis between teaching and research, Hutchinson suggested that the University be 'regarded primarily as a place of learning, and not as a place of teaching.' He went on to propose that 'there is no antithesis between learning and research, because if the teacher is not learning himself, he can never teach by example.' This, to me, is the essence of the argument."*<sup>10</sup>

*"While not all professors are or should be publishing researchers, they, nonetheless, should be first-class scholars. We understand this to mean staying abreast of the profession, knowing the literature in one's field, and skillfully communicating such information to students. To weaken faculty commitment to scholarship, as we define it here, is to undermine the undergraduate experience, regardless of the academic setting."*<sup>11</sup>

## Statements About Research by UNC System Schools in Their Mission Statements

In 1991, all universities in the UNC system worked on revising their mission statements and developing long-range plans, which were submitted to and approved by the UNC Board of Governors and President C.D. Spangler Jr. Several of the statements, which are excerpted below, contain the schools' ideas about research and scholarship on their campuses. (The universities' teaching missions are the focus of Chapter IV.) In order to demonstrate the differences in emphases between schools, the statements below are grouped by the universities' Carnegie classifications.

### Research Universities

*"I am always amazed that (legislators) don't understand the need for research universities. They only talk about the need to emphasize teaching. I find this hard to believe from people who live in the shadow of some of the best research universities."*

— JAY ROBINSON, VICE PRESIDENT FOR PUBLIC AFFAIRS FOR THE UNC SYSTEM<sup>12</sup>

### NORTH CAROLINA STATE UNIVERSITY

"The unique mission of North Carolina State University is to serve the citizens of North Carolina as the State's only research university in the land-grant tradition. . . . Teaching, research, and public

**Dr. John P. Rust, assistant professor of textile engineering, chemistry and science in the College of Textiles, left, with graduate student Ernest Koella, NCSU. Rust was one of 17 faculty members to receive the 1991-92 Outstanding Teacher Awards.**



service will continue to be mutually enriching enterprises at NCSU. The activities of research and extension interact to provide students with an environment for learning that stresses creativity, problem solving, social responsibility, and respect for human diversity. The educational and extension functions join to apply, test, and disseminate the new knowledge generated by research.” (p. 1)

“Research and scholarly inquiry form the foundation for NCSU’s distinction in teaching and public service. In a research university context, students are taught by professors who are actively contributing to the latest developments in their field. . . .” (p. 4)

“In all disciplines, excellence in education and service requires the recruitment, cultivation, and retention of first-rate faculty actively investigating current research issues. . . . In the future, as the need for interdisciplinary approaches to education and public service increases, it will become even more crucial that faculty in all disciplines at NCSU are active scholars in their fields.” (p. 4)

“In the national debate over undergraduate education, it has been argued that an excellent undergraduate program is incompatible with the strong graduate and research programs that are necessarily resident at a major research university. NCSU stands in strong opposition to this argument.” (p. 7)

## UNC-CHAPEL HILL

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*“[W]e are not only just a research university, and we risk misleading when we so describe ourselves. We are what I would call a complete university--accepting the challenge to teach what we learn, whether through our own research, or by studying the research of others. To teach, to help minds stretch, to equip our students for useful service, responsible citizenship, and lifelong, continuing self-education is a sublime calling and is at the heart of our mission.”*

PAUL HARDIN, CHANCELLOR,  
UNC-CHAPEL HILL<sup>13</sup>

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“Substantial social and economic benefits accrue to North Carolina from the presence of an internationally respected research university and the state’s legacy of support. Useful research and scholarship on issues critical to the cultural, economic, social and physical well-being of the people of the State and nation are an integral part of Carolina. This valuable research contributes to, rather than detracts from, the quality of undergraduate, graduate and professional education and

public service.” (p. 1)

“The University is a research university. Fundamental to this designation is a faculty actively involved in research, scholarship, and creative work, whose teaching is transformed by discovery and whose service is informed by current knowledge.” (p. 1)

“UNC-Chapel Hill is the primary center for research and graduate education in the UNC system. Carolina is recognized internationally as being among the top twenty-five universities in the country in the quality of graduate education and research. This role must be further developed and the benefits of research and scholarship accrue to the people of the state for the good of all. This quality is systematically integrated with teaching at the undergraduate, graduate and professional levels, and incorporated into public service programs.” (p. 5)

“It is this integration of teaching and research that gives UNC-Chapel Hill its special character and leads to its public service. . . . The keys to maintaining these competencies are . . . above all, a faculty that has been recruited successfully from that small number of available candidates who are excellent in both teaching and research.” (p. 9)

“International recognition as a university is achieved through research and scholarship. Furthermore, the research enterprise at UNC-Chapel Hill defines its special character within the UNC system.” (p. 14)

## **Doctoral Universities**

### UNC-GREENSBORO

“UNCG has, for some time, offered a select number of doctoral programs. What is needed now is a broader range of graduate programs and broader research activities that are closely tied to the economic development needs of the region. Even with a broader mission and context, though, the University must attend to the exceedingly important issue of teaching at both the undergraduate and graduate levels.” (p. 4)

“A new undergraduate research program will be developed. This program will let upper division undergraduates apprentice with faculty and their graduate students in all scholarly aspects of research or creative activity. Collaborations may be expected to result in such products as senior theses, journal publications, juried performances, conference presentations, or juried exhibits.” (p. 6)

“The distinctions between a research university and a doctoral-granting university are clear. A doctoral-granting university does not offer the wide range of doctoral programs found in the research institution. Nor does it support the broad range of basic research activity found there. The doctoral-

granting institution is unique; it combines graduate education and research in selected fields with an emphasis on undergraduate education in the liberal arts and professions.

"The doctoral university expects its faculty to support both research and teaching. The faculty must seek external funding for research projects; scholarly publication is required; and teaching at the undergraduate level continues. In many ways, the stresses on the faculty of a doctoral institution are greater than those found on either research or comprehensive campuses." (Appendix A, p. 2)

### ***Comprehensive Universities I***

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*"Now, what about research? Obviously at a Comprehensive Level I university, I believe that research . . . should be expected, encouraged, and valued. . . . Our faculty must stay alert to the latest developments within their fields, they must stay current and active in their disciplines, but these things must not be done to the detriment of our students." [Emphasis in the original.]*

— JAMES R. LEUTZE,  
CHANCELLOR OF THE UNIVERSITY OF NORTH CAROLINA  
AT WILMINGTON, IN REMARKS TO A FACULTY SENATE  
MEETING, SEPTEMBER 11, 1990

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### **APPALACHIAN STATE UNIVERSITY**

"Appalachian takes as its mission the practice and propagation of scholarship: particularly through instruction, but also through the research, creative, and service activities of the University community." (p. 1)

### **EAST CAROLINA UNIVERSITY**

"Goal 5. Strengthen the commitment to research, scholarship, and creative activity: The faculty of East Carolina University must be committed to research, scholarship, and creative activity that is appropriate to the expectations of the respective disciplines and in keeping with the mission of East Carolina University. Such activities are a basic professional activity, a base of public service, and a means of distinction for the University." (p. 3)

### **UNC-CHARLOTTE**

"An appreciable broadening of the institutional mission is therefore proposed that calls for the expansion of the campus's undergraduate and graduate programs [and] the implementation of doctoral programs. . . . When fully implemented, the revised mission should be sufficiently broad for

UNC Charlotte to evolve into the third "research university" of The University of North Carolina. Such an evolution is necessary if the Charlotte region, and therefore the state of North Carolina, is to be properly served." (p. i)

"The distinctive responsibilities of the University influence the nature of the research and the types of scholarly endeavor and public service activity undertaken by its faculty members." (p. 2)

### **UNC-WILMINGTON**

"The pursuit of knowledge and understanding complements effective teaching. Research is essential for both faculty and students and will be encouraged and supported in all disciplines." (p. 3)

### **WESTERN CAROLINA UNIVERSITY**

"The fundamental role of Western Carolina University is to foster a community of scholarship in which students, faculty members, administrators, and staff members learn and apply the products of learning. Teaching, service, and research missions are built upon this foundation of scholarship." (p. 1)

"The university supports basic and applied research and creative activities as efforts which advance society's knowledge and understanding, contribute to the total development of faculty and students, increase teaching effectiveness, promote a climate of intellectual challenge and creativity, and help the university more fully carry out its function as the intellectual and cultural center of the region." (p. 3)

### ***Comprehensive Universities III***

#### **PEMBROKE STATE UNIVERSITY**

"Research and Scholarship will, as a matter of course, be increasingly encouraged and expected of faculty as we move toward the new century. We believe that research and scholarship have the immediate and important effects of enriching teaching, revitalizing faculty, and bringing additional distinction to the University. From a wider perspective, research and scholarship both support and enrich academic disciplines and broaden the intellectual knowledge base which determines the progress of humanity. Just as this institution has evolved from a school into a college and from a college into a university, so its academic responsibilities have grown from simply sharing and dispensing knowledge already codified to the greater challenge of contributing to the discovery, evaluation, and application of knowledge." (pp. 11-12)

"The expectation for increased faculty research and scholarly activity will continue to enhance the quality of our present faculty and direct to some degree the nature of new faculty." (p. 21)

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*"I know research and publication are important for the university and its image, but are they really more important than teaching? It seems to me that if they **are** viewed as more important to a professor's career than the quality of teaching, guess what's going to take a back seat? The professors wouldn't be to blame for that, since they have to look after their own best interests."*

— PAIGE COKER, STUDENT, UNC-CHAPEL HILL

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*"[P]roficient scholar-teachers are essential to the improvement of undergraduate education and the role of faculty members as scholar-teachers should be enhanced. Although all faculty members should be expected to be active scholars, "scholarship" is broader than, but includes, research leading to publication. Highly proficient scholar-teachers keep abreast of developments in their disciplines through such activities as continuing study in the discipline and related disciplines, designing and teaching new courses, authoring textbooks that synthesize and clarify developments in the field, participating in workshops and professional societies, and applying new techniques in teaching . . . , as well as through research and creative activities. Through leading students to discovery and insight in the classroom or laboratory, the scholar-teacher preserves and transmits knowledge into the next generation."*

— THE STATE OF ILLINOIS BOARD OF HIGHER EDUCATION,  
REPORT OF THE COMMITTEE ON THE STUDY OF UNDERGRADUATE EDUCATION<sup>14</sup>

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"We are, through our revised mission statement, moving to sharpen our image as a University not only through teaching and service, but also through increased faculty research and scholarly activity." (p. 25)

### ***Liberal Arts Universities I***

#### **UNC-ASHEVILLE**

"A second signature feature of our integrated educational program is the emphasis placed on undergraduate research by our faculty and students. Five years ago, UNCA initiated a campus-wide focus on undergraduate research. Faculty from nearly all disciplines embraced the concept and began to structure their scholarly endeavors to encourage and to enhance the involvement of students." (p. 3)

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<sup>1</sup> A. Bartlett Giamatti, *A Free and Ordered Space*, New York: W.W. Norton and Company, 1988, p. 149.

<sup>2</sup> Bruce Henderson, "Faculty Responses," *Faculty Forum*, a publication of the Faculty Center for Teaching Excellence, Western Carolina University, Vol. 2, No. 16, May 1, 1990, p. 1.

<sup>3</sup> Philip A. Stadter, chair, "Report of the Committee on Teaching of the College of Arts and Sciences," UNC-Chapel Hill, February 1, 1988, p. 2.

<sup>4</sup> Karen Grassmuck, "Toward the 21st Century: Some Research Universities Contemplate Sweeping Changes, Ranging From Management and Tenure to Teaching Methods," *The Chronicle of Higher Education*, Vol. 37, No. 2, September 12, 1990, p. A1.

<sup>5</sup> *Ibid.*, p. A29.

<sup>6</sup> American Association of University Professors, as printed in *The Chronicle of Higher Education*, Vol. 38, No. 33, April 22, 1992, p. A21. Definition and categorization of institutional type made by the Carnegie Foundation for the Advancement of Teaching. Note: These are average salaries for *all* faculty at these ranks at the various universities. They include faculty in the professional schools — such as law, medicine, business, etc. — at the universities that have them.

<sup>7</sup> Robert L. Jacobson, "Professors Who Teach More Are Paid Less,

Study Finds," *The Chronicle of Higher Education*, Vol. 38, No. 32, April 15, 1992, p. A17.

<sup>8</sup>Frank Newman, "Rewarding Excellent Teaching," excerpted in *Policy Perspectives*, a publication of the Pew Higher Education Research Program, sponsored by The Pew Charitable Trusts, Philadelphia, Vol. 3, No. 1, September, 1990, p. 2A.

<sup>9</sup>"Draft Plan for the Year 2000," The University of Virginia, September 1991, p. 9.

<sup>10</sup>Richard C. Bruce, "Research and Teaching," *Faculty Forum*, a publication of the Faculty Center for Teaching Excellence, Western Carolina University, Vol. 2, No. 14, April 1, 1990, p. 2.

<sup>11</sup>Ernest Boyer, quoted by Jules B. LaPirus, "Preparing Faculty: Graduate Education's Role," *AAHE Bulletin*, Vol. 39, No. 9 & 10, May/June 1987, p. 5.

<sup>12</sup>Peter F. Wallsten, "UNC budget called uncompetitive," *The Chapel Hill Herald*, Chapel Hill, NC, August 10, 1991, p. A1.

<sup>13</sup>Paul Hardin, "To Learn, To Teach, To Serve, A Vision of the University," *Carolina Alumni Review*, Chapel Hill, NC, Winter 1984, p. 14.

<sup>14</sup>The State of Illinois Board of Higher Education, *Higher Education: Report of the Committee on the Study of Undergraduate Education*, September 1990, p. 16.

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TOPOLOGY FOR PALEONTOLOGISTS	
NUCLEAR PHYSICS III	

S. Harris



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# What the Mission Statements of UNC Institutions Say About Teaching

*"Colleges and universities need to understand what it is they do best and then to invest in being the best at what they do."<sup>1</sup>*

The 16 constituent universities in the UNC system completed a mission review process in the spring of 1992 — the first time they have been reassessed since 1976. Early in 1991, each university submitted its proposed mission statement, goals for the years 1991-2000, and desired program changes to President C.D. Spangler Jr., the Board of Governors, and a group of four consultants composed of current or former university presidents. The consultants — R.W. Fleming, president emeritus of the University of Michigan; Norman C. Francis, president of Xavier University of Louisiana; Billy J. Franklin, former president of Lamar University; and Bryce Jordan, president emeritus of Pennsylvania State University — made their report to the Board of Governors in November 1991, and recommended that the universities strengthen basic undergraduate education in the system rather than focusing on additional high-level graduate programs.<sup>2</sup> The Board of Governors reviewed the suggestions and made final decisions about missions and programs in early 1992.

This chapter examines what each school has to say about teaching in its mission statement and plan. It also discusses several universities' proposed changes in classification and the possible effects this could have on the schools' focus on teaching.

*"Most college and university administrators are envious wanna-be's. Two-year colleges want to be four-year colleges; four-year colleges want to be universities; universities want to be research universities with humongous graduate schools and their own nuclear-weapons labs."<sup>3</sup>*

In discussing any university's mission, one issue that always arises concerns the institution's tendency to aspire to higher status. Some observers of the scene, such as

Clark Kerr, president emeritus of the University of California, call this phenomenon "upward drift." According to Kerr, "Many within this category [comprehensive colleges and universities] would like to move up into the doctorate-granting category. . . . Most of their faculty have doctorates from research or other doctorate-granting institutions. In moving 'down' to employment at the



comprehensive level, some act as though they inhabit a graveyard of disappointed expectations. Doctorate-granting status also brings, generally, lower teaching loads, higher salaries, more travel funds, and better library facilities."<sup>4</sup>

Many analysts, however, stress that the desire for upward mobility destroys the distinctiveness of the school's current mission, and that "research" status is not the be-all and end-all of a university's existence. Darryl Greer, executive director of the New Jersey State College Governing Boards Association (an organization viewed as a model by many other states), writes, "It must be remembered that the leading research universities do not serve as a pattern for all higher educational institutions. The vast majority of students who seek an undergraduate degree attend colleges and universities that are very different in their missions. Individual institutions must excel in their distinctive roles, serving within their mission."<sup>5</sup>

There are clear, though differing, benefits to students attending both "research" and "comprehensive" universities — the two main types represented in the UNC system, with the exception of the School of the Arts (see Chapter

I for information on the classification system). Ursula Wagener, who conducted a study on university teaching for The Pew Charitable Trust's Higher Education Research Program, writes, "[F]aculty at research universities understand that their first task is to advance knowledge and that good teaching must be grounded in the research function. . . . The mentoring aspect requires bringing this knowledge into the classroom and helping students to participate to some degree in the scholarly aspect. In contrast, faculty at [other] colleges see their relation to students as more personal and individual. Students are encouraged, in and out of the classroom, to think, question, and explore extradisciplinary methods and problems. Faculty at the colleges see the first task of teaching as a more general approach to thinking and living."<sup>6</sup>

These differences in the form of education undergraduate students receive must be made clear and explicit to the students and to the public. Students applying to North Carolina State, UNC-Chapel Hill, or UNC-Greensboro (the state's research and doctoral universities) should be aware that their professors *are* expected to devote a good

deal of their time to research, and that graduate teaching assistants (TAs) will be teaching some of their classes. Indeed, the 10-year plan and mission statement of UNC-Chapel Hill states that, "With many higher education opportunities available, it is important that UNC-Chapel Hill counsel and advise students who will thrive in the critical open environment of a research university. . . ."<sup>7</sup>

At the same time, however, good teaching at research universities — whether by regular faculty or graduate students — should be expected and not lost in the shuffle. As national attention to teaching has increased within the past five years or so, each of these universities has also increased the prominence it gives to its teaching mission. As *The News & Observer* of Raleigh, NC noted in an editorial about the



"AFTER BEING HERE FOR MORE THAN FORTY YEARS — AS UNDERGRADUATE, GRADUATE STUDENT INSTRUCTOR, PROFESSOR — WHAT SADDENS ME MOST IS THAT THIS WAS NOT THE COLLEGE OF MY CHOICE."

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installation of Larry Monteith as chancellor of North Carolina State, "He . . . set some other priorities, students first among them. He has been an advocate for better undergraduate education, with more senior faculty members involved in teaching first-year students."<sup>8</sup>

Undergraduate students attending the other universities in the system (some of whose classifications may change in the future) expect, on the other hand, that their professors will spend the majority of their time in class or in preparation for teaching. Good teaching should, therefore, be the norm, and students expect that faculty members will give them their time and attention.

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*"The public is impacted more by the quality of an institution's baccalaureates than all of the university's other activities combined."*<sup>9</sup>

— BILLY J. FRANKLIN, FORMER  
PRESIDENT OF LAMAR UNIVERSITY AND A CONSULTANT  
FOR THE UNC BOARD OF GOVERNORS' 1991 STUDY

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Given their various missions and expectations, what are the universities in the UNC system doing to ensure that excellent teaching is pursued and supported at their school? Are the universities that are looking to change their classification to add more research still paying attention to teaching? And are the schools whose primary purpose is teaching doing an adequate job of promoting and encouraging it?

On the surface, at least, almost all of the universities in the system appear to consider good teaching of prime importance, and they mention it explicitly in their proposed mission statements. For example, the first line of East Carolina's statement reads: "East Carolina University is a public, doctorate-granting institution committed to rich and distinctive undergraduate and graduate education, exemplary teaching, research and scholarship, public service, and human and intellectual diversity." North Carolina State's includes the statement that "Research and scholarly inquiry form the foundation for NCSU's distinction in teaching and public service. In a research university context, students are taught by professors who are actively contributing to the latest developments in their field . . ."

Pembroke State, which wanted to move up to the classification of Comprehensive University I, notes in its statement and plan that "**Outstanding Teaching** has traditionally been a goal and a source of pride for this University. While we are committed to the expansion of our mission, we will not lose sight of our long-standing commitment to sound and vigorous teaching." UNC-Charlotte — which also proposed to change its classification, from Comprehensive to Doctoral-Granting — says that "The primary commitment of the University is to informed and effective teaching at the undergraduate and graduate levels. All faculties emphasize undergraduate instruction as the foundation upon which life-long learning and advanced education are based. . . . From the outset, [the University] has expected excellence of teach-



ing in all of its programs." UNC-Greensboro, which also contemplated a change in classification, has a mission statement with a similar emphasis.

UNC-Asheville states: "Small by choice, the University brings together faculty and students of diverse cultural and geographic backgrounds to interact closely in a supportive community of learning. It promotes innovation in curriculum and instruction by a faculty dedicated to teaching." UNC-Wilmington's reads, in part, "UNCW prides itself on its commitment to teaching. . . . Excellence in teaching, at both the undergraduate and graduate levels, will continue to be a primary goal." Finally, Western Carolina's notes that "The institution has a respected tradition of emphasizing excellence in teaching and of fostering a climate conducive to the development of scholarship in all its aspects. . . . [This mission statement] reaffirms our commitment to excellent teaching as the central mission of the university."

Do these statements correctly reflect how teaching is actually viewed inside each institution? In interviews conducted at various universities in the system, faculty members generally asserted that their university's mission statement and long-range plan presented a fairly accurate picture of the situation.

### Teaching Within Research Institutions' Missions

Both of the research universities in the system — UNC-Chapel Hill and North Carolina State — openly state that their special and primary function is to create new knowledge. As research universities across the country have been under attack recently for concentrating on research to the detriment of their students, it is interesting that the two public universities in North Carolina are not more defensive about this issue and instead argue for the strengths of instruction at their type of school. (On the other hand, both also have and are developing extensive programs to promote and support good teaching.)

Both universities' proposed mission statements address the unique opportunities for instruction at their school. North Carolina State's mission statement notes that "The atmosphere of a research university provides distinctive opportunities for undergraduates to benefit from the experience of research in the classroom, laboratory, and informal settings." UNC-Chapel Hill's states, "The University is a research university. Fundamental to this designation is a faculty actively involved in research, scholarship, and creative work, whose teaching is transformed by discovery and whose service is informed by current knowledge. . . . Students and faculty form a community in which all actively are engaged in learning, in the excitement of the discovery of new knowledge, and in the transmission of that knowledge within the University and beyond to the State and the nation."

When asked in an interview how North Carolina State

views the role of teaching in the overall scope of a faculty member's work, Luther Otto, chairman of the Sociology, Anthropology, and Social Work department said that his campus "still has a very strong state college orientation, more than its Research I status indicates."

Otto continued,

*"I would have expected to hear the administration put more emphasis on research, given the minimum number of competitive grants and other requirements needed to maintain Research I status. Research will have to be a more important criteria in selecting faculty here than at a Comprehensive university, but the campus still has many people around who were hired in the 1960s to teach. I think that mindset will persist, and that overall, quality teaching will continue to be important, with the additional expectation of quality research. In addition, the mood of the public and of the legislature keep pressing us to take teaching seriously."*

In response to a similar question, David Lowery of UNC-Chapel Hill's Political Science department said that "This university as a whole and the department in particular stress good teaching to an unusual extent in a public research university, and both require excellent teaching. It has become a real norm here that excellent teaching is expected."

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*"Teaching is of utmost importance on campus. If I can maintain it I should, by recognizing good teaching, by rewarding it, and by pointing to it where it exists, bearing in mind that this excellence is not achieved only by the narrowly constructed focus to teaching. That's what places this campus apart from the majority of university campuses across the country, that it has combined the satisfaction of intellectual curiosity with the transmission of the product of that satisfaction, which is teaching."*

DENNIS J. O'CONNOR, FORMER  
PROVOST, UNC-CHAPEL HILL<sup>10</sup>

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### Teaching Within Upwardly Mobile Institutions' Missions

Schools attempting to upgrade their classifications occasionally run into problems, especially with faculty members who have taught there for years. In universities such as East Carolina and UNC-Charlotte, some faculty members report feeling unsettled about the changes, especially those that will require them to devote more time to research as the university moves in that direction.

Robert Bernhardt, chairman of the Math department at East Carolina, said that :

*"Our university is in search of an identity —*

we're going through much what UNC-Greensboro went through in the 1970s. We're in a push for second place, and that's where the really cutthroat competition always is. The first-place school or schools are usually very easy to identify and unlikely to change, but the push to be at the top of that next category is tough. The scramble for second place is hardest on the faculty, since what they are told is important for them to be doing keeps changing. In some ways, I'm really envious of places like UNC-Wilmington and Appalachian State, who are comfortable where they are and simply want to be the best at what they already do."

UNC-Charlotte even acknowledged these stresses, stating in its long-term plan that the rapid rate of change in the school's short history, "while producing tensions in some parts of the campus, has forged a set of attitudes and values within the faculty and administration that have made possible significant achievement with very limited resources. Shifts in emphasis among teaching, research, and service and between undergraduate and graduate pro-

grams have been difficult for some but have been recognized by most as new opportunities for growth."

Ron Lunsford, chairman of UNC-Charlotte's English department, said that

"Because the university as a whole is moving more and more to the research side of things, we have to stress research, and I think that's a good thing — faculty members really are dead without doing some sort of research to keep current and to present to their students."

Lunsford continued,

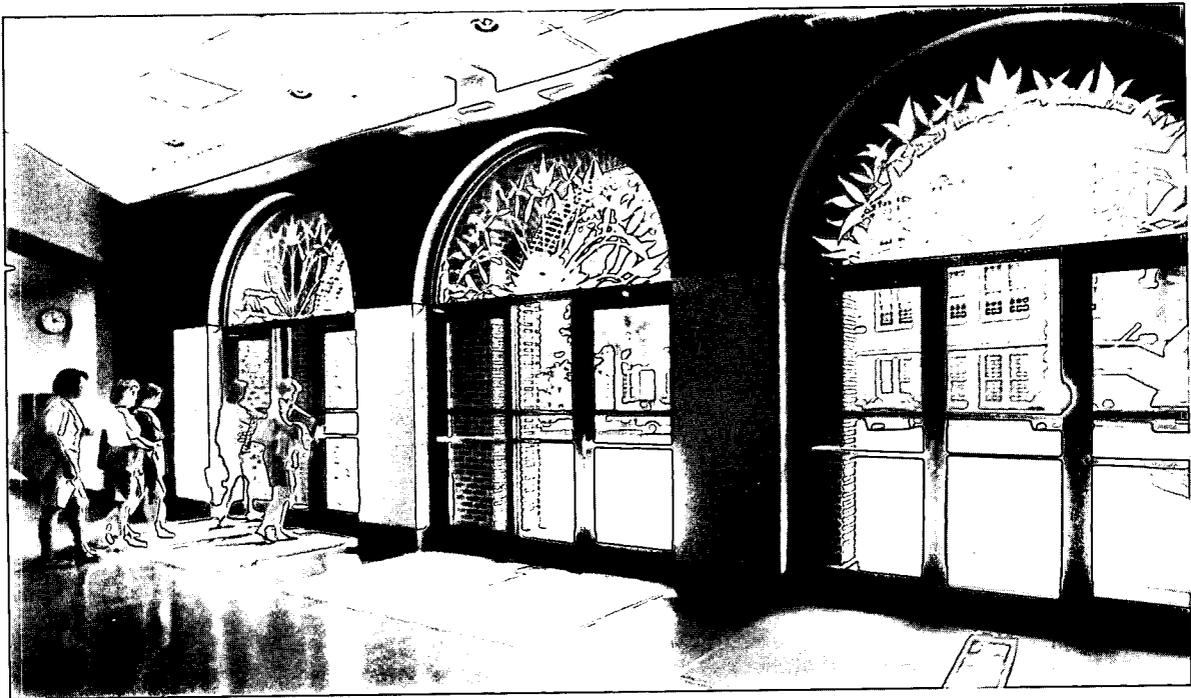
"We do hear a lot about teaching here from the chancellor, and the school really does seem to have a tradition where good teaching is both valued and expected. I know it was when I was here as a student, and even though the school has grown so much and expanded its programs and scope greatly, that really doesn't seem to have changed. I think this university fares very well among campuses for their interest in teaching — it doesn't seem to be merely lip service.

"Younger faculty do know that they are expected to produce research, and the College of Arts and



"THIS IS GETTING TO BE TOO MUCH FOR ME.  
I'M THINKING OF BECOMING A MIDDLEBROW."

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*Sciences now won't tenure anyone without it. They're very open about that, and I think that's what they should be doing if we are or want to be a research university. If you can't teach well, you won't get tenure either — you have to be really good at both. Some older faculty, who are already tenured, do very little research, but they serve the department in many other ways — larger teaching loads, committee service, and so forth."*

The University of North Carolina at Greensboro, currently classified as the only Doctoral-Granting University in the state, also sees itself on the threshold of change. In its mission statement, UNC-G notes that the university is close to meeting the requirements for classification as a Research University II, a step below the Research I Status of UNC-Chapel Hill and North Carolina State.

In its own description in its mission statement, the school notes that "The case of The University of North Carolina at Greensboro is different. Its mission today is not one evolved from its initial purpose. It was the only public institution for women in North Carolina; it is now the only institution in the state classified as 'doctoral' by the University System. It stands apart from both the research institutions at Chapel Hill and Raleigh, and from the comprehensive universities throughout the state. It combines both the emphasis on research and teaching of the others." Because high levels of both teaching and research are expected, "the stresses on the faculty of a doctoral institution are greater than those found on either research or comprehensive campuses."

Particularly because of the economic development needs of the region, UNC-G believes that it is time to offer a

broader range of graduate programs and research activities. "Even with a broader mission and context, though, the University must attend to the exceedingly important issue of teaching at both the undergraduate and graduate levels. The long standing commitment to undergraduate liberal education remains at the forefront of University emphasis. . . . A visible commitment to excellence in undergraduate programs will be maintained to provide students with the benefits of being at a doctorate-granting institution which has not compromised its dedication to undergraduate education."

Faculty members echo the distinction of the university's dual role. Robert Gatten, chairman of the Biology department, said that

*"Given UNC-G's history as the only public women's college — used mostly to train future teachers — teaching has always been important at this school. Today, the university in general and our department in particular are really stressing research, even more than five years ago. However, good teaching is still valued and always will be. The administration and the faculty see a great opportunity to maintain our reputation in excellence in undergraduate education, while at the same time doing extensive research."*

Pembroke State University, though a much smaller school than the three discussed above, also wanted to change its status (from Comprehensive II to Comprehensive I) while attempting to remain true to its original teaching mission. "The mission of Pembroke State University focuses on academic excellence through a balanced program of teaching, research and service. . . .

**Outstanding Teaching** has traditionally been a goal and a source of pride for this University. While we are committed to the expansion of our mission, we will not lose sight of our long-standing commitment to sound and vigorous teaching. . . . **Research and Scholarship** will, as a matter of course, be increasingly encouraged and expected of faculty as we move toward the new century. We believe that research and scholarship have the immediate and important effects of enriching teaching, revitalizing faculty, and bringing additional distinction to the University. . . . Just as this institution has evolved from a school into a college and from a college into a university, so its academic responsibilities have grown from simply sharing and dispensing knowledge already codified to the greater challenge of contributing to the discovery, evaluation, and application of knowledge.” [emphasis in the original]

North Carolina A&T State University also proposed to add new programs and change its status from a Comprehensive I to a Doctoral II institution, which would have enabled the university to award Ph.D. degrees. Keeping in mind the school’s history, its 10-year plan states that “Emphasis will be placed on maintaining and achieving excellence in all instructional undergraduate and graduate programs. Excellence in teaching will continue to be a priority among the traditional services of the University. . . . Also, the University will be cognizant of the role of research and faculty development and the effectiveness, efficiency, and relevance of teaching quality. . . . Effective evaluation procedures are also a part of this commitment so that the University can determine the extent to which it is successful in achieving its mission and institutional goals.”

### **Teaching Within the Missions of Teaching-Oriented Institutions**

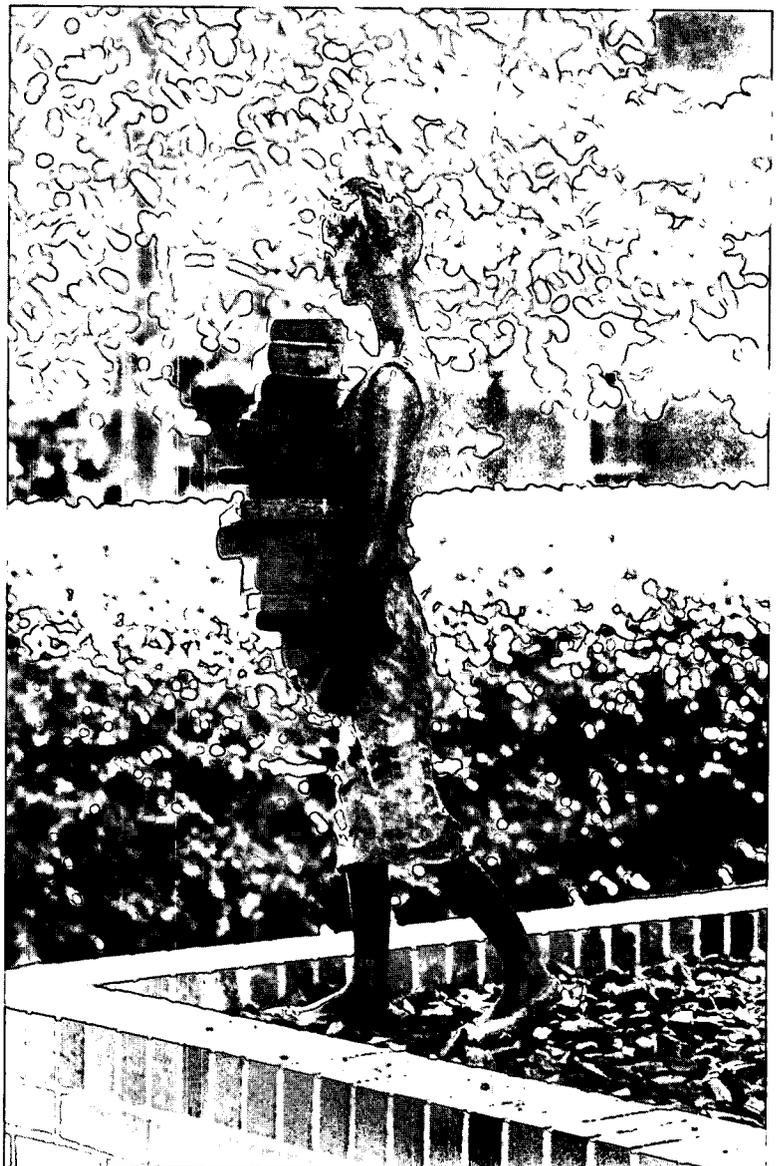
*“At Appalachian State University, and at many other similar universities across the nation, a debate over faculty responsibilities is taking place, . . . center[ing] on the value of research versus the value of classroom teaching . . . Those of us at ‘comprehensive’ universities see ourselves as concerned primarily with delivering quality instruction. . . .*

*Many comprehensive universities, however, have fallen into a trap. . . . They want the prestige that accrues to research institutions in the form of major grants and publicity of research breakthroughs. . . . I believe that students suffer when comprehensive universities try to have it both*

*ways. You can’t run with the fox and bark with the hounds. We are not funded that way. . . .*

*It is my responsibility to ensure that Appalachian lives by its mission statement, which says that ‘scholarship and service are complementary to the instructional mission.’ That statement was written by faculty and administrators and approved by the board of trustees, and it’s the guideline we expect academic administrators to use when making decisions on salary increases, promotion, tenure, teaching loads, and release time. . . . Our respect for research has not slipped into an overemphasis. We are doing our best to live up to our mission statement, whereby teaching is our central mission, and other activities, including research, complement the goal.”*

JOHN E. THOMAS, CHANCELLOR  
APPALACHIAN STATE UNIVERSITY<sup>11</sup>



Some of the other universities in the system chose to refine and enhance their current mission and programs, rather than attempting to upgrade their classification. UNC-Wilmington's mission statement, for example, states that "During the next decade (1991-2000), we will continue our focus on teaching, continued expansion of basic and applied research activities, and meeting the public service needs of southeastern North Carolina. . . . UNC-W prides itself on its commitment to teaching. A survey of the faculty taken in the spring of 1990 reveals (1) a strong commitment on the part of the faculty to the institution's teaching mission and (2) a desire for opportunities to improve and perfect teaching skills. Excellence in teaching, at both the undergraduate and graduate levels, will continue to be a primary goal."

UNC-Wilmington's chancellor, James R. Leutze, described his vision of the university's role in his remarks to a faculty senate meeting in 1990. "First, I propose that this campus continue to put the teaching of undergraduate students first in terms of time, commitment, focus, and value. I am convinced that by focusing our primary attention on high quality undergraduate education we can fill a distinctive niche in the university system while responding to a national trend that suggests that the Academy is under fire and under scrutiny in large part because by and large the undergraduate is neglected."

Western Carolina University, very close in size to UNC-Wilmington, shares a similar mission. "The institution has a respected tradition of emphasizing excellence in teaching and of fostering a climate conducive to the development of scholarship in all its aspects. . . . The fundamental role of Western Carolina University is to foster a community of scholarship in which students, faculty members, administrators, and staff members learn and apply the products of learning. Teaching, service, and research missions are built upon this foundation of scholarship. . . . The university's commitment to excellence in education at all levels is evident in its rich history . . . , and its selection as the host site for the North Carolina Center for the Advancement of Teaching. . . . [The mission statement] reaffirms our commitment to excellent teaching as the central mission of the university."

As is probably the case in most universities, not all the faculty agree with the school's plan. In a publication called *Faculty Forum*, distributed by Western Carolina's Faculty Center for Teaching Excellence<sup>12</sup> to generate faculty discussion about teaching, a professor from the Biology department takes a different view.

Richard Bruce writes,

*"The thesis has been advanced that research (interpreted broadly as scholarship, publication, and creative endeavors not immediately linked to classroom teaching) does not contribute to and may detract from the teaching mission of the university. That is, the critics seem to be saying that faculty members engaged in research should instead be putting that effort into teaching, which the critics*

*believe is the near-exclusive role of a university like Western Carolina. I would like to offer an opposing viewpoint. . . . First, let us admit that learning involves both the advancement of knowledge and its transmission to succeeding generations. The university is our society's principal institution for higher learning. According to criteria established by the State of North Carolina, Western Carolina is in fact a university. Thus it follows that research and scholarship are appropriate functions of our institution."*<sup>13</sup>

In a response to Dr. Bruce's comments, Bruce Henderson, the chairman of Western Carolina's Psychology department, wrote that

*"Research and publication can express scholarship, but there are many ways for the reading, thinking, and creativity involved in the processes of scholarship to be expressed. What we need at WCU are active scholars of many kinds. Indeed, we need researchers who work and learn with students. But we also need scholars who do research on how students learn and scholars who put their efforts into challenging students, continually evaluating the content and method of their teaching."*<sup>14</sup>

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*"Our department's philosophy on the role of teaching in a faculty member's work is consistent with the university's; we both place a heavy emphasis on teaching. Across the university, the faculty tries to be responsive to students, and much of the scholarship and research on campus supports and strengthens what we're doing to help students."*

— JAMES LONG,  
CHAIRMAN OF THE PSYCHOLOGY DEPARTMENT,  
APPALACHIAN STATE UNIVERSITY

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The University of North Carolina at Asheville, one of the smallest in the UNC system with 3,271 students, also plans on remaining at its present level. Classified as a Liberal Arts I university, UNC-Asheville defines itself as "a rigorous, relatively small, public liberal arts college. Its primary mission is to offer an undergraduate education of superior quality in the arts, the humanities, and the natural and social sciences. . . . The University seeks to remain primarily an undergraduate institution. That mission has remained fundamentally the same since its entry into the UNC system. A significant part of that mission encourages experimental and innovative approaches to the education of its students. To that end, the faculty, students, and staff at UNCA continually seek ways to initiate creative approaches that stress the interrelationships among disciplines. . . ."

In its long-range plan, the university also describes its unique undergraduate research program which pairs students with faculty members for intensive study, and notes

that the success of its students in post-baccalaureate programs "convinces us that our primary emphasis should continue to be on an undergraduate educational program of superior quality."

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*"The principal problem is that we have continued to judge educational quality, productivity, and outcome by the reputation of the college or university. "Good teaching" can occur in any locale . . . . It must also be measured within the context of institutional mission and function."<sup>15</sup>*

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Some of the universities in the UNC system appear to be following the recommendations of organizations such as the Pew Higher Education Research Program. This group, and others like it, suggest that colleges and universities must define their missions by deciding what it is they do best, making the necessary investments, and then staying the course — not branching off into new and unplanned areas because they're the "hot" ones of the moment.<sup>16</sup>

Through their mission statements and plans, schools in North Carolina — especially Appalachian State, East Carolina, North Carolina A&T, North Carolina State, Pembroke State, UNC-Asheville, UNC-Chapel Hill, UNC-Charlotte, UNC-Greensboro, UNC-Wilmington, and Western Carolina — are explicitly examining their role in the state's higher education system. Furthermore, they are

focusing on finding a unique niche for their style of teaching and fine-tuning the strategies needed to achieve the desired results.

The only proposed mission statements that do not explicitly mention teaching are those of Elizabeth City State University, Fayetteville State University, and Winston-Salem State University. This omission may be attributed to the fact that all of these schools are former teachers colleges, and the teaching mission is obvious enough that no such statement is thought to be necessary. Interestingly enough, these same universities, along with North Carolina A&T University, also do not explicitly mention research in their proposed mission statements, focusing more on service to their communities and students.

Most faculty interviewed for this report indicated that the goals and plans expressed in their universities' mission statements were congruent with their perceptions of what is happening on their campuses. They were generally supportive of the additions or changes to their schools' emphases, but they also unanimously agreed that good teaching must continue to be valued and promoted.

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<sup>1</sup> "Double Trouble," *Policy Perspectives*, a publication of the Pew Higher Education Research Program, sponsored by The Pew Charitable Trusts, Philadelphia, Vol. 2, No. 1, September 1989, pp. 5-6.

<sup>2</sup> Trish Wilson, "Advisers frown on more graduate programs: Improve basic education, state universities told," *The News and Observer*, Raleigh, NC, November 9, 1991, p. 1A.

<sup>3</sup> Walter Russell Mead, "The Great Tuition Scam: How Professors and Administrators Are Stealing College From Students," *Rolling Stone*



magazine, October 3, 1991, p. 111.

<sup>4</sup> Clark Kerr, "The New Race To Be Harvard or Berkeley or Stanford," *Change* magazine, Vol. 23, No. 3, May/June 1991, p. 15.

<sup>5</sup> Darryl G. Greer, "Pitfalls to Avoid in the 1990s," *Policy Perspectives*, a publication of the Pew Higher Education Research Program, sponsored by The Pew Charitable Trusts, Philadelphia, Vol. 3, No. 4, Section B, September 1991, p. 10B.

<sup>6</sup> Ursula Elisabeth Wagener, "Affording Quality Teaching" (abstract), *Policy Perspectives*, a publication of the Pew Higher Education Research Program, sponsored by The Pew Charitable Trusts, Philadelphia, Vol. 2, No. 1, September 1989, p. 2.

<sup>7</sup> In their 1988 "Report of the Committee on Teaching of the College of Arts and Sciences" at UNC-Chapel Hill, committee members listed some of the unique advantages and disadvantages of instruction at a research university.

Among the *advantages* were that students:

- Learn from those actively engaged in grappling with the most serious problems of their field.
- Share in the excitement of this research by working on projects, papers, or in laboratories.
- Share the superior facilities — libraries, laboratories, studios, etc. — necessary for cutting-edge work.
- Have numerous opportunities for independent and interdisciplinary studies.

Among the *disadvantages* were that:

- Faculty members' time is limited by the demands of their research activities and their service to government, communities, and national

professional organizations.

- The teacher may have difficulty in presenting his or her instruction at an appropriate level, given the differences in preparation and ability of various groups of students.

- The use of graduate students as teachers may seem to deprive students of contact with senior faculty.

<sup>8</sup> "Monteith, officially," *The News & Observer*, Raleigh, NC, October 24, 1991, p. 18A.

<sup>9</sup> Wilson, p. 4A.

<sup>10</sup> Nancy McFadden Tilley, "Education for the 21st Century: A Vision for Carolina." *Carolina Alumni Review*, Chapel Hill, Fall 1990, p. 19

<sup>11</sup> John E. Thomas, "Role of research at small university is to complement teaching," *The News and Observer*, Raleigh, NC, May 13, 1990, p. 7J.

<sup>12</sup> See Chapter VIII for more about the Center for Teaching Excellence.

<sup>13</sup> Richard C. Bruce, "Research and Teaching," *Faculty Forum*, a publication of the Faculty Center for Teaching Excellence, Western Carolina University, Vol. 2, No. 14, April 1, 1990, p. 1.

<sup>14</sup> Bruce Henderson, "Faculty Responses," *Faculty Forum*, a publication of the Faculty Center for Teaching Excellence, Western Carolina University, Vol. 2, No. 16, May 1, 1990, p. 2.

<sup>15</sup> Greer, pp. 9-10B.

<sup>16</sup> "The Business of the Business," *Policy Perspectives*, a publication of the Pew Higher Education Research Program, sponsored by The Pew Charitable Trusts, Philadelphia, Vol. 1, No. 3, May 1989, p. 2.

# Assessing and Evaluating Teaching

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*“There are many ways to assess teaching and learning, each with strengths and weaknesses. Research has made clear that students can provide valid information about a course’s effectiveness in achieving the students’ goals. Properly constructed student questionnaires are neither ‘smile surveys’ nor ‘charm sheets.’ Rather, they are useful tools for assessing the student’s sense of progress during the course and for measuring the student’s satisfaction once the course is complete. What students cannot fully gauge is the quality of their learning . . . . Final examinations, written assignments, and classroom performance can be effective indicators of the quality of teaching and learning in a course. When reviewed by faculty peers, these records and activities can become the basis for a continuous, constructive dialogue on how to improve teaching and learning. . . . Meaningful assessment depends on the willingness of faculty to collaborate and observe one another’s performance in the classroom, just as they do in research.”<sup>1</sup>*

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*“Quality teaching cannot be encouraged unless it can be recognized.”*

— THE REPORT OF THE COMMITTEE ON TEACHING OF THE COLLEGE OF ARTS AND SCIENCES, UNC-CHAPEL HILL<sup>2</sup>

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**A**ssessing and evaluating teaching, both for the purpose of improving it and for identifying which professors should be promoted and tenured, takes many forms in today’s universities. This chapter will focus on some of the more popular methods used in UNC system schools — including student course evaluations; evaluations of classes and of a faculty member’s knowledge, presentation, and organization of the course by fellow professors; and self-evaluations by faculty. The chapter will focus both on the theoretical aspects of faculty evaluation and on the forms most commonly used in North Carolina’s public universities.

## A. Student Course Evaluation Surveys

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*“Few methods of assessing teaching are as controversial as student ratings. Professors who receive consistently high ratings usually love them,*

*professors who receive consistently low ratings usually hate them, and some may simply distrust their validity.”*

— THE REPORT OF THE COMMITTEE ON  
TEACHING OF THE COLLEGE OF ARTS AND SCIENCES,  
UNC-CHAPEL HILL<sup>3</sup>

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The practice of having undergraduate students evaluate the teaching of their professors has been regarded with some skepticism, but until recently it has been the only method routinely used by most departments in most universities, including 99 percent of all departments in universities in the UNC system. (According to a study by the U.S. Department of Education, in 1990, approximately 98 percent of all departments in four-year schools across the country use student questionnaires to evaluate the teaching performance of faculty.<sup>4</sup>)

Critics of this method of evaluation — often the faculty members themselves — fault the student surveys for be-

ing too simplistic, too subjective, and for supposedly singling out the “fun” professors and easy graders for high ratings. However, according to the findings of the Committee on Teaching of the College of Arts and Sciences at UNC-Chapel Hill [the Stadter Committee]:

*“The numerous research evaluations of student ratings overwhelmingly demonstrate their reliability and validity, if constructed skillfully and interpreted carefully. In spite of commonly shared myths to the contrary, student ratings are not correlated with grading difficulty, sex of student or professor, size of class, or teaching load. In addition, faculty who receive higher ratings have been shown to emphasize substance over style in their teaching and to enjoy teaching more than those who receive low ratings. Also contrary to the lore surrounding these questionnaires, student ratings years after graduation match those ratings given at the end of courses and are highly correlated with colleague ratings and self-ratings. . . . In spite of many attempts to demonstrate otherwise, across all subjects and student levels the single most valid indication of an instructor’s*

*effectiveness at communicating his or her subject to students and motivating them to work to learn it is student ratings of instruction.”<sup>5</sup>*

Typical student evaluation forms resemble those collected in Appendix V-1 at the end of this book. They are generally administered at the end of the semester, and they ask that students evaluate instructors on a five-point scale, with responses ranging from “Strongly Agree” to “Strongly Disagree” on items such as:

- 1) The instructor was organized and well-prepared for class.
- 2) The instructor demonstrated enthusiasm and interest in the subject.
- 3) The instructor graded exams and papers fairly and returned them promptly.
- 4) Lectures were clear and stressed important points.
- 5) The instructor was open to questions and answered them thoroughly.

The questionnaires are most often computer-graded, but frequently include some open-ended questions for student response. These ask students their opinions on,

for example, what they liked best/least about the class, what they liked best/least about the instructor, and what they would recommend to change or improve the class. Department chairpersons interviewed for this study said that while students’ written comments could be fairly critical, they were also helpful in getting a more complete picture of the professor’s teaching.

In addition to reviewing the performance of individual faculty members with end-of-term course evaluations, the History department at UNC-Asheville also conducts *exit interviews with senior majors* in order to evaluate the entire department. Students are asked by chairman Bruce Greenawalt why they came to UNC-A, why they decided to major in history, and what they eventually want to do. “So that we can shape the department to student interests, I also ask them what problems, if



*“I STICK WITH THE CELEBRITY INSTRUCTORS. IF I HEARD OF THEM, I SIGN UP WITH THEM.”*

any, the department has, what needs improving, and how the department could have made student life better," says Greenawalt.

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*"For many faculty, teaching and learning issues become focused when the student evaluations come in. Despite all the assumptions commonly made about them — that they are only perceptions of teaching by uninformed people with a lot of vested interests in easier courses, more generous grading, and so on — faculty know that student evaluations now have an ever-greater influence on renewal, promotion, and tenure decisions. Many faculty also believe that student criticism singles out genuine problems, even if the ways students describe the problems are inaccurate."*<sup>6</sup>

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On the other hand, according to Maryellen Weimer, writing in the American Association for Higher Education's *AAHE Bulletin*, some faculty become defensive over their evaluations and have difficulty translating evaluation results into action. This frequently happens when faculty are merely presented with tabulations of the evaluation data and are given no guidance as to how to alter or enhance their teaching. "If they cannot answer the question 'what needs improvement,' they change the question and pose a much less healthy query: 'How do I get these ratings up?' Now the move to change instructional practices is to benefit subsequent evaluations, not students. Maybe the change is small, but the point is important. The motivation to teach effectively should not derive principally from a desire to win the ratings game."<sup>7</sup>

Some faculty members, in an effort to use evaluations more positively and get away from the "threatening" aspect of student evaluations, devise their own survey instruments or ask their students to evaluate their teaching during the semester, while there is still time for improvement. The department chairpersons we interviewed encouraged this type of faculty initiative to improve teaching, though none required it. It would appear, however, that required *mid-term evaluations*, though time-consuming, could be helpful especially for younger faculty members who are unsure of their teaching ability and how they are coming across to students.

Many researchers with experience in the faculty evaluation field fault the ways in which the results are often used or disseminated. The most common problem occurs when administrators — usually department chairpersons or school deans — use the results to rank faculty on a scale from highest to lowest evaluation.

After interviewing professors across the country about student evaluations, Maryellen Weimer reported that, "Generally, results come back to faculty via the mail — 'in a plain, brown wrapper marked confidential,' one told us with only a small twinkle in his eye. . . . Sometimes

well-meaning department heads try to add impact to the results. One we know lists all sixty faculty members by the last four digits of their social security numbers and then rank orders them from top to bottom by their overall rating of effectiveness. To be last on such a list is devastating. Being tenth from the bottom is hardly encouraging. And to what end? The comparison may indeed motivate faculty, but if the data do not help them identify specific areas in need of alteration, and if no opportunities to discuss the results are provided, faculty may be motivated to become defensive, not better teachers. . . . An instructor does not need to know how he/she compares with anyone else in order to improve."<sup>8</sup>

Robert Gatten, chairman of the Biology department at UNC-Greensboro, said that his department does use a system that compares faculty members, but with a slightly different twist. "For at least 13 years, our department's student course evaluations were designed and administered within this department. The faculty members being evaluated and the department chairs were the only ones who saw the evaluations. In the last year and a half, we have switched to a national course evaluation service, called the *IDEA system*. It asks students basically the same questions, but the data are tabulated by the company and each faculty member's evaluation is compared with evaluations of faculty teaching similar courses as well as *all* courses nationwide. It also compares the overall departmental evaluations with other biology departments nationally. It took an internal incentive by our department to do this, since the department pays for it — we get no money from the university."

Gatten said that the *IDEA system* has been popular in the department, and the advantages of using it are that the comparisons are drawn from a large data base and it permits more sophisticated analyses than the department or university could do on their own.

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*"The purpose for which data are being collected is the most important issue in any discussion of teaching assessment. Is the classroom effectiveness of professors or graduate assistants being evaluated solely to help their efforts to improve, to generate information for personnel or administrative decisions about their worth to the institution, or for some combination of these two sets of potentially conflicting objectives? The literature on teaching assessment overwhelmingly emphasizes the importance of the self-improvement over the personnel-decision objective. The same kinds of data can be collected for each purpose, but the uses to which they are put can be quite different."*

— REPORT OF THE COMMITTEE ON TEACHING  
OF THE COLLEGE OF ARTS AND SCIENCES,  
UNC-CHAPEL HILL<sup>9</sup>

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Evaluation experts also caution that differences in teaching effectiveness can be affected by course and student characteristics. If the rankings are used for promotion and tenure decisions, these differences need to be taken into consideration, and attention also should be given to whether a difference in rankings represents a truly significant variation in teaching ability between two professors.<sup>10</sup>

Luther Otto, chairman of the department of Anthropology, Sociology, and Social Work at North Carolina State University, said that his department's evaluations attempt to address these distinctions and to use them in making course assignments.

"We use student evaluations, which are required for every course taught in the department, to give constructive and hopefully non-threatening feedback to the faculty about their teaching effectiveness. The faculty receive their evaluations for the current semester, as well as a cumulative evaluation that covers a longer period. The evaluations also show them how they compare with others in their division [sociology, anthropology, or social work] as well as with others at their rank. They also receive separate evaluations for their undergraduate and graduate courses, so they and we can find and make use of what they do best."

The course evaluation procedures used at the universities mentioned above appear to follow closely the recommendations made by the Stadter Committee on Teaching at UNC-Chapel Hill. Making use of suggestions collected from authorities in the field, the report contained the following guidelines:

- Provide comparative . . . data that allow faculty to

compare themselves to those teaching the same course (when possible), in the same department, and for a similar number of years.

- Avoid overemphasizing slight differences in mean ratings, confining interpretation (if possible) to large differences of a standard deviation or more.
- Give faculty the option of selecting items to be used and including their own to ensure the ratings will be appropriate to the subject and the instructor's objectives.

"Used in these ways, systematic student ratings can offer useful overall evaluations of student satisfaction with classroom instruction. Faculty should also be encouraged to seek informal feedback from students early enough in the term for improvement to be made."<sup>11</sup>

Beyond using student evaluations for *faculty teaching improvement* and to gather information for *tenure and promotion purposes*, at a very few universities (and only one in the UNC system) they are used to *help students select courses*.

At UNC-Chapel Hill, a student group publishes a guide during class registration for the next semester called the *Carolina Course Review*. Printed in a newspaper format, the Review contains a brief description of the class to be offered, a list of texts to be used, and the faculty member's overall score from student evaluations of a previous course. Faculty members provide the course description and agree to allow their classes to be surveyed. The questionnaire format is very similar to the official university course evaluations and asks many of the same questions. The student group then compiles the results and distributes the guides free around campus.

According to the Stadter Committee's report, "The origin of many university student rating systems has been the students' desire to know the quality of their potential instructors. The Carolina Course Review, for example, serves first of all a student constituency. As such, its purpose is not so much to improve the quality of teaching in an individual faculty member as to aid the student's selection of courses, although the publication of evaluations can be a strong encouragement to better teaching, and a visible sign of the importance of good teaching to students and the university. It can only function in this way, however, if the faculty recognizes the accuracy and validity of such ratings, which depends in turn on the manner in which they are collected and presented."<sup>12</sup>

Given the reluctance of members of *any* profession to be publicly reviewed, faculty acceptance of the Carolina Course Review is reported to be quite high, and a large number of faculty members cooperate with the student committee in providing information and the opportunity for an evaluation of their courses. When professors at other universities were told of this enterprise at UNC-Chapel Hill, most expressed surprise that faculty members would participate so readily, and they noted that they could not foresee anything similar at their schools any time in the near future.

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*"[F]ew faculty members have a thorough understanding of the teaching/learning process and the attendant measures of assessment. Thus, limited research is conducted on the basic teaching/learning process. It is hard to imagine a major corporation such as IBM not dedicating a major portion of its resources to research on computers. Yet, higher education only gives lip service to the importance of conducting research on the basic teaching/learning processes."*

— LESLIE H. COCHRAN, PROVOST, SOUTHEAST MISSOURI STATE UNIVERSITY<sup>13</sup>

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## **B. Peer Review: Faculty Review of Colleagues' Classes and Course Material**

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*"I believe that to promote and protect teaching excellence, we need to get a lot of different views of what teachers are doing. Student evaluations are one way, but I've found that they generally point out the really bad and really good teachers, with others falling somewhere in the middle. Students can tell some things about a course and a teacher, but using them as the sole form of evaluation is a bad idea — there are too many things that they just can't judge."*

— RONALD LUNSFORD, CHAIRMAN OF THE ENGLISH DEPARTMENT AT UNC-CHARLOTTE

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*"[T]here's more to teaching than what's critiqued on student evaluation forms. What's missing in such evaluations are precisely those aspects of teaching that **faculty** are uniquely qualified to observe and judge: issues about how appropriately courses are organized, whether crucial content is covered (and more incidental material left out), and how well key concepts are represented. In short, there are aspects of the teaching/learning transaction . . . that **require** peer perspectives and review."<sup>14</sup> [emphasis in the original]*

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If student course evaluations make faculty apprehensive and fearful, imagine how faculty feel when they are told that their department head or other colleagues are coming to visit their class. Nonetheless, more than 30 percent of all departments in UNC system schools have professors and/or the department head review each others' classes — commonly known as *peer review* — in addition to using student course evaluations. (This compares with 54 percent of all departments in four-year

colleges across the United States.)<sup>15</sup> Most departments conduct these evaluations less frequently than they do student course questionnaires, generally using them only when a faculty member is up for tenure or promotion.

At Winston-Salem State University, for example, external evaluations done by people outside the university are required for all faculty who are up for promotion to full professor, says vice chancellor for academic affairs Alex B. Johnson. In addition to evaluations by peers in the field, the university also requires letters of recommendation from graduates of the university whom the faculty member had taught. "The problem with peer review by faculty within the department is that nobody wants to be critical of their colleagues," says Johnson. "With external peer review, on the other hand, there are more opportunities to be objective."

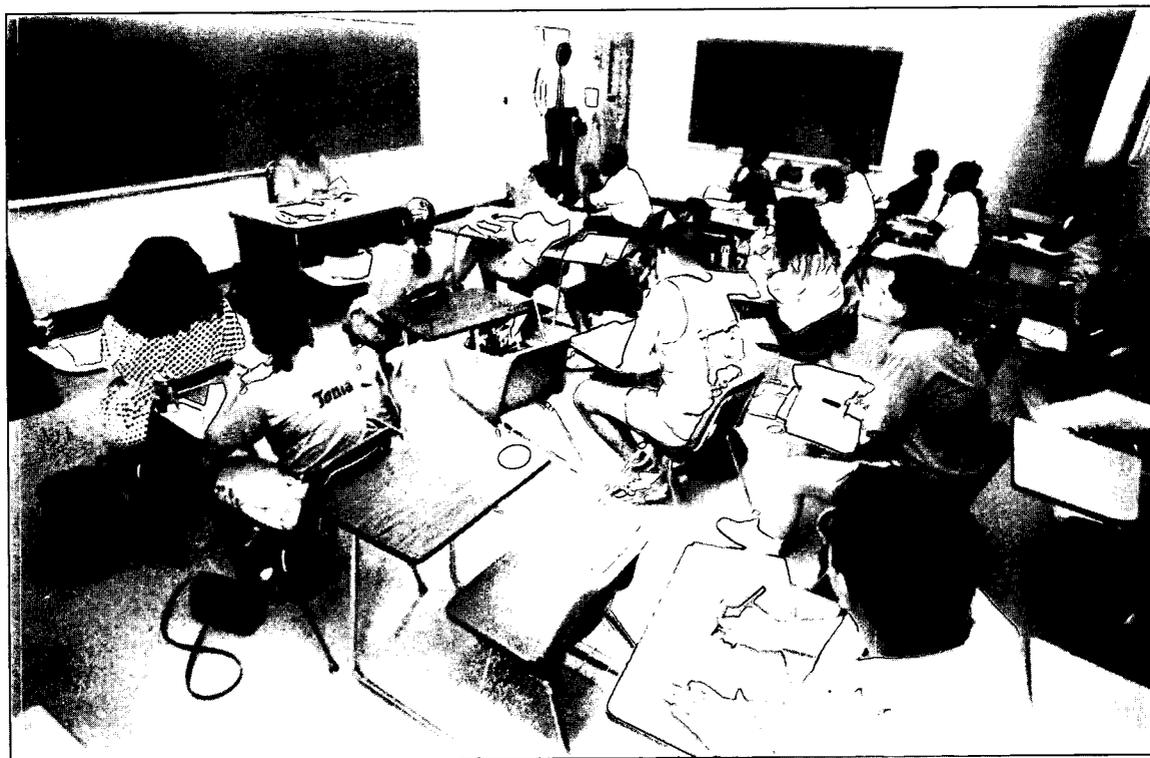
There are thought to be several advantages of peer evaluation, especially when used in combination with student evaluations. While student ratings can give a good idea of how well faculty come across in a classroom, students may not be the best judges of a faculty member's scholarly competence or command of their discipline. As the Stadter Committee's report noted:

*"Neither students nor administrators consider it appropriate to ask students to evaluate scholarship. Asking students to make judgments about how well faculty **communicate** that knowledge and help stimulate a love of their subjects in students is considered appropriate."<sup>16</sup> [emphasis in the original].*

Fellow faculty members can also assess how current their colleague's material is and whether he or she is presenting the material at an appropriate level for the students. Twenty-six percent of all departments at UNC system schools review faculty members' class syllabi, paper assignments, and tests administered in order to gauge the organization of the class, how the material is presented, and how papers and tests are graded. Samples of peer review and evaluation requirements are included in Appendix V-2 at the end of this book.

In the departments in North Carolina universities where faculty members review each others' teaching and course materials, the process seems to be taken quite seriously and thoughtfully, in contrast to the problems depicted by Richard Elmore:

*"[U]niversity professors, faced with the task of evaluating their colleagues' teaching, often resort to amazingly superficial sources of evidence . . . and use amazingly primitive conventions of discourse — 'so-and-so doesn't seem to be getting through to the students,' or 'so-and-so knows the subject, but doesn't seem to be able to get it across,' for example. University professors have invented a number of social conventions to cover for their lack of serious attention to teaching and learning. The most useful is the all-purpose myth of academic freedom. Direct*



*Critical Thinking class at Fayetteville State University.*

*scrutiny of a colleague's teaching, not to mention critical analysis and discussion of it, is considered in most university settings to be a violation of a basic code of academic conduct. One does not interfere with the sacred relationship between professor and student, the argument goes, for fear of constraining the free play of ideas."*<sup>17</sup>

*"Faculty seldom resist listening to gossip about a colleague's teaching — an overheard anecdote from a single angry student carries an undue assumption of validity. Yet faculty and chairs alike strongly resist making visits to each others' classrooms even though observations made there are surely more valid and representative than hearsay, especially if made frequently enough for the novelty of seeing a colleague on the back row to wear off."*

— THE REPORT OF THE COMMITTEE ON  
TEACHING OF THE COLLEGE OF ARTS AND SCIENCES,  
UNC-CHAPEL HILL<sup>18</sup>

Of course, there is a right and wrong way to approach peer review. The wrong way, as mentioned by several professors during interviews, is to visit the classes of only those faculty members who are reputed to have problems with their teaching. Class visits and reviews are then seen as a sign of trouble, rather than as a helpful evaluative

procedure. As David Lowery, head of the Political Science department at UNC-Chapel Hill noted, it is much better to visit everyone's class, even those who are known to be excellent teachers, in order to remove the threatening aspect of peer review.

"In our department, faculty visit each other's classes, and an evaluation of each member's teaching is mandatory at each stage in the tenure and promotion ladder, even if the faculty member has won a teaching award in the past. Faculty visitations have gone over pretty well, probably because they are mandatory and an accepted part of the departmental culture," says Lowery.

Although the department of Sociology, Anthropology, and Social Work at North Carolina State University does not have a peer review system in place yet, chairman Luther Otto would like to move in that direction, although the faculty are not very comfortable with the notion. "I'd like to get it across that these wouldn't be evaluations for merit increase decisions, but done so that faculty can learn from each other. The young faculty in general are more open to this, so it might be best to start with them."

Many departments use peer review only for their newest professors, as it is a time-consuming process. Robert Gatten, chairman of the Biology department at UNC-Greensboro, described the procedure used in his department:

*"Every semester, for every non-tenured faculty member — either tenure-track or non-tenure-track — at least two tenured faculty members attend at least one lecture of the junior member. The two*

tenured faculty meet afterwards and discuss the lecture, then meet with the non-tenured faculty to discuss it with him or her. They then send me a summary of their evaluation and discussion. At tenure and promotion time, the university wants to see that all three components of a faculty member's work — teaching, research, and service — have been evaluated by the department. The university has specific guidelines in the faculty handbook about the qualities of a good teacher. Based on their student and peer evaluations, I have to put each faculty member's teaching in a specific category — distinguished, superior, good, or unacceptable — and the reason for putting them there explained in the tenure and promotion package.”

Gatten adds,

“It would be ideal if the senior faculty members got visited too — they certainly could benefit from being observed — but putting it together would be too cumbersome. It's a judgment call on my part to limit it to junior faculty observation, since it gives them an opportunity to adjust their teaching while they still have time. Although it would be nice, there's also no formal mechanism for junior faculty to observe good senior faculty teaching, except in jointly-taught classes.”

Faculty members in the History department at UNC-Asheville also team-teach frequently, and they are accustomed to sitting in on each other's lectures in an informal setting. Chairman Bruce Greenawalt drops in on new faculty members' classes regularly, and *always* visits adjunct professors' classes, as they tend to be monitored less frequently than other faculty.

### C. Self-Evaluation and Videotaping

A number of departments (about 45 percent in the UNC system) ask that professors contemplate and review their own progress in teaching — commonly known as *self-evaluation*. (Samples of forms used for faculty self-evaluation are printed in Appendix V-3 at the end of this book.) The typical evaluation is similar to that described by Ron Lunsford of the English department at UNC-Charlotte:

“By the time a faculty member is ready for reappointment (after three years), tenure (after six years), or any other promotion, they are asked to go through an extensive self-review process about their teaching. They submit a document about how they see their teaching and the progress they've made, and they also provide copies of their syllabi, tests, and new courses they've worked on.” Lunsford added that “If they're not teaching well, they will not be reappointed or tenured.”

The Psychology department at Appalachian State University requires that new faculty do self-evaluations of their strengths and items they would like to work on. They meet with chairman James Long early in the fall term and again in the spring to review their progress on how well they're moving towards their goals.

Finally, a small percentage of departments (only 9 percent in UNC system schools) makes *videotapes* of a faculty member teaching. Some departments use the videotapes for evaluation and review, but most use them to give professors the opportunity to see themselves teaching. Often consultants, either another professor in the department or a staff member at the university's teaching

**Table V-1: Examples of Evaluations Used in UNC System Schools**

	Within UNC System	At Four-Year Universities Nationally
1) Student course evaluation surveys:	99% of UNC departments	98% of all departments
2) Self-evaluation by faculty members:	45% of UNC departments	60% of all departments
3) Peer review by faculty colleagues:	30% of UNC departments	54% of all departments
4) Review of syllabi, assignments, and tests:	26% of UNC departments	
5) Videotaping of faculty members' classes:	9% of UNC departments	
6) Exit interviews with senior departmental majors:	UNC-A History department	
7) Comparison with national peers:	UNC-G Biology department, using the IDEA System	
8) Reviews of classes and faculty published by students:	UNC-CH <i>Carolina Course Review</i>	



*Reviewing a teaching videotape at the Center for Teaching and Learning, UNC-Chapel Hill*

center (see Chapter VIII), are available to review the videotape with the faculty member and point out areas where teaching techniques could be added or improved.

Dr. Lowery of the Political Science department at UNC-Chapel Hill mentioned another advantage of taping classes: "We make the videos available to all faculty in the department; this is helpful both because faculty members can see themselves teaching rather than having someone else tell them how they come across, and faculty can see effective methods used by their colleagues."

The procedures described above — all used to some extent in UNC system schools — fit well into the recommendations for improving teaching made in the Stadter Committee's report.

*"Specifically, assessment data are more likely to produce improvement if the following are true:*

- *Faculty clearly understand that the purpose of the assessment is to support their own efforts to improve.*
- *The evaluation data come from multiple sources (for example, student ratings, classroom observations — perhaps accompanied by videotape recordings — colleague assessments of instructional materials, and self-evaluations.*"<sup>19</sup>

#### D. Use Made of Evaluations and Assessments

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*"The real purpose of most evaluations is to help teachers teach better and students learn better."*<sup>20</sup>

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After department chairpersons gather any or all of the evaluations described above, what happens next? Responses varied among the departments in the UNC system (see Table V-2 on p. 31), but almost all use them to provide feedback to the professors and to enhance teaching skills. Many include them in a faculty member's permanent file and use them both to support requests for tenure and promotion decisions and as an important factor in giving merit pay raises (see Chapter VI). More than half of all departments use the results of evaluations to identify faculty members for teaching awards (discussed in Chapter IX).

In some departments, such as Mechanical Engineering at North Carolina A&T State University, the chairman does a separate evaluation of each faculty member at the end of each academic year. William Craft, head of the department, completes an evaluation form (printed in Appendix V-2 at the end of this book) for each faculty

member, and then writes his own two- to three-page evaluation of the faculty member's performance, including how they have helped to fulfill the department's six goals for the year. These become part of the professors' permanent files, and the information is used in tenure and promotion decisions, as well as in merit increase decisions.

At UNC-Greensboro, departments are required by the university to document all three components of a faculty member's work — teaching, research, and service — when the instructor is up for tenure or promotion. The head of the Biology department, Robert Gatten, described the information he includes in the package given to the university administration.

"We have to include three semesters' worth of student evaluations and summaries of student comments, information about their contributions to curriculum development, undergraduate student advising, their work with graduate students, and other information pertaining to their teaching, such as teaching extension courses or workshops or teaching awards they have received. There's pretty extensive documentation of the teaching portion of their work."

Several of the professors we interviewed — especially those at universities aspiring to research status — noted that at their schools, although teaching was well-documented and used in tenure and promotion decisions, good teaching alone was not enough to receive tenure. The department chairs therefore tried to compensate by balancing the compensation for research (promotion and tenure) with rewarding merit pay based mainly on a faculty member's teaching.

Robert Bernhardt, chairman of the Mathematics department at East Carolina University, stated that "The administration won't promote or tenure someone with a really poor teaching record — and we've let bad teachers

go in this department after they've had a chance to improve — but adequate teaching is enough to get you by, if you have sufficient research credentials. However, marginal research and outstanding teaching is *not* enough for tenure. Therefore, I try to reward good teaching by making it the primary criterion for merit pay in our department — at least 60 percent of merit pay is based on your teaching performance, and that's unusually high for any department. I'm trying to be fair to faculty who see teaching as truly our mission. New faculty know they will have to publish to get tenure, but beyond that, or if you're already tenured, you can devote your time to being an excellent teacher. You won't necessarily get promoted, but you will get pretty good merit pay to compensate."

## E. Evaluation at the University of Tennessee

At a number of universities around the country, the term "assessment" has cropped up as the new evaluation buzzword, and it has taken on several meanings. At some schools, assessment is used to monitor and measure student learning, which can include giving final, comprehensive examinations in a student's major field of study, or having students compile a "portfolio" of their work over four years, such as papers and projects they have worked on and exams they have taken.

At other universities, such as the University of Tennessee at Knoxville, assessment examines faculty teaching along with the campus environment for learning. *The state of Tennessee requires that all institutions of higher education have some means of assessment*, and the individual colleges and universities determine what form it will take. To fulfill this requirement, UT-Knoxville has been surveying its students annually since 1983, using a Student Satisfaction Survey developed at the university.

**Table V-2:  
Departmental Use of Evaluations in the UNC System**

Department chairpersons' response to the question: "How are the results of the evaluations used?"

a. To provide feedback to the instructor:	305 departments, 97.1%
b. As part of the instructor's file for tenure, promotion, and merit pay increase decisions:	281 departments, 89.5%
c. For monitoring performance in order to enhance teaching skills:	268 departments, 85.4%
d. As a basis for determining teaching awards:	168 departments, 53.5%
e. Other:	17 departments, 5.4%
f. Made no response/not applicable:	3 departments, 1.0%

\* Departments may use evaluations for more than one purpose; percentages, therefore, exceed 100.

This survey is conducted in addition to the normal student course evaluations done for every class; it is intended to provide a broader, campus-wide look at the university and its programs. A copy of the Student Satisfaction Survey is printed in Appendix V-4 at the end of this book.

The university was interested in designing a survey that would produce results that were both generalizable to the whole university and useful for individual department heads and deans in evaluating their programs. Therefore,

several different samples of students, totaling about 2,500, are drawn for the survey.

First, a sample of 500 full-time students from across the university is drawn; they are sent a questionnaire and asked to complete it and evaluate one class, which is taken from their schedule and specified on the questionnaire. Second, ten departments each year at the university are up for program review. In order to get an overall view of teaching in those departments (rather than teaching by

## **Recommendations re: University Practices in Assessing and Evaluating Teaching**

**1** The UNC Board of Governors should require that teaching evaluation procedures in all departments consist of student evaluations of each section of every course as well as at least one other objective method of evaluation, preferably some form of peer review. Although the use of student course evaluations at UNC system schools is widespread, departments at some universities evaluate classes less frequently than the N.C. Center recommends — only once a year rather than every semester, or for only one class rather than all the classes taught by the faculty member.

Using student evaluations has been found to be a valid indicator of an instructor's teaching ability. As the findings of the Committee on Teaching of the College of Arts and Sciences at UNC-Chapel Hill (the Stadter Committee) noted:

*"The numerous research evaluations of student ratings overwhelmingly demonstrate their reliability and validity. . . . In spite of commonly shared myths to the contrary, student ratings are not correlated with grading difficulty, sex of student or professor, size of class, or teaching load. . . . In spite of many attempts to demonstrate otherwise, across all subjects and student levels, the single most valid indication of an instructor's effectiveness at communicating his or her subject to students and motivating them to work to learn it is student ratings of instruction."*

Other forms of evaluation are essential as well, though less common in the UNC system. Only about 30 percent of departments in UNC system schools use a system of peer review of faculty teaching, as compared with 54 percent of all departments in four-year colleges across the United States. Furthermore, only 45 percent of UNC departments require faculty self-evaluation, as compared with 60 percent nationwide. Clearly there is much room for improvement; UNC departments should at least meet, if not exceed, the

national average in terms of well-rounded evaluation of teaching. Either the university administration or individual departments could determine the procedures to be used, but the university should verify that all departments are conducting the evaluations.

**2** Department chairs should link the results of the evaluations to faculty teaching assignments. Well-designed evaluations — whether completed by students, peers, or the faculty members themselves — should reveal the type and level of classes individual faculty members are best suited to teach. Although some commentators recommend that full professors should be required to teach introductory classes, evaluations may demonstrate that certain instructors, teaching assistants, or less senior professors are most skilled at teaching particular classes. Regular and thorough evaluations would also help ensure that all faculty, regardless of rank, are keeping abreast of developments and changes in their fields.

**3** Universities in the UNC system should consider implementing a comprehensive assessment program similar to that of the University of Tennessee at Knoxville. Prior to instituting its form of assessment, which examines both faculty teaching and the campus environment for learning, the university had come under fire for stressing research productivity at the expense of teaching. Now, with numerous forms of assessment such as the Student Satisfaction Survey, a graduate student questionnaire, and an alumni survey, the university has the data to gauge both problems and improvements over time and across departments. Though the *state of Tennessee requires* assessment for all colleges and universities in the state, North Carolina's public universities could begin their programs without waiting for state mandate.

individual faculty members, which is rated in the student course evaluations), 100 *majors* in those departments and 200 *non-majors* who are taking classes in the department receive the survey. These students are also asked to evaluate one class, specified on the questionnaire, that they are taking in the department.

The data gathered give an annual "snapshot" of how students perceive their academic experience, classes, advising, and other programs at the university. In addition, the departmental data are presented to allow departments to see how they compare to others in their college as well as to departments across the university. This information can point to problems that students feel that the departments are having with their teaching, advising, or other services.

The university conducts several other surveys to evaluate its programs in addition to the Student Satisfaction Survey. These include a questionnaire specifically for graduate students; another, *required by the state*, to alumni who graduated two years earlier; one to employers of alumni (with the graduate's permission); and a final one for students who left the university before graduating. Copies of the alumni survey and the survey to students who left are also printed in Appendix V-4.

Prior to instituting its form of assessment, the university had come under fire for stressing research productivity to the detriment of teaching. Now, however, the university has the data to gauge both problems and improvements over time and across departments. The assessment program at UT-Knoxville is regarded as one of the most comprehensive in the country, and the university's success has inspired others to begin developing similar approaches to evaluating teaching in a broad sense. Universities in the UNC system should investigate the benefits of comparable programs for their institutions.

<sup>1</sup>"The Business of the Business," *Policy Perspectives*, a publication of the Pew Higher Education Research Program, sponsored by The Pew Charitable Trusts, Philadelphia, Vol. 1, No. 3, May 1989, p. 4.

<sup>2</sup>Philip A. Stadter, chair, "Report of the Committee on Teaching of the College of Arts and Sciences," UNC Chapel Hill, February 1, 1988, p. i.

<sup>3</sup>*Ibid.*, p. 5.

<sup>4</sup>National Center for Education Statistics Survey Report, January 1990. *A Descriptive Report of Academic Departments in Higher Education Institutions*, Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, p. 33.

<sup>5</sup>Stadter, p. 5.

<sup>6</sup>Paul A. Lacey, "The Politics of Vitalizing Teaching," *New Directions in Teaching and Learning*, No. 15, San Francisco: Jossey-Bass, September 1983, p. 103.

<sup>7</sup>Maryellen Gleason Weimer, "Translating Evaluation Results Into Teaching Improvements," *AAHE Bulletin*, Vol. 39, No. 8, April 1987, p. 8.

<sup>8</sup>*Ibid.*, pp. 9-10.

<sup>9</sup>Stadter, p. 3.

<sup>10</sup>Janet G. Donald, "The State of Research on University Teaching Effectiveness," in *Using Research to Improve Teaching*, J.G. Donald and A.M. Sullivan, eds., *New Directions for Teaching and Learning*, No. 23, San Francisco: Jossey-Bass, September 1985, p. 16.

<sup>11</sup>Stadter, pp. 5-6.

<sup>12</sup>*Ibid.*, pp. 4-5.

<sup>13</sup>Leslie H. Cochran, *Publish or Perish: The Wrong Issue*, Cape Girardeau, Missouri: StepUp, Incorporated, 1992, p. 36.

<sup>14</sup>Russell Edgerton, Patricia Hutchings, and Kathleen Quinlan, *The Teaching Portfolio: Capturing the Scholarship in Teaching*, *The American Association for Higher Education Teaching Initiative*, 1991, p. 5.

<sup>15</sup>National Center for Education Statistics Survey Report, p. 33.

<sup>16</sup>Stadter, p. 5.

<sup>17</sup>Richard F. Elmore, "How We Teach Is What We Teach," *AAHE Bulletin*, Vol. 41, No. 8, April 1989, pp. 12-13.

<sup>18</sup>Stadter, p. 6.

<sup>19</sup>*Ibid.*, p. 4.

<sup>20</sup>Peter Elbar, "Writing Assessment: Do It Less, Do It Better," *Adult Assessment Forum*, Vol. 1, No. 4, Winter 1991, p. 2.



# Tenure and Promotion

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*“This Department has a strong teaching record and it is my intention to safeguard that reputation as best I can. As a consequence, effectiveness in the classroom is an essential element of satisfactory progress towards tenure. . . . It is not necessary, nor it is possible, for everyone to get the best teaching evaluations in the Department. What I am looking for is someone who approaches his/her teaching responsibilities seriously, makes a genuine effort to reach the students, and demonstrates significant capabilities in the classroom.”*

— ROBERT J. THOMPSON, CHAIRMAN OF THE DEPT. OF POLITICAL SCIENCE (1988),  
EAST CAROLINA UNIVERSITY, IN A MEMO TO THE DEPARTMENT FACULTY

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*“1. Demonstration of excellence in scholarly research is a prerequisite for consideration for tenure.  
2. Excellence in teaching is a prerequisite for consideration of any tenure decision, and while distinguished teaching will not bring tenure, its absence may be sufficient to deny tenure.”*

— PROCEDURES FOR PERSONNEL DECISIONS, DEPT. OF ENGLISH, UNC-CHAPEL HILL

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*“Although promotion is less important to the individual’s future than tenure, I think that the criteria for promotion are more important to the values of the institution. When a respected, scholarly teacher cannot be promoted to full professor because of the absence of publications, teaching cannot be considered to be #1.”*

— BRUCE HENDERSON, DEPT. OF PSYCHOLOGY, WESTERN CAROLINA UNIVERSITY

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**M**ore than any other element, tenure and promotion guidelines show how universities and the divisions within them really view the overall work of their faculty members. Tenure and promotion guidelines are often clearly spelled out, with specific weightings attached to a faculty member’s performance in their three major areas of responsibility: teaching, research, and service.

## Steps Up the Faculty Ladder

In universities in general, including those in the UNC system, faculty members progress through a series of ranks or positions, with each step up the ladder resulting in correspondingly higher status and salary. For *tenure-*

*track* faculty, there are three standard ranks: assistant professor, associate professor, and professor (often referred to as *full* professor).

New faculty members — usually those just out of graduate school and generally holding a doctoral degree — are hired as *assistant professors*, without tenure. At most universities, assistant professors are hired for a probationary term of one year, after which they come up for preliminary review and reappointment. Upon reappointment, their contracts are renewed for additional one-, two-, or three-year terms (depending upon successful performance and the department’s or university’s guidelines) until reaching their sixth year or early in their seventh year. At this point, most department chairpersons do a more extensive assessment of the assistant professor’s

progress in their teaching, research, and service, in preparation for their tenure review.

At their seventh year (in most universities), assistant professors are either given or denied *tenure* — defined as a permanent position in the department, which must be approved by the president of the UNC system and the Board of Governors. Tenured faculty may only be discharged, suspended, or demoted in rank for reasons of “incompetence, neglect of duty, or misconduct of such nature as to indicate that the individual is unfit to serve as a member of the faculty.”<sup>1</sup> If denied tenure, faculty usually are not kept on as assistant professors, and must find positions elsewhere. Tenure may be conferred without promotion to the rank of *associate professor*, but promotion is generally given.

At most universities, associate professors serve for an unspecified period of time (though at some universities they are appointed for initial terms of four or five years and are then reviewed for promotion). Many, however, spend the remainder of their career at this rank, though they may be made a *full professor* at any point. Professors are expected to have made outstanding contributions to the university through their teaching, research, and service, though current opinion suggests that the research contribution is preeminent.

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*According to data from the Center's survey, approximately 33 percent of all full-time faculty in the UNC system are assistant professors, 32 percent are associate professors, and 35 percent are professors.*

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*Non-tenure-track* faculty most often serve in positions such as *instructors*, *lecturers*, or *adjunct faculty*. Many do not possess the terminal degree (e.g., Ph.D., Ed.D., etc.) in their field, and are hired on a temporary basis to teach one or two classes for the department. Some instructors who receive the appropriate degree are subsequently hired as assistant professors. Faculty in these categories comprise 26 percent of *all* faculty in UNC system schools, according to the Center's survey; this ranges from a low of 17 percent at Fayetteville State to a high of 44 percent at UNC-Asheville.

### Determining Weighting in Tenure Decisions

Within the UNC system, approximately 82 percent of the universities responding to the Center's survey have university-wide written guidelines for promotion and tenure decisions; the remaining universities<sup>2</sup> allow departments to devise their own criteria. About half of all departments make additions to their university's policies — often to describe departmental expectations for teaching, research, and service and to determine the specific weighting given to each component.

Data from the Center's survey shows that the chairperson decides the specific weighting in 56 percent of all departments; the faculty tenure committee in 42 percent; the entire departmental faculty in 28 percent; and some other group in 24 percent of departments. Departments may have more than one person or group determining the criteria and weighting, so percentages total more than 100.

As is evident from the statements at the beginning of this chapter, much controversy surrounds the subject of tenure and promotion. Faculty and administrators in one camp feel strongly that tenure and promotion should be awarded primarily on the basis of research productivity, as that is what enhances the prestige of the department and the university, contributes to the overall body of knowledge in the field, and strengthens teaching.

For example, the mission statement and ten-year plan of North Carolina State University contains the statement that “Research and scholarly activity form the foundation for NCSU's distinction in teaching and public service. . . . In all disciplines, excellence in education and service requires the recruitment, cultivation, and retention of first-rate faculty actively investigating current research issues. . . . In the future, . . . it will become even more crucial that faculty in all disciplines at NCSU are active scholars in their fields” (p. 4).

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*“Given the sizable financial commitment in support of faculty research at the most research-intensive universities, it is not surprising that research and publication productivity are most heavily weighted for tenure decisions at these institutions. Contributions to the teaching function of the university are not ignored, but they receive considerably less weight in tenure decisions.”<sup>3</sup>*

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Those in another camp believe that teaching is undervalued, even ignored, in the tenure and promotion process. “In the university, concerns about teaching are generally regarded as the second-best preoccupation of those who have not been successful in the world of scholarship,” writes Harriet Sheridan, director of Brown University's Center for the Advancement of Teaching. “Find the most successful nontenured teacher on a campus, the one who has received the student award for teaching, and you will find someone whose days are numbered there.”<sup>4</sup>

Faculty with this concern want to see excellent teaching receive a higher weighting in tenure and promotion decisions, perhaps something similar to the official statement in Pembroke State University's Tenure and Promotion Criteria: “Though teaching is, in many ways, a highly individualized profession . . . , there is little disagreement over the importance of exceptional teaching as the major criterion for tenure and/or promotion. Clearly, excep-



tional teachers will show command of their subject, be creative and imaginative, be enthusiastic, promote critical thinking, stimulate their students to improved performance, engage in and use research, and be outstanding communicators.”

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*“All institutions encourage or demand the production of scholarly publications. They also require faculty to teach courses. But the type of performance needed for career success varies markedly, depending on where the institution lies on the research-intensive vs. teaching-intensive continuum. Where the institution is heavily oriented toward research, the professor must concentrate most intently on impressing peers beyond the local campus with his or her scholarly activities. Publishing in competitive outlets makes that mandatory. It matters little what is happening in the classroom. In teaching-intensive institutions, what is happening in the classroom is all-important for career success. Scholarly creativity in the classroom is the prime objective. Impressings peers around the country can take a back seat.”<sup>5</sup>*

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As Chapter IV discusses, universities in the UNC system exist to fulfill a variety of different missions. Some were established to produce advanced research; others to

serve the needs of a specific region or population; and others to try new or experimental teaching techniques. As expected, these different missions are evident in the universities’ tenure and promotion guidelines as well. Nonetheless, all teach undergraduate students, and this part of each university’s mission is also reflected in their tenure and promotion statements, with varying degrees of emphasis.

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*“A bad teacher should not be given tenure anywhere — whether at a research or a comprehensive university. People in faculty positions have to be teachers first and foremost; if people are only going to do research, there should be a whole separate slot for them and they should not teach.”*

— LLOYD V. “VIC” HACKLEY,  
CHANCELLOR, FAYETTEVILLE STATE UNIVERSITY

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Perhaps because of the intense national interest focused on the teaching/research debate, universities in the UNC system seem eager to demonstrate how important teaching is on their campus. Even at North Carolina’s research universities, most faculty and administrators — based on interviews conducted for this study — would disagree with the statement above that at their schools, “It matters little what is happening in the classroom.” Though

research and publication might be necessary for tenure, they do not appear to be sufficient. For example, the guidelines for the Computer Science department at UNC-Chapel Hill state that "Candidates for promotion and tenure are evaluated on three criteria: research, teaching, and service. Research and teaching are each rated on a three point scale: 3 = excellent, 2 = good, 1 = fair. Only those candidates whose combined teaching and research rating is 5 or 6 are considered for promotion or tenure. Service cannot substitute for weakness in either teaching or research."

Both faculty members and administrators interviewed at research universities noted that they knew of cases in which colleagues with good research credentials but poor teaching were not given tenure. David Lowery, chairman of the Political Science department at UNC-Chapel Hill, said emphatically that "Teaching here is clearly one of the most important duties, and a faculty member will not receive tenure if he or she is a bad teacher."

Not receiving tenure for *bad* teaching is one thing; receiving tenure for *good* teaching, even at research universities, is another. Analysts at the Carnegie Foundation for the Advancement of Teaching write that "As long as research-intensive institutions continue to offer undergraduate courses . . . , the career success of those who teach them should rest more fully on scholarly creativity in the classroom. And that creativity should also reap rewards."<sup>6</sup>

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*"To me, the quality of a professor's teaching should be first and foremost when they're considered for tenure, promotion, or salary increases. This might be a pretty simplistic attitude, but a teacher should first be able to teach."*

— PAIGE COKER, STUDENT, UNC-CHAPEL HILL

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Though promotion and tenure guidelines stressing research and publication are to be expected at research universities, other institutions in the UNC system began as teachers' colleges (where little research was expected), and the teaching tradition remains strong. When the universities are examined by their Carnegie classifications (Research, Doctoral, Comprehensive, or Liberal Arts), the differing views on the importance of teaching in tenure and promotion decisions become more obvious.

The Center's survey of all department chairpersons at each university in the UNC system asked respondents to rank the importance of 17 factors when evaluating faculty for tenure, promotion, and salary increase decisions. Responses were on a seven-point scale, with 1 as Not Important and 7 as Very Important. (See Table VI-1 on p. 39 for a listing of all responses in rank order.)

The *system-wide departmental average* for the importance of the *quality of teaching* in tenure, promotion, and



**Table VI-1: Importance of Faculty Characteristics in Tenure, Promotion, and Salary Increase Decisions as Rated by Department Chairs in the UNC System**

1. Quality of teaching .....	6.5
2. Quality of research .....	5.7
Quality of publications .....	5.7 (tie)
3. Reputation in professional field .....	5.1
4. Number of publications .....	4.8
Institutional activities or service .....	4.8 (tie)
"Fit" with department or institution .....	4.8 (tie)
Advising undergraduate students .....	4.8 (tie)
5. Extent of research experience .....	4.7
"Fit" with student body .....	4.7 (tie)
6. Community or professional service .....	4.5
7. Extent of teaching experience .....	4.4
8. Affirmative action/equal employment .....	4.2
9. Supervision of graduate study .....	4.0
10. Ability to obtain outside funding .....	3.9
11. Related job experience .....	3.5
12. Salary requirements .....	3.2

*Note: The table reflects the system-wide departmental averages for the importance of each factor on a seven-point scale, with 1 as Not Important and 7 as Very Important.*

salary increase decisions is **6.5** on a seven-point scale — the number one response. All universities were fairly consistent in their rankings of this factor. At the two Research universities, UNC-Chapel Hill and North Carolina State, the average is 6.3. At the state's only public Doctoral university, UNC-Greensboro, the average is also 6.3. At the state's eight Comprehensive I universities (Appalachian State, East Carolina, Fayetteville State, North Carolina A&T State, North Carolina Central, UNC-Charlotte, UNC-Wilmington, and Western Carolina), the average is 6.5. At the three Comprehensive II universities (Elizabeth City State, Pembroke State, and Winston-Salem State), the average importance of teaching in tenure and promotion decisions is 6.6. At UNC-Asheville, the one Liberal Arts I university in the system, the importance of teaching tops the list at 6.8. As the averages from the various categories of universities demonstrate, the importance of teaching *rises* as the university's place in the Carnegie classification goes down. (The Carnegie classification places research universities at the top of the hierarchy.)

By contrast, the *system-wide departmental average* for measures of the *importance of research* — the quality of research and the quality of publications — is **5.7** on a

seven-point scale, notably lower than the importance of teaching. There is also much more spread in the rankings of these factors. At UNC-Chapel Hill and North Carolina State, for example, the average is significantly higher — 6.6 for both quality of research and quality of publications. UNC-Greensboro follows closely behind; the averages are 6.6 for quality of research and 6.5 for quality of publications.

At the research universities, the average importance of the research factors in tenure and promotion decisions is closer to the system-wide average: 5.6 for the quality of research and 5.5 for quality of publications. At UNC-Asheville, the average for both quality of research and quality of publications is 5.4. At the Comprehensive II universities, the averages are even lower: 5.0 for quality of research and 5.1 for quality of publications. (Factors such as institutional service and community or professional service ranked fourth, at 4.8, and sixth, at 4.5, respectively. For ranked responses by **each** university, see Appendix B at the end of the book.)

At least according to the survey responses, the quality of teaching appears to be highly important at *all* universities in the system, and the most significant factor in tenure and promotion decisions overall. Given that all universi-

ties in the system have the teaching of undergraduates as part of their mission, the high ranking of teaching at all schools should be encouraging.

The variation in the importance of research is to be expected, as the research requirements and expectations of faculty differ from university to university. While faculty at all universities are expected to be scholarly, it appears that not all are evaluated primarily on their research and publication productivity. As Ursula Wagener suggests about the differentiation of missions, "Faculty at research universities understand that their first task is to advance knowledge and that good teaching must be grounded in the research function. . . . In contrast, faculty at the small[er] colleges see their relation to students as more personal and individual. . . . [They] see the first task of teaching as a more general approach to thinking and living."<sup>7</sup>

As universities in the UNC system have worked on determining their future and refining their missions over the past several years, some have decided that it is time to change their institutional classification to a higher level. Faculty at these schools — such as East Carolina, North

Carolina A&T State, UNC-Charlotte, and UNC-Greensboro — are feeling the push to demonstrate greater research productivity.

William Craft, chairman of the Mechanical Engineering department at North Carolina A&T, noted that "On our faculty evaluation forms, teaching, research, and community service are evaluated, and teaching is about one-third of the picture in weight. If there's no research productivity, though, they're out — there have been tremendous changes toward research in the Engineering School in the past several years. Formerly, if you went to conferences and warmed a seat, that counted as research. That doesn't cut it any more."

The head of the Math department at East Carolina, Robert Bernhardt, concurred.

*"Teaching in our department has always been important, although for the faculty we are hiring now we have to tell them that they will be judged primarily on their research output. And for tenure and promotion, which is a university decision, research is what will get it. However, merit pay is a departmental process, and in this department — unless*



"WHAT WE ESPECIALLY LIKE ABOUT THESE THEORETICAL TYPES IS THAT THEY DON'T TIE UP THOUSANDS OF DOLLARS WORTH OF EQUIPMENT."

© Copyright 1991 by Sidney Harris — Can't You Guys Read?

*you've been given release time for research — at least 60 percent of merit pay is based on teaching performance, which is unusually high. I'm trying to be fair to faculty who see teaching as truly our mission. For new faculty, they will have to publish to get tenure, but beyond that, or if you already have tenure, you can just be an excellent teacher if you want. You won't get promoted, but you will get pretty good merit pay to compensate.*

*"There are about 12 people in this department who have been here for more than 25 years, and when they were hired, teaching was all that was important, and that's what they want to do. In math in particular, it's very hard to switch from teaching to research — most of the great mathematical research is done when people are just out of graduate school and at the cutting edge. Once you've passed that age and haven't done research, you just can't pick it up again. But you can be a good teacher."*

Joel Schwartz, director of the Center for Teaching and Learning at UNC-Chapel Hill, shares Bernhardt's view that salaries can help bridge a gap when promotion can't. "Faculty known for their research not only obtain full professorships; they receive higher salaries as well. I would like to see a system where excellent teachers would get the same compensation as excellent researchers, even if they don't achieve the same rank."

Ron Lunsford, chairman of UNC-Charlotte's English department, said that his university "fares very well among campuses for interest in teaching; it doesn't seem to be merely lip service. However, younger faculty do know that they are expected to produce research, and the College of Arts and Sciences won't tenure anyone now without it. They're very open about that, and I think that's what they should be doing if we are, or want to be, a research university. Some older faculty who are already tenured do very little research, but they serve the department in many other ways — committees, teaching, etc. They might not get promoted to full professor, but they seem to have found their niche and are happy there."

At UNC-Greensboro, Robert Gatten, chairman of the Biology department, said that while teaching at his university is still valued and always will be,

*"Today, the university in general and our department in particular are really stressing research — even more so than five years ago. The administration and the faculty see a great opportunity to maintain our reputation in excellence in undergraduate education, while at the same time doing extensive research. At UNC-G, if a person is a good teacher, that's great, but it's not sufficient for tenure — there needs to be a demonstration of research productivity. Unacceptable teaching would hurt in promotion and tenure decisions, but the tough case would be dealing with someone who's an outstanding teacher but a poor researcher. The*

*initial decision would depend on the department's current mission, so in this department it wouldn't fly. In another department, a "yes" recommendation might pass, but the college promotion and tenure committee or the committee at the university level would find it a problem."*

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*On the whole, about 55 percent of all respondents [to a 1985 survey by the Chronicle of Higher Education] agree that it is difficult for people in their department to get tenure if they don't publish. But the proportion holding that opinion ranges from about 92 percent at major research universities to about 54 percent at "comprehensive" colleges and universities, 35 percent at liberal arts colleges, and less than 8 percent at two-year universities.<sup>8</sup>*

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Other schools in the UNC system — such as Appalachian State, UNC-Asheville, UNC-Wilmington, and Western Carolina — have refined their missions to include a heavy and explicit emphasis on teaching. This emphasis is evident in their mission statements as well as individual departments' tenure and promotion criteria and guidelines.

The tenure and promotion statement of the department of Geography and Planning at Appalachian State, for example, states, "At Appalachian State University, teaching is generally accepted to be the most important function of most faculty members. The primary purposes of research/scholarly activities and service activities are to support quality instruction and to serve the needs of the people in the region." While this department's statement, as well as others at the university, acknowledges the importance of scholarship in a faculty member's duties, it is clearly not the primary criterion. (See Appendix VI at the end of this book for more excerpts from departments' and universities' tenure and promotion statements.)

James Long, chairman of Appalachian State's Psychology department, noted that the university has been through some transitions over the past several years. "The previous dean of the College of Arts and Sciences really stressed scholarly activity, and this caused conflict with the chancellor and vice chancellor [of academic affairs] because they felt that research was being stressed too much. The chancellor made a big point of saying that teaching here is *primary*, and that's what the university should be doing. In our department, though we encourage people to be as scholarly as possible, we also place a heavy emphasis on teaching, and teaching has considerable influence in tenure and promotion decisions."

The University of North Carolina at Asheville has seen similar changes, according to History department chairman Bruce Greenawalt. "At UNC-A, the vice chancellor for academic affairs has changed several times, due mostly to the controversy surrounding teaching. The vice chan-



Chancellor James R. Leutze, UNC-Wilmington

cellor three years ago was more interested in research, but that has changed, and teaching has become much more prominent, which seems to be the way that faculty want it.”

The Criteria for Reappointment, Promotion, and Award of Tenure at UNC-Wilmington states that though scholarship and service are expected of every faculty member, “The primary concern of the University is teaching its students. Thus teaching effectiveness is the primary criterion for reappointment, promotion, and tenure.” The university’s chancellor, James R. Leutze, is known as a committed supporter of teaching, as is evident in his remarks to the Faculty Senate in 1990:

*“First, I propose that this campus continue to put the teaching of undergraduates first in terms of time, commitment, focus, and value. I am convinced that by focusing our primary attention on high quality undergraduate education we can fill a distinctive niche in the university system while responding to a national trend that suggests that the Academy is under fire and under scrutiny in large part because by and large the undergraduate is neglected. This has not been true here in the past — which helped influence my decision to come to The University of North Carolina at Wilmington — and we must work hard to ensure that this commitment to undergraduate education continues in the future. . . .*

*“For this commitment to achieve something more than rhetorical reality, we must ensure that good teaching is stimulated, recognized, and rewarded. . . .*

*by rewarded I mean awards, salary incentives, and promotions. . . . Viewed another way, in my opinion, no one who is not a good teacher should be given permanent tenure at UNCW.”*

While the tenure and promotion criteria at Western Carolina University contain very straightforward procedural guidelines (see Appendix VI at end of this book) without any philosophical statements about teaching, the university as a whole is known to emphasize its teaching mission. Its mission statement “reaffirms our commitment to excellent teaching as the central mission of the university.”

The statement goes on to note: “For almost a decade the faculty at Western Carolina University has systematically studied teaching excellence in higher education. This has led to the development of the Faculty Center for Teaching Excellence, which has . . . formed the Carolina Colloquy to initiate a system-wide dialogue on teaching excellence, and conducted numerous on-campus programs designed to develop teaching skills among faculty. Because we expect that this will be a continuing emphasis, and because this pursuit of teaching excellence in post-secondary education is uncommon among state universities, we have strengthened the wording in our role and mission statement regarding teaching.”

At Winston-Salem State, weightings among the various components of a faculty member’s job range from 50-70 percent for teaching, 15-25 percent for research, and

15-25 percent for service. At the beginning of each academic year, faculty members specify what weight they want given to each component and are evaluated accordingly. "Faculty are not evaluated just on how they teach, but also on things that enhance teaching, such as curriculum and course development," says vice chancellor for academic affairs Alex Johnson. "Any innovative work on teaching, new instructional delivery systems and the like, are all rewarded. Additionally, each department is responsible for telling individual faculty members what they should do to be considered for merit increases. Merit has a wide range of percentages, usually somewhere between 1.5 and 15 percent of salary. It's not given across the board, and not given just for doing what one is supposed to do; it's for work and achievements over and above expectations."

There are other universities in the system which say very little about teaching at their institution, in either their mission statements or their tenure and promotion guidelines. While this may be because teaching is a given and good teaching is assumed to be important at these schools, it might be helpful for faculty members as well as students to know more precisely what is expected.

### **Innovative Tenure and Promotion Practices at Other Universities**

#### **SYRACUSE UNIVERSITY**

Until several years ago, Syracuse University in New York was known primarily as a research institution, and the school was perceived to have significant problems with teaching undergraduates. Students were increas-

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### **Table VI-2: Tenure Standards at the Newhouse School of Public Communications, Syracuse University**

- All successful candidates for tenure will, at a minimum, be capable teachers, based on standards and criteria adopted by the faculty.
- All candidates for tenure will be evaluated according to one of the following models of overall performance, as selected by the candidate at the time of the review.

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#### **Model #1**

- A. Excellence in teaching.
- B. Satisfactory performance in scholarly and/or creative activity.
- C. Satisfactory performance in service.

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#### **Model #2**

- A. Excellence in scholarly and/or creative activity.
- B. Consistently strong performance in teaching.
- C. Satisfactory performance in service.

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#### **Model #3**

- A. Consistently strong performance in scholarly and/or creative activity.
- B. Consistently strong performance in teaching.
- C. Consistently strong performance in service.

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#### **Model #4**

- A. Excellence in teaching.
- B. Extraordinary service, with emphasis on special projects and the raising of outside funds which further the academic and professional quality and reputation of the school.

ingly vocal in expressing their view that inadequate attention was being paid to teaching, and in protest they founded a national movement called Undergraduates for a Better Education. Faculty were also dissatisfied and frustrated; while they were told to concentrate on their teaching, it was given short shrift in tenure and promotion decisions, while the university — covertly — continued to push for research and publication.

In the spring of 1989, the university received a grant from the Sears Roebuck Foundation for a project entitled *Affecting Priorities at a Research Institution: Focus on Teaching*. The goal of the project was to enhance the perceived importance of undergraduate teaching at the university, and give it higher priority across campus. Because administrators such as department heads, deans, and university officials control the rewards system (including promotion and tenure), the program concentrated on helping them to gain a better understanding and appreciation of teaching. In addition, "deans and chairs create faculty members' perceptions of priorities and rewards, departmental norms regarding the importance of teaching, and allocate instructional resources."<sup>9</sup>

During the first year of the project, the advisory committee conducted a campus-wide survey on attitudes towards teaching and research, sponsored two campus-wide meetings, and a two-day meeting of chairs and deans from each school or college. More than 50 grants were awarded for faculty and course or curriculum development projects. By the second year, departments and schools were expected to be working on developing and implementing programs in support of teaching, as well as standards for promotion and tenure that would better evaluate and reward teaching. The goal was that all departments would obtain an appropriate balance between teaching and research or scholarly activity in their faculty reward system, including tenure, promotion, and annual salary review procedures. During the project's third year (1991), the focus shifted to developing *discipline-specific* definitions of research and scholarship.

Dean David M. Rubin of the Newhouse School of Public Communications at Syracuse described the changes his school made as a response to the project at the 1991 American Association for Higher Education national conference. "Number one: I teach an undergraduate class with a large number of students each term; I want to be seen by the faculty and students primarily as a teacher. Second, we rewrote the school's tenure guidelines, and made it explicit that excellence in either research *or* teaching is rewarded. A truly excellent teacher with only modest research efforts can expect to receive tenure. The school now has four separate models for achieving tenure, and the candidate decides which model to follow. (See Table VI-2 on p. 43) Additionally, faculty are permitted to have variable teaching loads; faculty who really love their teaching and are good at it are encouraged to teach as much as they want; this is seen as their contribution to the department.

"Third, we established a Teaching Standards Committee, who are to gather a variety of data about the quality of teaching in the school and attempt to make improvements based on the data. We're working on getting the school's faculty to agree on the ways to measure teaching quality; so far, they include the standard student course evaluations, examinations of syllabi and critiques of student papers, classroom visitations, and articles written by faculty about teaching. The dissemination of ideas about teaching, whether through workshops, papers, or other means, is seen as a form of scholarly activity. Fourth, I am tying teaching to salary increases. I'm also prepared to dismiss or fail to grant tenure to junior faculty who have problems in the classroom, even if they are good researchers.

"We're also beginning a new program for candidates for faculty positions. People we're interviewing must teach at least two classes to students at Syracuse before they're hired. I get feedback on their presentations from students and other faculty members, and candidates who do poorly are not hired. If they are hired, we obtain funds for junior faculty to go to workshops and conferences around the country that focus on teaching. I would also like to begin a school-wide — as opposed to campus-wide — award for teaching. Finally, I intend to hold campus administrators to their rhetoric; if they say that teaching is important, I don't want their hidden research agendas to take precedence."

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*"No faculty member can be expected to fulfill all roles — teacher, research scholar, committee member — with equal success. The institutional challenge remains one of defining and communicating individual faculty roles more clearly, according to what each faculty member does best."*<sup>10</sup>

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#### NEW YORK UNIVERSITY

Richard R. West, Dean of the Stern School of Business at New York University, notes that his school has different criteria for promotion to associate and full professor. While criteria for tenure require current research, the requirements for promotion to full professor take into account research contributions made early in a faculty member's career. "[O]ur criteria for achieving the rank of tenured associate professor require that faculty demonstrate excellence in both teaching and research. Hence, anyone being considered for promotion to the rank of full professor must already have a strong research record, reflected primarily through publications in refereed journals.

"However, when it comes to considering tenured associate professors with long service for promotion to the rank of full professor, i.e., those with 10 or more years as tenured associates, we look at an individual's entire portfolio of professional activities and accumulated contributions to the school. Through this process, certain faculty may be able to become full professors even though their

current publishing records are not as robust as when they achieved tenure.

"While there may be a subtle distinction between talking about becoming a full professor 'without publishing' and becoming a full professor 'without publishing at the level associated with achieving tenure,' it is a distinction with an important difference."<sup>11</sup>

#### UNIVERSITY OF MIAMI

Late in 1991 at the University of Miami, the faculty were presented with a proposal to revise the faculty appointment and tenure system. A committee studying faculty productivity recommended in its report that the present six-year probationary period for tenure be lengthened to nine years. Additionally, unsuccessful candidates for tenure who were strong in either research *or* teaching could be appointed to long-term, untenured "teacher" or "scholar" tracks. Tenured professors would also have the opportunity to revise their mix of teaching and research

duties under a new plan in which they would undergo a full evaluation every five years.

The proposal was based in part on the recommendations of a 1990 report by the Carnegie Foundation for the Advancement of Teaching which called for broader definitions of research and teaching and suggested that universities devise less rigid faculty job descriptions. University of Miami president Edward T. Foote II said that the changes would give both the university and the faculty more flexibility, and would improve productivity by recognizing changing faculty interests. On the other hand, some professors were concerned that the changes would force faculty into a two-tiered status system, and that faculty productivity should be dealt with without a formal policy.<sup>12</sup>

#### UNIVERSITY OF NEBRASKA

The University of Nebraska, a large, research-focused, land-grant institution, is also looking into reshaping faculty rewards. Several years ago, the university received a

### Recommendations re: Tenure and Promotion Decisions

#### **1** Results of teaching evaluations should be linked to tenure and promotion decisions.

While the evaluations are useful to help faculty members improve their teaching, they should also be used by departments in making personnel decisions. Though many departments (about 90 percent in UNC system schools) use the results of teaching evaluations in making *merit pay increase decisions*, there has been some hesitancy to use them in *tenure and promotion decisions*. When student course questionnaires were the only evaluations conducted, faculty were skeptical of their legitimacy and wary of giving them much weight in decisions. If universities require additional forms of evaluations such as peer review, however, as the Center recommends (see p. 32), university leaders should be able to persuade faculty that using such evaluations in personnel decisions is appropriate.

#### **2** While recognizing that universities in the UNC system have different missions and emphases, the N.C. Center for Public Policy Research recommends that the Board of Governors strongly encourage that, in general, teaching ability and effectiveness count for at least one third of the weight in a faculty member's overall performance (which includes teaching, research, and service).<sup>14</sup>

The weighting will vary according to the individual missions of departments and universities, but good teaching should be important enough to the overall goals of the university system that it count for a

significant proportion of the weight in tenure and promotion decisions at all universities, including Research and Doctoral institutions. **At Comprehensive I universities, teaching should count for at least 40 percent of the weight; at Comprehensive II and Liberal Arts universities, for as much as 50 percent.**

According to the Center's survey, universities in the various categories already assign different levels of importance to the quality of a faculty member's teaching in tenure, promotion and salary increase decisions. On a seven-point scale, with a rating of 1 as Not Important and a rating of 7 as Very Important, departments at UNC-Asheville, the one Liberal Arts university in the system, rate the importance of the quality of teaching at 6.8. At the three Comprehensive II universities, the quality of teaching is 6.6, while at the eight Comprehensive I universities, the importance of the quality of teaching averages 6.5. At UNC-Greensboro, the one Doctoral university, and North Carolina State and UNC-Chapel Hill, the two Research universities, the average importance of teaching is 6.3. (The system-wide average is 6.5.) Differentiating the weighting given to teaching in tenure and promotion decisions would enable the system's universities to capitalize on their different missions.

Regardless of the type of university, faculty members should be told in detail what is expected of them and how they will be evaluated. Furthermore, *no* faculty members in any university who are expected to teach class regularly should be given tenure if their teaching performance is consistently poor.

grant from FIPSE (the Fund for the Improvement of Post-Secondary Education) to study the rewards system. Research at the university had always been rewarded with promotion, tenure, and merit pay increases, and the project was designed to determine whether teaching could be rewarded within the same system. The deans of the School of Agriculture and the School of Arts and Sciences worked together with administrative teams of vice chancellors and department chairs to develop unique departmental plans for promotion and tenure. The teams identified institutional obstacles and problems with the current rewards system, and found ways to work around them.

One of the major problems they identified was a lack of data about faculty members' teaching. "If you want to change the rewards system to include teaching as well," said Laverne Barrett, an associate professor of agricultural education and a member of his school's team, "you *must* have more than just student evaluations to go on." Departmental teams are working to develop better and more thorough evaluations of faculty teaching, and will use the results in their new promotion and tenure criteria.<sup>14</sup>

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<sup>1</sup> Office of the Provost, *Faculty Handbook*, North Carolina State University, 1987, p. 58.

<sup>2</sup> Fayetteville State University is in the process of adopting university-wide guidelines; at UNC-Charlotte, each department and college has written guidelines which must be approved by the vice chancellor for academic affairs.

<sup>3</sup> *Trendlines*, by the Carnegie Foundation for the Advancement of Teaching, "Research-Intensive vs. Teaching-Intensive Institutions," *Change* magazine, Vol. 23, No. 3, May/June 1991, p. 25.

<sup>4</sup> Harriet W. Sheridan, "The Compleat Professor, Jr.," *AAHE Bulletin*, Vol. 41, No. 4, December 1988, p. 3.

<sup>5</sup> *Trendlines*, p. 26.

<sup>6</sup> *Ibid.*

<sup>7</sup> Ursula Elisabeth Wagener, "Affording Quality Teaching" (abstract), *Policy Perspectives*, a publication of the Pew Higher Education Research Program, sponsored by The Pew Charitable Trusts, Philadelphia, Vol. 2, No. 1, September 1989, p. 2.

<sup>8</sup> "Survey Results," *Chronicle of Higher Education*, Vol. 31, No. 16, December 18, 1985, p. 24.

<sup>9</sup> Robert M. Diamond, Peter J. Gray, and Alton O. Roberts, *The Syracuse University Focus on Teaching Project, A Progress Report: The First Two Years*, Center for Instructional Development, Syracuse University, January 1991, p. 1.

<sup>10</sup> "Double Trouble," *Policy Perspectives*, a publication of the Pew Higher Education Research Program, sponsored by The Pew Charitable Trusts, Philadelphia, Vol. 2, No. 1, September 1989, p. 6.

<sup>11</sup> Richard R. West, "Must professors publish to win tenure?," *The Chronicle of Higher Education*, Vol. 38, No. 10, October 30, 1991, p. B6.

<sup>12</sup> Carolyn J. Mooney, "Plan to change faculty appointments debated at the University of Miami," *The Chronicle of Higher Education*, Vol. 38, No. 13, November 20, 1991, p. A18.

<sup>13</sup> Presentation by Laverne Barrett, University of Nebraska, to the American Association for Higher Education's 1990 annual conference, April 2, 1990.

<sup>14</sup> This recommendation applies to the vast majority of faculty who are hired with the expectation that they will perform all three duties routinely. However, a small number of faculty are hired under special circumstances: those who are expected primarily to conduct research, for example, and who teach few, if any, classes. The recommendation that teaching count for at least one-third of their performance would, therefore, not apply.

Additionally, some faculty members (for example, department chairpersons) are hired and brought in with tenure as an associate or full professor. If the candidates for these positions will be teaching classes, they should possibly be asked by the personnel committee to teach a class to students or to present a seminar to the committee. Their teaching should be subject to the same evaluations as that of other faculty.

# Administrative Leadership to Promote Teaching

*"The next step is to understand that teaching is in fact the business of the business. Teaching is the task that distinguishes colleges and universities . . . from all other service agencies. Making teaching and learning central to what colleges and universities do will require more than a simple affirmation of their importance. Leadership is essential — from governing boards, presidents, provosts, deans, and department chairs. Colleges and universities will have to talk decisively about the importance of good teaching and their willingness to set new standards of effective instruction. Individual professors will be looked to as examples of successful innovation."*<sup>1</sup>

**D**uring the interviews conducted for this study, we asked participants to describe how administrators at their university — department heads, deans, and campus-wide leaders — could help to promote teaching. We found many different answers, but a clear consensus emerged that faculty at *all* universities in the UNC system — from the largest research university to the smallest regional school — believed that good teaching was an important part of the university's mission and that administrative leadership was crucial in sending this message to the faculty.

Gillian Cell, former dean of the College of Arts and Sciences at UNC-Chapel Hill, noted that, "We do face somewhat of a stumbling block regarding teaching at a research university, but when I became dean about five years ago, I wanted to put a big emphasis on teaching. Much has happened here since that time, especially in areas such as the training of graduate students to be teaching assistants and in improving the teaching of junior faculty members. I think this renewed emphasis on teaching sends a signal to faculty. It's hard to quantify and describe, but teaching is being stressed, and faculty know it. Peer visitation is becoming a requirement in faculty evaluations, and many departments now have formal committees on teaching."

This comment was echoed by David Lowery, the chairman of the Political Science department at UNC-Chapel Hill, who commented that the most effective thing a university can do is to establish a culture of expecting excellent instruction. "All the teaching awards in the



**Chancellor Lloyd V. "Vic" Hackley, Fayetteville State University, left, and Chancellor Edward B. Fort, NC Agricultural and Technical State University, right.**

world won't have much effect on teaching unless the underlying culture is there. For example, when I taught at UCLA, teaching there was dreadful, because there isn't the norm of excellent teaching. When I was there, my teaching evaluations put me somewhere around the 99.9th percentile, so I thought I was pretty good. When I got here, my first year I was right at the 50 percent mark — this university and its students just expect more from their professors. I've heard that other faculty coming here from other places have had a similar experience."

Some faculty members mentioned that universities should make more concerted efforts to improve the quality of teaching at their school by, for example, establishing centers or programs for faculty development and for training professors to be good teachers. Robert Bernhardt, chairman of East Carolina University's Math department, said that even with the university's push towards research, the administration still seems to be trying to keep good teaching in the forefront.

"For example, we have the campus Teaching Effectiveness Committee, which is composed of people who are known to be good teachers and are interested in promoting good teaching. They've agreed to help faculty who want to improve their teaching by discussing it with them, videotaping lectures, and critiquing them in a non-threatening way. The committee has also attempted to develop a good teaching evaluation form, and they periodically bring in outside experts on teaching to campus to give presentations. The accreditation process that we have to go through periodically also helps keep attention on teaching, and forces us to evaluate both the goals of what we want to accomplish with our students and how we want to go about it." (For more about faculty development programs and teaching centers on campuses across the state, see Chapter VIII.)

Better methods of evaluating faculty members, in addition to student course evaluations, were also seen as important. According to Luther Otto, head of the department of Sociology, Anthropology, and Social Work at North Carolina State, "The administration can insist on more faculty peer reviews, especially in promotion and tenure decisions. We always have to provide the administration with student course evaluations, but they get nothing on how they are viewed by other faculty members in the same discipline. Peer evaluations can put to rest a lot of rumors about who's a good teacher and who isn't; we can find out who's considered up-to-date and on top of their field. Peer reviews can demonstrate to the campus that evaluating teaching can be factually based, similar to evaluating research. The university has also begun publishing grade distributions for each course, which is a real eye-opener." (For more on faculty evaluation and review methods, see Chapter V.)

There are differences of opinion on the importance of teaching awards in promoting excellent teaching. Several faculty members and administrators found them useful, and *all* universities in the system give awards for teaching

at some level, whether by individual departments or schools or by the university at large.

David Lowery of UNC-Chapel Hill's Political Science department believes that "The awards [which are given to teaching assistants] are part of the whole departmental package and culture. The department says, in various ways, that teaching is important, with the awards being only one way. The chairman is always stressing that good teaching is essential, but the awards probably aren't a motivating factor; there are too few of them and the monetary value isn't that great. However, the awards are devices designed to establish the departmental norm and culture about teaching."

Others, such as Bruce Greenawalt, chairman of the History department at UNC-Asheville, see teaching awards not as motivational, but as "icing on the cake. No one is going to be a good teacher in order to get an award." Ron Lunsford, the head of UNC-Charlotte's English department, agrees. "I'm not that big a fan of teaching awards — people should be hired on the *expectation* that they will be excellent teachers, and then given the proper support and time to do it. I know that this department has a reputation for being very careful whom they hire as a teacher. They expect good teaching and take it very seriously. There is a fear among some faculty members currently that the university's anticipated research status will change that devotion to teaching, but I think that when you have that kind of a tradition to begin with it won't get lost that easily if people are determined to preserve it."

Lunsford instead stresses that administrators could help improve the quality of teaching by focusing on the number of classes faculty teach and the size of those classes. "In this department, most faculty teach three courses — two writing classes with about 25 students each and one literature course with about 40 students. That's 90 students altogether, and a very heavy writing and grading load. In an institution where faculty are expected to produce research, there's no way that faculty members can have a normal life if they're expected to teach all these students *well* and do research too. If the money were available, I would perhaps keep the three-course load, but cap the class size at 15 and give faculty members one course off every few semesters so that they can do more intensive research. Under that schedule, you wouldn't have to sacrifice your teaching time to your research, and you could do well at both."

James D. Long, chairman of the Psychology department at Appalachian State, also noted that small class size was important to promote good teaching, and added that UNC schools need money to hire more faculty to reduce the teaching load. "Right now, our department is short about five faculty, and that really puts a burden on everyone. We try to limit the number of class preparations for different classes that faculty teach to three, but that's difficult when there aren't enough professors. More faculty would also allow more opportunities for sabbaticals

for new course development and research.”

At one selective liberal arts college in the United States where the pressures of teaching and research were similarly large, faculty members reported that they lacked time to conduct research and to keep up with current literature in their disciplines. In response, one department at the school instituted a policy that set aside one day a week for “future students.” By having the time to conduct research — time away from their *current* students — the faculty could acquire the new knowledge and skills necessary to teach later generations well.<sup>2</sup>

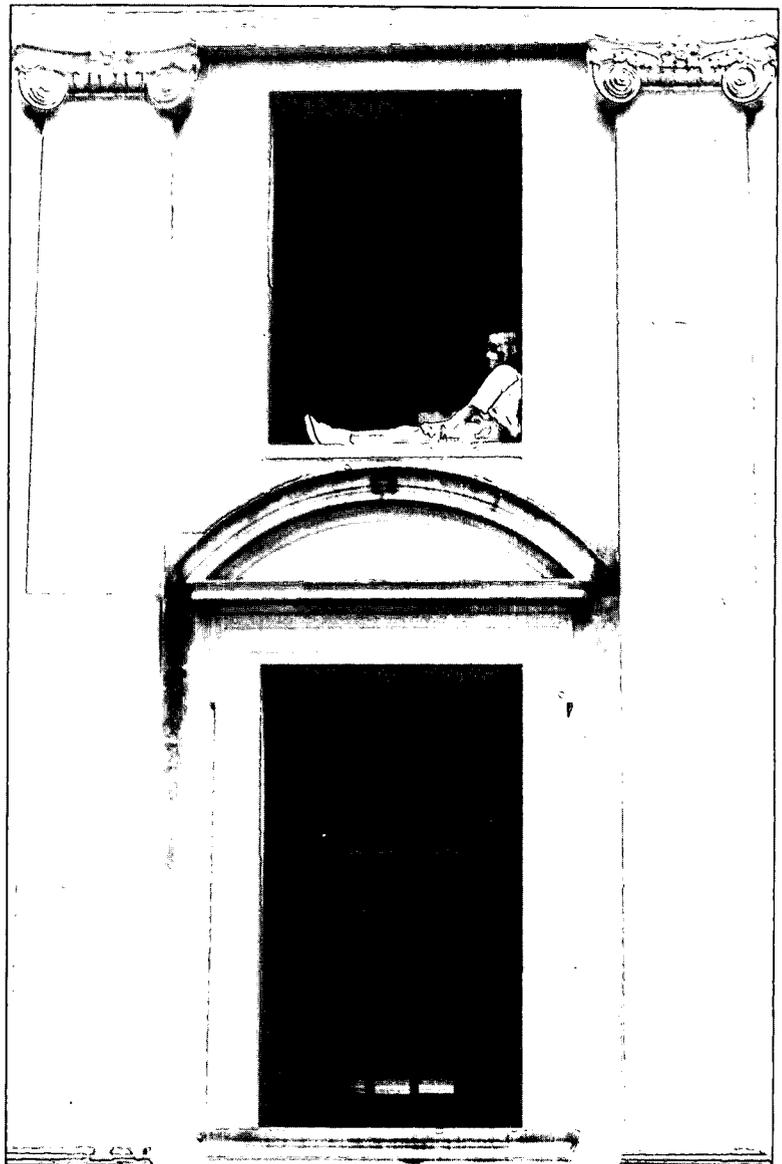
In a speech made to the Faculty Senate at UNC-Wilmington, incoming chancellor James R. Leutze asked a similar rhetorical question about the divisions of time and responsibility. “How are we do to all this within the confines of a 12-hour teaching load? It will not be easy, but let me suggest without being flippant, that you are not hired to do an easy job. A heavy teaching load and research can be combined, it is all the time and it has been done successfully here. Moreover, I will encourage the provost and deans to be as flexible as possible in organizing the schedules of those involved in active research projects. However, we must be vigilant that we don’t create two classes of professors with a reward structure skewed toward the researchers and against those who emphasize their teaching.”

Others have recommended that, given the current multiple demands on faculty both to teach well and to publish, there needs to be recognition of the greater efficiency inherent in labor specialization. In a letter to *Faculty Forum*, a publication of Western Carolina University’s Faculty Center for Teaching Excellence, three faculty members wrote: “In industry . . . , people are not asked to be proficient in design, engineering, manufacturing, and sales. Historically, institutions of higher education have specialized either in research and graduate education on the one hand or in undergraduate teaching on the other. . . . Does this not imply some specialization? Would you not expect specialization to generate greater output for all? The skills required to be a good teacher are not the same as the skills required to publish. Undergraduate teaching requires broadening, synthesizing, integrating, and developing academic curiosity, while to publish one must focus and concentrate efforts on a specialized topic. These are mutually exclusive professional paths. . . . To equate publication and teaching effectiveness violates the sound economic principle of labor specialization.”<sup>3</sup>

While other researchers put the concept a little differently, they also note the difficulties of expecting individuals to fulfill several roles simultaneously. Hal Herzog, another contributor to Western Carolina’s *Faculty Forum* who teaches psy-

chology, questioned, “Is it time to acknowledge that college faculty have different abilities and interests? I find research a major source of personal satisfaction, but some of my colleagues, superb teachers, do not share my enthusiasm for the ‘paper chase.’ Some colleges and universities are establishing flexible work loads so that faculty members who find research rewarding can contract to produce a certain number of papers, grant proposals, etc., in a given academic year in trade for reduced course loads. Similarly, faculty who find research a drudge can teach more rather than grinding out articles simply because it is a requirement for tenure and promotion. Given the multiple missions of the University, the glut of meaningless and trivial ‘scholarly’ papers, and the surprisingly low relationship between publication rates and teacher evaluations, perhaps we should consider a more flexible faculty evaluation system so that people are rewarded for what they do best.”<sup>4</sup>

Similarly, according to Clara Lovett, “We should stop pretending that most of us can teach several courses, do





significant work in the laboratory or library, and have enough energy left over to play a significant role in governance. It would make a lot more sense to make room in our reward system for a variety of roles, recognizing the reality that each individual has strengths and weaknesses and that institutions have many needs. Academic administrators should direct their efforts toward getting a close match between individual talents and individual needs, not forcing everyone into the same mold.”<sup>5</sup>

This could be done, some suggest, by arranging a budgetary procedure that provides separate pools for teaching, scholarship, and service, and then authorizing an administrator to negotiate with faculty members for their particular mix of functions.<sup>6</sup> (For another look at this issue, see “Teaching and Research Are Inescapably Incompatible” following this chapter.)

As a refinement of the recommendation to fit faculty talents to departmental needs, William Schaefer, in his book *Education Without Compromise: From Chaos to Coherence in Higher Education*, notes that even those who teach well have different abilities. “[It is] disastrous to ask even a highly qualified teacher to handle a class for which, in terms of number of students or level of instruction, that person is temperamentally unsuited. Research universities are especially vulnerable here; they often find that they have hired brilliant introverts who are superb at conducting graduate seminars and directing doctoral dissertations but are pathetic when attempting (microphone dangling from the neck) to teach an introductory course to

a class of hundreds. Two of the finest seminars I had as a graduate student were taught by superb teachers who were, to say the least, ill at ease in an undergraduate lecture course. Perfect scheduling can probably never be achieved, but putting the right players in the right position can make a tremendous difference.”<sup>7</sup>

Proponents of better teaching have put forward several other concrete steps that administrators can take to promote and improve teaching at their universities. These include suggestions that 1) teaching be made a central criterion in review for all hiring, promotion, and tenure decisions; 2) that faculty, prior to their first teaching assignment, have had a teaching apprenticeship as an integral part of their graduate training; and 3) that the content, structure, and organization of all courses be evaluated by faculty colleagues.<sup>8</sup>

All of the suggestions made by faculty at UNC system universities — to establish centers for faculty development and training in teaching, to reduce class size, and to reward faculty members for excellent teaching — are carrots university administrators could offer. On the other side of the coin, according to William Craft, head of North Carolina A&T State University’s Mechanical Engineering department, universities may need to use sticks to get the faculty’s attention. “The administration could *push* the faculty by scaring them, maybe by publishing course evaluation rankings by school so that students could judge for themselves where the effective teachers are. It would be a real change, and probably be perceived as threaten-

ing. On the *pull* side, the university could publicize the winners of the campus-wide teaching awards even more than they do now, and use those faculty members as examples of what's expected here."

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*"At a smaller school like ours, I think involvement by top administrators — me — is essential to show that the university is interested in and concerned with the faculty and their work. There's no substitute for direct contact — spending time with faculty and students, dropping by people's offices and classrooms, eating lunch together — to show that we care about what happens at this university."*

— LLOYD V. "VIC" HACKLEY, CHANCELLOR,  
FAYETTEVILLE STATE UNIVERSITY

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Finally, both UNC-Wilmington's chancellor Leutze and UNC-Chapel Hill's Committee on Teaching of the College of Arts and Sciences (also known as the Stadter Committee) noted that students also have a role to play in insisting on good teaching. The Stadter Committee's report recommended: "Students, including student government, should constantly take initiatives in seeking to learn and in demanding good teaching from the faculty. All students should be informed that unprepared or negligent teachers may be reported to the chairman or the student government grievance committee."<sup>9</sup>

Chancellor Leutze commented that, by and large, students are a passive audience who don't complain about

the teaching they get. "They won't talk to the professor or the department chair if there are problems with a course — they'll just get fed up and quit going to class. I think that students need to be more demanding and think of themselves as consumers, paying \$37.50 a *class session*. If they get nothing out of it, they should *do* something about it, not just sit there and take it."

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<sup>1</sup>"The Business of the Business," *Policy Perspectives*, a publication of the Pew Higher Education Research Program, sponsored by The Pew Charitable Trusts, Philadelphia, Vol. 1, No. 3, May 1989, p. 2.

<sup>2</sup>Kathryn Mohrman, "The Synergy of Teaching and Research," *AAHE Bulletin*, Vol. 40, No. 7, March 1988, pp. 13-14.

<sup>3</sup>Harry R. White, R.S. McMahan, Duncan R. Tye, "Faculty Responses," *Faculty Forum*, a publication of the Faculty Center for Teaching Excellence, Western Carolina University, Vol. 2, No. 16, May 1, 1990, p. 2.

<sup>4</sup>Hal Herzog, "Faculty Responses," *Faculty Forum*, a publication of the Faculty Center for Teaching Excellence, Western Carolina University, Vol. 2, No. 15, April 15, 1990, pp. 1-2.

<sup>5</sup>Mohrman, p. 14.

<sup>6</sup>Virginia Smith, "Putting Money Where Our Myth Is," comments from a meeting of the Higher Education Research Program, May 1988, published in *Policy Perspectives*, a publication of the Pew Higher Education Research Program, sponsored by The Pew Charitable Trusts, Philadelphia, Vol. 2, No. 1, September 1989, p. 2.

<sup>7</sup>William D. Schaefer, *Education Without Compromise: From Chaos to Coherence in Higher Education*, San Francisco: Jossey-Bass Publishers, 1990, p. 89.

<sup>8</sup>"The Business of the Business," p. 7.

<sup>9</sup>Philip A. Stadter, chair, "Report of the Committee on Teaching of the College of Arts and Sciences," UNC-Chapel Hill, February 1, 1988, p. iv.

<sup>10</sup>Leslie H. Cochran, *Publish or Perish: The Wrong Issue*, Cape Girardeau, Missouri: StepUp, Incorporated, 1991, p. 144.

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*"The leadership challenge is to create an environment in which institutional prestige is demonstrated by how well students are taught as well as by the quality of research produced."*

— LESLIE H. COCHRAN, PROVOST,  
SOUTHEAST MISSOURI STATE UNIVERSITY<sup>10</sup>

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# Teaching and Research Are Inescapably Incompatible

by Bryan Barnett, Academic Program Administrator, Rutgers University<sup>1</sup>

More than 30 years ago, in his well-known essay "The Two Cultures," the British scientist and novelist C.P. Snow first called public attention to the fact that modern learning was in the process of dividing into two separate realms, one centered on the sciences, the other on the arts and humanities. A flood of concern followed, but not enough to arrest the trend that by now has divided the modern university into two distinct parts. The parts not only have different cultures, but frequently also different administrations, budgets, sources of financial support, academic standards, and sometimes even campuses.

Although the future still is somewhat murky, tentative but unmistakable signs indicate that the university has begun the process of dividing again, this time into one part devoted to undergraduate education and another to full-time research. It is too soon to know what form this division finally might take, but it is not too soon to conclude that it ultimately will occur or to speculate on its causes and consequences.

The most obvious sign of this division is the increasing amount of teaching done by non-tenure-track instructors, either graduate students or semi-permanent visiting lecturers. A still more telling sign is the emergence of independent programs within the university whose main mission is instruction. The most noteworthy examples are the writing programs, now distinct from English departments, which are staffed by permanent non-tenure-track instructors whose only responsibility is teaching. Many institutions are developing programs of remedial instruction that operate on the same basis.

But the most telling signs of division are recent proposals for "teaching tracks" for tenure (at the University of Colorado, for example) or the creation of a separate undergraduate teaching college within the university (proposed by faculty members at the University of Michigan). None of these proposals has yet been enacted, but they are not dismissed as inconceivable the way they would have been just a few years ago. While these developments are suggestive in themselves, other reasons exist for thinking that they foretell a larger shift toward two separate institutions of research and teaching. Such a separation will probably emerge because, several generations of official rhetoric notwithstanding, the present requirements for high-quality undergraduate education ultimately are in-

compatible with the sort of research programs now required to secure tenure, promotion, external support, and scholarly reputation and status.

Our rapidly changing technological society will require greater knowledge and competence among young people at the very moment when persistent deficiencies in primary and secondary education mean that many undergraduates arrive on campus less prepared than ever before. The challenges of undergraduate teaching thus are growing. Meeting students' needs will require not only a commitment to developing better curricula and teaching strategies, but also, as a Harvard University survey on effective teaching suggested several years ago, the willingness to spend significantly more time with students. Such a commitment of time is irreconcilable with the demands of research today, and, more important, is not valued in the professional culture of research-oriented faculty members.

One cannot produce the quality or quantity of research needed to establish a significant reputation among peers as a part-time pursuit. So the research demands on individual faculty members will never leave enough time or energy for them to meet the need for devoted teaching and curriculum development.

Conceding the tilt toward research at universities, some faculty members have suggested that it was imposed by administrators seeking to enhance the prestige of their institution. Those faculty members now assert that a harmonious balance once existed between teaching and research, a balance that administrations could restore. But this supposition is questionable.

The research culture was not imposed by administrators. They have supported it, because they have bought into the value system that attaches prestige mainly to research reputations and the amount of grant money received. But it is the faculties that spawned the research culture and maintain it through hiring and tenure practices that they control. Therefore, it is wrong to suppose that the division now emerging in academe will be avoided if central administrations decide that teaching deserves more attention from faculty members than it has been receiving.

The notion that research enhances teaching, a staple argument of those who defend the *status quo*, is not a compelling justification for the unprofitable marriage that

now exists. While the exposure to new knowledge and the thoughtful reflection that accompany research can do much to enliven a teacher, the fact remains that the skills and abilities essential to prolific publication have little to do with good teaching. Good teachers can retain their intellectual vitality without publishing (or at least without publishing much), but professional success as a scholar/researcher depends on substantial publication.

Further, research-based reputations most often are built by intensive work in a very narrow specialty. However, the needs of undergraduates are for introductory-level work, broad exposure to several disciplines, and integrated knowledge. Few undergraduates are ever going to have any extended use for the cutting-edge knowledge of narrow research fields. Their need is principally for more basic knowledge that will be useful in a variety of fields and contexts. This is not the kind of knowledge contained in the average research journal article, which is why a life spent writing such articles is not a particularly good foundation for excellent teaching.

None of this is to say that research is not valuable. But the inescapable incompatibility of the demands of research and teaching, tacitly conceded in the emerging practices and proposals that I mentioned above, suggests that the overall mission of the university might ultimately be better served by the open and conspicuous separation of the two.

Taken to its logical conclusion — to almost the exact place where science and the humanities now stand with respect to one another — the division of the university into separate research and teaching sectors will mean separate administrations, budgets, and faculties. These might be established within each school or department. Another possibility would be a literal division of the university as a whole into an undergraduate college loosely associated with a collection of research institutes. The members of those institutes might continue to provide instructional services to the colleges in the form of lecture programs, but they would have no responsibility for testing or grading students' work.

Although the idea doubtless will disturb many faculty members and administrators, such a division should not be unwelcome. Most significantly, it would bring into the open the competition for institutional resources and support that always has existed between teaching and research, despite official rhetoric to the contrary. Each of these activities would have to justify itself independently of the other.

Research that produces nothing of evident value would no longer be able to get a free ride on the public's need to finance undergraduate education. Research would have to prove its worth apart from any contribution that it purportedly makes to teaching; or it could be paid for out of teaching budgets only to the extent that it contributes to specific educational goals that have been independently determined. This might include research focused on new teaching strategies or the development of instructional

technologies.

At the same time, the separation of teaching and research would free curricula from the bondage to research interests that is most clearly evident in specialized and esoteric course titles like "The Seduced Maiden Motif in German Literature" (a real course, German 454). Go to the course catalogue of any department in any major university and try to divine what it is that faculty members think their students should know. The unmistakable message of the melange of course topics is that the faculty thinks students should master whatever it is the faculty finds interesting enough to study. This is hardly the best approach to determining the content of undergraduate education.

Freed from dependence on the research interests of faculty members, curricula could be developed and arranged principally with the needs of students in mind. This change would place great and much-needed pressure on teaching faculties to formulate a coherent and independent vision of what it is the well-educated undergraduate ought to know and — more important — ought to know how to do.

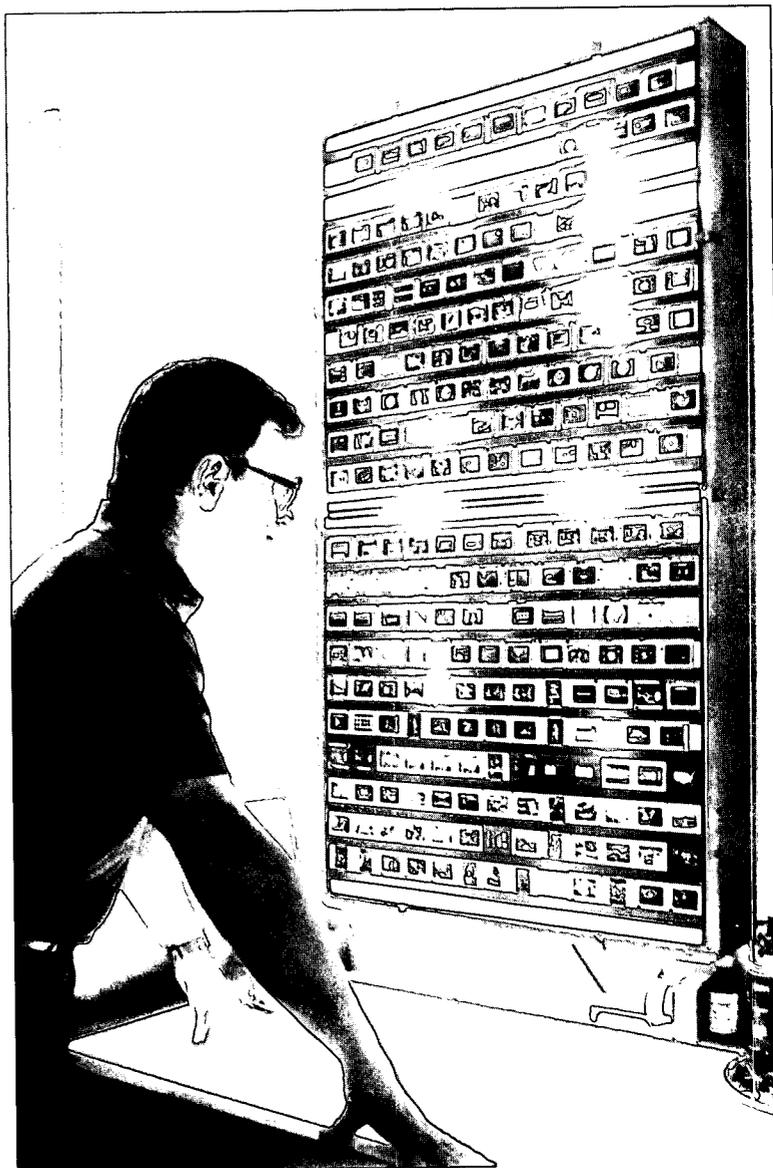
A genuinely independent reassessment of the undergraduate curriculum is desperately needed now at many institutions. But this can be accomplished only if teaching resources are not tied to a pre-existing research agenda determined by considerations, such as the availability of grant money, that are extraneous to students' needs.

The thought of such a transformation of the university is sure to be unsettling. But the actual transformation, if present trends are indicative, will be much less painful than contemplating it in advance. Indeed, it is more likely to occur and more certain to be enduring precisely because it will not issue from a rationalist blueprint, but will instead emerge slowly and unnoticed in a thousand small accommodations to changing needs and circumstances. As it has already begun to do, the change will overtake most of us before we are even aware of it. But we can make the most of the future by attending carefully to the changes now under way and recognizing what they mean for the university as a living, evolving institution.

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<sup>1</sup> Bryan Barnett, "Teaching and Research Are Inescapably Incompatible," *The Chronicle of Higher Education*, Vol. 38, No. 39, June 3, 1992, p. A40. Reprinted with permission.

*Ed Neal at the Center for Teaching and Learning, UNC-Chapel Hill, reviewing slides to be used in a professor's class.*



# Faculty Development Programs and Teaching Centers in UNC System Schools

Interest in faculty development and teaching improvement programs on college campuses has waxed and waned over the past two decades, but appears to be picking up again with today's renewed interest in "taking teaching seriously." "Faculty development" is a broad term with differing implications depending on the campus, but at most schools it refers to programs designed to assist individual faculty members with their teaching. Some universities, including UNC-CH, Appalachian, and Western Carolina, have special teaching centers located on their campuses, while other institutions run their programs through the offices of a dean, another university administrator, or through individual departments.<sup>1</sup>

Regardless of who is responsible for faculty development on a given campus, programs typically offer similar types of activities, including:

- Workshops, conferences, or seminars on teaching improvement techniques, presented by an expert on teaching;
- Classroom visitations and/or videotaping by staff members, who then review the teaching performance of the faculty member who was visited;
- Individual consultations with faculty members on teaching methods and improvement;
- Training and orientation sessions for teaching assistants and new faculty;
- Administration and analysis of student course evaluation surveys;
- Consultation and financial support for course development and design projects;
- Maintaining libraries and publishing newsletters on teaching improvement techniques.

This chapter looks at the faculty development and teaching improvement programs in UNC system schools. Several have excellent teaching development centers, and Appendix VIII at the end of the book contains examples of the types of programs offered. Other universities in the system have no formal programs currently, but are planning to begin them during the decade. Additionally, the chapter highlights sample programs at other universities across the country which could provide ideas for adminis-

trators at North Carolina's public universities.

Of the 16 universities in the UNC system, three — Appalachian State University, UNC-Chapel Hill, and Western Carolina University — have well-established centers for faculty development or teaching enhancement. All three schools are vocal about the importance of high-quality teaching at their institutions and want to be seen as leading the way in helping make teaching even better. Appalachian State's center is called the Hubbard Center for Faculty Development and Instructional Services; UNC-Chapel Hill has the Center for Teaching and Learning; and Western Carolina has the Faculty Center for Teaching Excellence. All three sponsor extensive programs on campus, and Western Carolina's Faculty Center for Teaching Excellence has served as the host site for several system-wide conferences on improving the climate for teaching in North Carolina.

## A. Appalachian State University

The Hubbard Center for Faculty Development and Instructional Services at Appalachian State states that its purpose is to improve the quality of teaching and learning at the university. There are three components of the Center: Faculty and Academic Development, Instructional Communications, and Media Services.

The Faculty and Academic Development program area is responsible for faculty development and renewal, experimentation with new instructional materials and techniques, and design help with curricular and interdisciplinary projects. The Faculty and Academic Development area also provides the opportunity for faculty to participate in interdisciplinary projects and exchange programs with other universities. The Hubbard Center says that "These programs and services are designed to meet the needs of faculty while supporting broader institutional goals. Many of the development activities cross department and/or college lines and require 'neutral ground' upon which to build consensus and support."<sup>2</sup>

The Instructional Communications Area is responsible for the Center's experimental programs in technology. This branch explores the applications of computers, tele-

vision, videodisc, interactive video, and other electronic devices that enhance teaching and learning. Area staff also seek to provide the facilities, equipment, and technical assistance to allow faculty to explore new instructional communications technologies.

Media Services is responsible for the conception, design, production, and implementation of new materials for teaching and learning. Staff encourage experimentation with new instructional materials and techniques and provide assistance to faculty in this area.

### B. UNC-Chapel Hill

The Center for Teaching and Learning at UNC-Chapel Hill has extensive programs in instructional design and development, instructor training, and classroom videotaping. Staff are trained to work with faculty in clarifying their instructional goals and developing courses and materials to reach them.

The Center's instructor training service — the most popular program offered — helps faculty to evaluate and improve their teaching skills. Staff can provide individual consultations, classroom observation or review of videotapes of teaching performance, and development or analysis of student evaluations. Sessions and reference materials are also available on topics such as syllabi and test construction, grading practices, effective lecturing skills, and facilitating class discussion.

The Center also sponsors a Teaching Orientation Seminar for all new teaching assistants in the College of Arts

and Sciences. This program consists of a series of practical sessions on teaching topics led by Arts and Sciences faculty members, experienced teaching assistants, and Center staff. All TAs receive a copy of the *TA Reference Handbook*, which contains extensive information and advice about university policies, TA responsibilities, course planning, teaching techniques, and support services.<sup>3</sup>

The Center has published other materials in addition to the TA Handbook, including *Campus Resources: A Contemporary Guide for the Perplexed UNC Teacher*, *The Teacher's Desk Reference*, a handbook of teaching tips based on the experiences of UNC instructors, and a newsletter containing ideas about current issues in college teaching.

There are other faculty development programs at UNC-Chapel Hill beyond the Center for Teaching and Learning. In its long-range plan, the University states its intention to develop faculty enrichment and outreach programs at Chapel Hill for faculty at other UNC campuses. A visiting Faculty Fellows program for faculty from other UNC campuses — which would permit them to participate in school and departmental colloquia, the programs of research centers and institutes, and the activities of the Center for Teaching and Learning — is also in the planning stage.

Additionally, the 1988 Report of the Committee on Teaching of the College of Arts and Sciences recommended regular leaves as an important part of a faculty development program. "The greatest single obstacle to faculty attention to teaching is the effort to find quality





time to keep up with developments in their disciplines and to pursue new research or creative activity. When one is uncertain when such a clear period will be available, there is a tendency to snatch time from other obligations, including teaching. When faculty know that time will be available, they can more easily respond to the demands of their courses and their students. Regular leaves are essential for a teaching faculty in a research university, and their absence does a serious disservice to students and the learning process.”<sup>4</sup>

### **C. Western Carolina University**

The stated mission of the Faculty Center for Teaching Excellence at Western Carolina University is “to foster a campus-wide climate where teaching is highly valued and excellence in teaching is the norm.” To achieve its mission, the Center provides programs to encourage faculty to share their insights on teaching with their colleagues and assists faculty in refining and refreshing their approaches to classroom instruction. During the 1989-90 academic year, more than 75 percent of the university’s faculty participated in development activities sponsored by the Center for Teaching Excellence. The Center is also seeking to build the university’s reputation as an exemplary teaching institution, and to provide leadership for promoting teaching excellence among schools in the UNC system.

The Center’s basic program offerings and services are similar to those of the other two universities described, with several interesting additions. Among the programs the Center has sponsored are the following:

- Faculty retreats on teaching to promote analytical thinking by students;
- The annual Faculty Seminar on Teaching Excellence, featuring professional literature on college teaching and sharing of strategies for effective teaching;
- Weekly “Lunchtime Learning” programs with informal discussions of scholarly articles related to effective teaching;
- Semester-length seminars for new faculty;
- Teaching Tips luncheons featuring presentations by university faculty;
- A monthly publication entitled *Faculty Forum*, designed to elicit vigorous dialogue by faculty on issues related to teaching;
- Periodic colloquia focusing on a specific book or issue of widespread interest in higher education;
- “Microgrants” of up to \$500 for travel money for faculty to attend workshops, institutes, or other conferences that will enhance their teaching;
- Week-long, high visibility events such as the “Celebration of Teaching,” involving presentations by visiting scholars, student panels, and faculty discussions;
- A Reunion Reception for former recipients of the Chancellor’s Distinguished Teaching Award, which

- included discussion of a new project involving compilation, analysis, and possible publication of their statements of teaching philosophy;
- A monthly "Dialogue on Teaching and Learning;"
  - A visiting scholar program on the evaluation of teaching; and
  - A faculty mentoring program.

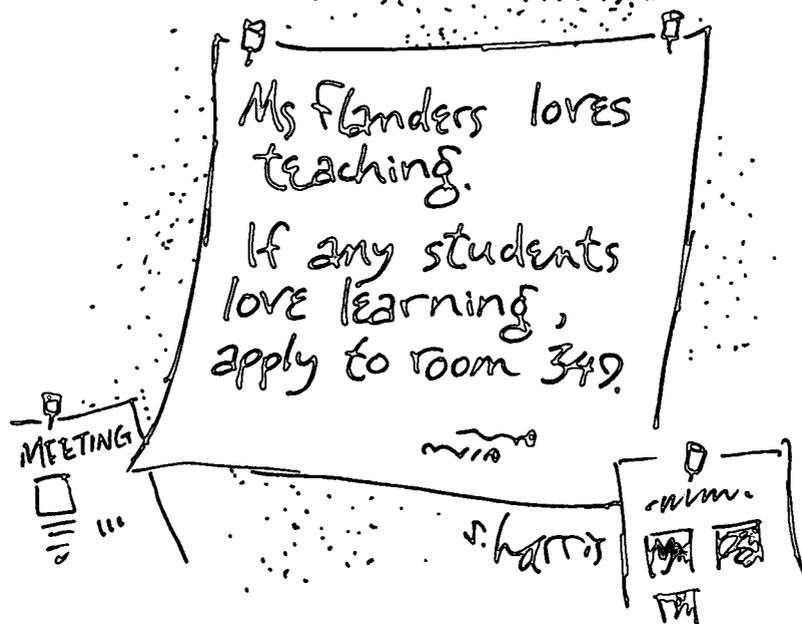
The programs at Western Carolina's Faculty Center for Teaching Excellence reflect the recommendations of experts on faculty development that administrators and faculty should help their universities "develop a culture of teaching" and support methods for teaching improvement. According to Kathleen Quinlan, who studied faculty development centers around the country, successful programs might go beyond individual consultation and improvement and foster ongoing conversations among groups of faculty about pedagogical issues. "If a program can help change over time the climate within which professors do their work, in such a way that it becomes clearer that the community values teaching, then ideas for improvement will be in the air and individual faculty will be motivated to make changes," says Quinlan.<sup>5</sup>

To fulfill its leadership mission on promoting teaching

excellence within the UNC system, the Center at Western Carolina is the sponsor of the Carolina Colloquy on College Teaching. The first meeting was held in 1989, with representatives from 15 of the 16 system campuses. Participants developed "Action Plans" for enhancing teaching on their own campuses, and explored options for establishing a system-wide network for fostering teaching excellence. The Colloquy has become an annual event, with high enthusiasm from participants and support from UNC system administrators.

The Center also sponsored the first New Faculty Seminar on Exemplary Teaching in the late summer of 1991 (described more fully in Chapter XI), which brought together selected faculty members from UNC system schools who had been teaching for three years or less. Five exemplary teachers from UNC universities were selected as leaders, and 27 participants from ten campuses attended the week-long event. The purposes of the seminar were 1) to promote effective teaching practices among new faculty; 2) to provide an opportunity for new faculty to interact with exemplary teachers; and 3) to show new faculty that teaching excellence is highly valued in the UNC system. The idea for the seminar was developed during the 1990 Carolina Colloquy described above.

## BULLETIN BOARD



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*“Opportunities for continuous growth and development in instructional and scholarly roles are important to maintaining the vitality of faculty members engaged in undergraduate instruction. To expand faculty growth and development opportunities, colleges and universities should support instructional research and development, link the objectives for sabbatical leaves and departmental research to the improvement of instruction, expand opportunities for students to work directly with faculty members in research and public service, and improve instructional support systems, including access to instructional technology and assistance in curriculum and course development. . . .”*

— THE STATE OF ILLINOIS BOARD OF HIGHER  
EDUCATION, REPORT OF THE COMMITTEE ON THE  
STUDY OF UNDERGRADUATE EDUCATION<sup>6</sup>

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#### **D. Faculty Development and Teaching Enhancement at Other Universities in the UNC System**

North Carolina State University does not have a teaching center, but the university does sponsor a Teaching Effectiveness Workshop for teaching assistants each fall. Many departments have made these training sessions mandatory, and some also recommend that new faculty members attend these as well. The university also has a new publication, initiated in November 1991, called *Emphasis: Teaching and Learning*. The newsletter, published by the NCSU Teaching Effectiveness and Evaluation Committee and The Office of the Provost, appears three times a semester and features articles written by faculty members about the teaching and learning process. The first edition is printed in Appendix VIII at the end of this book. Marshall Brain, a lecturer in Computer Science and the former editor of the newsletter, was removed from his post after writing an article critical of large classes at the university. The article, “Huge Classes Are Worthless,” stated that students receive a very strong non-verbal message from the university as they sit waiting with 300 or so of their peers on the first day of a huge class. The message is, ‘NCSU does not care about you as an individual, or about your education.’” Brain’s teaching contract was not renewed by the university, though he was among 17 faculty members who received outstanding teaching awards.<sup>7</sup>

At UNC-Asheville, a committee called the University Teaching Council was formed in order to help faculty refresh and reinvigorate their teaching. Just before the 1991 fall semester began, the Council sponsored a campus-wide retreat, for which faculty members applied and were selected for one of 24 spaces. According to Bruce Greenawalt, a participant and chairman of the History department, the retreat dealt with issues such as teaching

enhancement strategies, mentoring, handling evaluations, whether the university should require teaching portfolios (i.e., examples of faculty members’ syllabi, examinations, grading of student papers, and thoughts on their courses), and diversity issues. The university paid for the retreat, and the Council hopes to sponsor additional retreats in the future.

UNC-Greensboro has a Learning Resource Center which, though not large, has the facilities to videotape classes at a faculty member’s request and analyze the tapes in order to work with faculty on their teaching.

In addition to participating in the activities of the Carolina Colloquy, other universities in the system are initiating faculty development and teaching enhancement activities on their own campuses. Elizabeth City State University is in the initial stages of developing a Center for Teaching Excellence, which will provide many of the same services as the centers at other system universities: videotaping classes, consulting with faculty about their teaching, providing resources and materials, and publishing a newsletter called TIPS — Teaching Ideas Professors Share. The Center for Teaching Excellence will be housed with the university’s Center for Research and Scholarly Activities because, according to vice chancellor for academic affairs Helen M. Caldwell, “Teaching and research must co-exist. The Center’s director will assist faculty in developing research proposals, and also attempt to incorporate their research into their teaching.”

Elizabeth City State also has a Faculty Colloquy for Teaching Excellence, composed of five faculty members and vice chancellor Caldwell’s assistant. The group has sponsored several workshops and conferences and made presentations to faculty meetings on enhancing teaching at the university.

At Pembroke State University, their long-term plan states that, “To foster teaching excellence, we will continue to encourage and support professional development. We are planning a conference-workshop for the fall of 1991 which will bring to our campus an expert in teaching who will share ideas with our faculty and stimulate dialogue among them. Additionally, beginning in the fall of 1991, we will appoint a coordinator of faculty development from the faculty ranks who will coordinate activities and development opportunities related to teaching. . . . Substantial Capital Campaign contributions will be sought also for faculty development.” [All of these projects have been undertaken.]

The Task Force on Teaching Excellence, an active group at Pembroke State, was established in 1989 and has sponsored a number of lunchtime discussions, led by faculty members, on various aspects of teaching. A conference is tentatively planned for the fall of 1992 on the learning styles of the different types of students at the university. The group also hopes to encourage interdepartmental interaction, and sponsors a Resource Colleague system which pairs participating faculty members with a colleague in another department to provide support and



information. The group also publishes a newsletter, *Faculty Focus*, in which faculty share ideas about teaching and new projects they're working on.

Dr. Bonnie Kelly, the coordinator of faculty development at Pembroke State, mentioned another group on campus that is concerned with faculty development. "Each year, the Faculty Committee on Research and Development receives proposals for grants for various activities, some of which are intended to strengthen teaching. About 15 projects are funded each year for research, course development, and other services. This spring, the university received \$8,000 from the Spangler Foundation; half went to strengthen teaching, and the other half to research."

Dr. Kelly said that many of the activities being pursued at Pembroke State grew out of ideas presented at the Carolina Colloquies, and noted that the university's administrators have been highly supportive of the efforts being made to enhance teaching:

*"Some of the participants at the Carolina Colloquy — the coordinators for each campus — have formed an executive committee. We've sent the committee's goals and objectives to administrators at all of the universities, and gave them the opportunity to join the group at various levels of membership. The benefits and materials the administrators receive increase with the amount of the contribution, and I'm happy to say that Pembroke State and Dr. Jenkins [the Vice Chancellor for Academic Affairs] joined at the highest level of*

*sponsorship. I think that shows how open and supportive the university is."*

In its long-range plan *Strategies for Distinction*, East Carolina University states that the school will establish a faculty development center headquartered in the Academic Affairs division. UNC-Wilmington's plan also addresses faculty development. "To meet the challenges that diversity brings, faculty will be given increasing opportunities and resources to enhance instructional skills. Superior teachers will be recognized for their efforts and will serve as role models for others in the profession. . . . The university proposes to establish a **center for teaching excellence** which will provide programs, services and technical support designed to assist all faculty and graduate teaching assistants in achieving and maintaining excellence in their teaching. The university proposes to establish **endowed teaching chairs** throughout the academic programs, which will be occupied by professors recognized for their commitment to excellent teaching" [emphasis in the original].

Universities in the UNC system, with support from the system's general administration, do appear to be making an effort to enhance the skills of faculty members who teach undergraduate students. Some address the issue by providing assistance in specific areas such as teaching styles and course development, while others look at broader issues such as the campus climate for teaching. System schools have been enthusiastic participants in the Carolina Colloquy programs and are attempting to implement

the plans made at their own universities. This increased attention to teaching cannot help but benefit the undergraduates being taught.

## E. Faculty Development Programs Around the Country

- The *Harvard* Assessment Seminars, aimed at “examining and altering the dominant research culture of the university” and at bringing new teaching practices to the attention of faculty, bring together each year more than a hundred professors interested in teaching improvement. The seminars give faculty a specific place to go, share ideas, and get assistance from colleagues with their teaching. One idea included having faculty divide students in their classes into study groups of four to six; and assigning students “one-minute papers” at the end of a class session, in which they answer a) what’s the main point you’ve learned, and b) what didn’t you understand?<sup>8</sup>
- At *Pennsylvania State University*, the instructional development center buys fixed-length release time for faculty members to work part-time for the center. According to director Maryellen Weimer, this process “constantly infuses the program with new ideas and energy,” and serves to reward good teaching within the institution.<sup>9</sup>
- Administrators at the *University of Georgia* wanted highly visible signs of their support and commitment to good teaching. The university funded a new, prominently located building for the school’s new teaching center, called the Instructional Plaza. The number of \$1,000 teaching awards increased from two to five, and the administration also raised the stakes by adding a \$5,000 permanent salary bonus for each honoree.<sup>10</sup>
- FACET, the Faculty Colloquium on Excellence in Teaching, was established by the eight-campus *Indiana University* system in 1989. The colloquium’s purpose is both to recognize the university system’s outstanding teachers and to convene them periodically to discuss critical questions about learning and teaching. Each year, approximately three dozen faculty from all eight universities are selected by their colleagues to attend annual retreats as well as alumni seminars. The program has been enthusiastically accepted, and is credited with helping to bridge the cultural and circumstantial distances among the campuses with its emphasis on the nature and role of good teaching.<sup>11</sup>
- *Randolph-Macon Woman’s College* in Lynchburg, Virginia, has a reciprocal agreement with several neighboring colleges. When special speakers on teaching are hosted by one of the campuses, representatives from all are invited to the event. The college also invites faculty from neighboring colleges to give presentations at Randolph-Macon.<sup>12</sup>
- The Teaching Resource Center at the *University of Virginia* sponsors a program providing grants of up to \$500 to support departmental efforts to improve their training programs for teaching assistants (TAs). Grants

are given to departments conducting programs which fulfill the following criteria: they 1) assist TAs in improving their classroom teaching; 2) promote interaction between faculty and TAs; 3) include a follow-up component such as forums for continuing dialogue about teaching and/or classroom visits; and 4) educate TAs about all aspects of their future professions, including research and teaching methods, ethical considerations, and professional concerns.

The Teaching Resource Center also conducts numerous workshops on how to lead discussions, lecturing styles, and classroom management; sponsors panels on teaching by top professors; holds brown-bag lunches for faculty and TAs, and publishes a newsletter with notices of future programs and teaching tips.<sup>13</sup>

- The thirteen universities of the *University of Wisconsin* system and thirteen two-year schools around the state are served by the Undergraduate Teaching Improvement Council, whose purpose is to foster innovation in undergraduate teaching. To achieve this goal, it funds major institutional and interinstitutional projects, holds conferences and retreats, and sponsors a fellowship program that enables junior faculty to work on projects related to their teaching and to share their findings with colleagues in a summer institute.<sup>14</sup>
- Beginning in 1993, colleges and universities across the country will be able to compete in a new awards program for successful campus faculty development programs. The award, sponsored by higher education’s largest pension companies (the Teachers Insurance and Annuity Association and the College Retirement Equities Fund — TIAA-CREF), is named for the Rev. Theodore M. Hesburgh, president emeritus of Notre Dame University. Each year, the fund will give \$25,000 to an institution that has been judged to have an effective faculty development program for improving undergraduate teaching. The chairman of TIAA-CREF said he hoped that the award would draw attention to faculty development and provide proven concepts for inspiration and replication.<sup>15</sup>

### Recommendation re: Faculty Development and Teaching Enhancement Programs

**1** The UNC Board of Governors should encourage universities to pursue funding or consider making grants to all universities without formal teaching centers or faculty development programs to enable the schools to establish them. Many administrators expressed interest in beginning or enhancing faculty development programs at their universities, but said that funding was the main

—continues

## Recommendations, *continued*

obstacle they faced. G.S. 116-11(3) and 116-11(9) give the Board of Governors the authority to request funds from the General Assembly for such areas as new programs and activities, capital improvements, and improvements in levels of operation.

Additionally, UNC General Administration has been very supportive of the system-wide Carolina Colloquies on Teaching held at Western Carolina University, and additional funds for programs at individual universities could help sustain the efforts initiated by the Colloquy.

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<sup>1</sup> Experts who have compared the differences between departmental programs to enhance teaching and centralized teaching centers have found advantages in both forms. *Department-based programs* can present a discipline-specific approach to teaching, and faculty are reported to be more comfortable staying in their own departments rather than working in larger groups. *Centralized centers*, on the other hand, are more cost-efficient and less insular, and staff have greater expertise in education pedagogy and psychology. Additionally, the quality of departmental programs can be uneven, and centralized centers can help

overcome this. Source: The AAHE 1991 National Conference on Higher Education, Session 61: "Preparing the Next Generation of Faculty."

<sup>2</sup> Faculty Development and Instructional Services Center, Appalachian State University, *Twelfth Annual Report*, 1986-87, pp. 2-9.

<sup>3</sup> The 1990 Senior Class at UNC-Chapel Hill pledged more than \$300,000 to establish an endowment for the Center for Teaching and Learning. The gift will fund fellowships to help faculty develop their teaching skills.

<sup>4</sup> Philip A. Stadter, chair, "Report of the Committee on Teaching of the College of Arts and Sciences," UNC-Chapel Hill, February 1, 1988, p. 9.

<sup>5</sup> Kathleen M. Quinlan, "About Teaching and Learning Centers," *AAHE Bulletin*, Vol. 44, No. 2, October 1991, p. 15.

<sup>6</sup> The State of Illinois Board of Higher Education, *Higher Education: Report of the Committee on the Study of Undergraduate Education*, Springfield, September 1990, pp. 16-17.

<sup>7</sup> Trish Wilson, "Teaching classes of hundreds," *The News and Observer*, Raleigh, NC February 26, 1992, p. 1B, and William Holmes, "Lecturer who criticized NCSU honored by school," *The News and Observer*, Raleigh, NC, May 30, 1992, p. 6B.

<sup>8</sup> Ted Marchese, "A New Conversation About Undergraduate Teaching: An Interview with Professor Richard J. Light, convener of the Harvard Assessment Seminars," *AAHE Bulletin*, Vol. 42, No. 9, May 1990, p. 5.

<sup>9</sup> Quinlan, p. 14.

<sup>10</sup> *Ibid.*, p. 13.

<sup>11</sup> Eileen T. Bender, "Indiana University: Adjusting the Educational 'Fit,'" *Policy Perspectives*, a publication of the Pew Higher Education Research Program, sponsored by The Pew Charitable Trusts, Philadelphia, November 1991, Vol. 4, No. 1, p. 7B.

<sup>12</sup> Quinlan, p. 15.

<sup>13</sup> Information provided by Marva A. Barnett, director of the University of Virginia's Teaching Resource Center, Charlottesville, VA.

<sup>14</sup> Quinlan, p. 11.

<sup>15</sup> "The 'In' Box," *The Chronicle of Higher Education*, Vol. 38, No. 22, February 5, 1992, p. A14.

# Teaching Awards

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*“Teaching awards are fine, but they’re not motivational — they’re more like frosting on the cake. No one is going to be a good teacher in order to get an award.”*

— BRUCE GREENAWALT, CHAIRMAN OF THE HISTORY DEPARTMENT, UNC-ASHEVILLE

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*“I think there should be an expectation of good teaching, rather than something that’s out of the ordinary and deserves special recognition. It’s an essential part of the job, and that’s what we’re getting paid for.”*

— RON LUNSFORD, CHAIRMAN OF THE ENGLISH DEPARTMENT, UNC-CHARLOTTE

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*“Good teaching generates many of its own rewards, such as the satisfaction of transferring knowledge and values to those eager to learn and the respect and gratitude of those who have expanded their understanding and knowledge. Nevertheless, the university can and must supplement these rewards with recognition and money. The rewards of successful research are tangible and clearly in one’s own self-interest; good teaching is often selfless, overlooked, or rewarded less directly.”*

— THE REPORT OF THE COMMITTEE ON  
TEACHING OF THE COLLEGE OF ARTS AND SCIENCES, UNC-CHAPEL HILL<sup>1</sup>

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**M**ost faculty members who teach well would probably agree that they teach because they enjoy it, not because they want to win an award — which is often not large in terms of money or recognition. Professors interviewed for this study unanimously agreed that the teaching awards offered at their institution did not motivate faculty to be good teachers; “If they’re good, they’re good regardless,” said one department chairperson.

On the other hand, the fact that universities, colleges, or departments give awards at all does show that the institution values teaching and recognizes it as important and worthy of special recognition. The awards may not actually improve teaching performance, but they do help

to establish an institutional culture that is supportive of teaching.

According to responses from the Center’s survey of all department chairpersons, deans, and vice chancellors for academic affairs at UNC system universities, only 9 percent of all *departments* give awards for excellent teaching; 55 percent of all *schools or colleges* within universities give teaching awards; and 91 percent of all *universities* responding<sup>2</sup> give teaching awards. In some cases, the awards are in the form of recognition only; in others, they carry a significant salary supplement. Tables IX-1, -2, and -3 contain summary data about the forms of teaching awards at all levels in UNC system schools.

Of the teaching awards made by *departments*, most are

## Table IX-1: Teaching Awards Made by Departments

Number of departments in UNC system schools giving teaching awards: 28 (9%)

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### Form of teaching awards (multiple response):

a. Recognition:	21 departments, 75.0%
b. Monetary awards:	13 departments, 46.4%
c. Other:	5 departments, 17.9%
d. Funds for professional development:	4 departments, 14.3%
e. Reduced administrative load:	1 department, 3.6%
f. Leave time for research:	1 department, 3.6%

---

### Are teaching assistants eligible for these awards?

a. Yes:	17 departments, 60.7%
b. No:	9 departments, 32.1%
c. Made no response/not applicable:	2 departments, 7.1%

---

### Are recipients of the undergraduate teaching awards eligible more than once?

a. Yes:	18 departments, 64.3%
b. No:	7 departments, 25.0%
c. Made no response/not applicable:	3 departments, 10.7%

---

*"There is also a particular need for special attention to and rewards for teaching at the Departmental level. . . . Efforts should be made within the departments to reward excellent teachers both by monetary grants and by special privileges in terms of teaching and administrative duties. Often good teachers carry a heavier course load, or larger number of students, exactly because their courses are in demand."*

— THE REPORT OF THE COMMITTEE ON TEACHING OF THE COLLEGE OF ARTS AND SCIENCES,  
UNC-CHAPEL HILL

---

## Table IX-2: Teaching Awards Made by Schools or Colleges

Number of schools or colleges in UNC system schools giving teaching awards: 31 (55%)

---

### Form of teaching awards (multiple response):

a. Monetary awards:	21 schools/colleges, 67.7%
b. Recognition:	18 schools/colleges, 58.1%
c. Other:	6 schools/colleges, 19.3%
d. Funds for professional development:	5 schools/colleges, 16.1%
e. Reduced administrative load:	2 schools/colleges, 6.5%
f. Leave time for research:	0 schools/colleges, 0.0%

---

### Are student evaluations used in determining teaching awards?

a. Yes:	26 schools/colleges, 83.9%
b. No:	1 school/college, 3.2%
c. Made no response/not applicable:	4 schools/colleges, 12.9%

---

### Are teaching assistants eligible for these awards?

a. Yes:	3 schools/colleges, 9.7%
b. No:	21 schools/colleges, 67.7%
c. Made no response/not applicable:	7 schools/colleges, 22.6%

---

### Are recipients of the undergraduate teaching awards eligible more than once?

a. Yes:	25 schools/colleges, 80.6%
b. No:	2 schools/colleges, 6.5%
c. Made no response/not applicable:	4 schools/colleges, 12.9%

---

See Appendix IX-1 at the end of this chapter for a complete listing of awards.

### Table IX-3: Teaching Awards Made by Universities

Number of UNC system universities responding to survey giving teaching awards: 10 (91%)

---

#### Are student evaluations used in determining teaching awards?

- |                                     |                       |
|-------------------------------------|-----------------------|
| a. Yes:                             | 8 universities, 80.0% |
| b. No:                              | 1 university, 10.0%   |
| c. Made no response/not applicable: | 1 university, 10.0%   |

---

#### Are any students included on the awards committee(s)?

- |                                     |                       |
|-------------------------------------|-----------------------|
| a. Yes:                             | 6 universities, 60.0% |
| b. No:                              | 1 university, 10.0%   |
| c. Made no response/not applicable: | 3 universities, 30.0% |

---

#### Are recipients of the undergraduate teaching awards eligible more than once?

- |                                     |                       |
|-------------------------------------|-----------------------|
| a. Yes:                             | 8 universities, 80.0% |
| b. No:                              | 1 university, 10.0%   |
| c. Made no response/not applicable: | 1 university, 10.0%   |

See Appendix IX-1 at the end of this chapter for a complete listing of awards.

in the form of recognition of some sort — often the recipient's name is added to a plaque of departmental award winners. Thirteen of the 28 departments that responded to the survey include a monetary award with the recognition, in amounts ranging from about \$100 (for teaching assistants in the English department at UNC-Chapel Hill) to \$1,000 for faculty in the departments of both Civil and Industrial Engineering at North Carolina State. About 14 percent of the departments responding make awards in the form of funds for professional development — money for traveling to conferences, for example — while others give professors leave time to conduct research or a reduced administrative load. Teaching assistants (TAs) are eligible to compete for most departmental teaching awards, and many departments — such as the Biochemistry, Botany, and Statistics departments at

North Carolina State, the Economics, English, and Political Science departments at UNC-Chapel Hill, and the Biology department at UNC-Greensboro — have awards specifically for TAs.

Recognition for good teaching by *schools and colleges*, by contrast, is more likely to be in the form of monetary awards. Almost 70 percent of the teaching awards made by schools and colleges are monetary awards, compared with less than 50 percent of the departmental awards. Schools and colleges, with their larger budgets, are more likely to have the money available to make awards, and the money for some — such as the David Brinkley Teaching Excellence Award at the School of Journalism at UNC-Chapel Hill — comes from outside sources. More than 80 percent of the schools or colleges responding to the survey use student course evaluations to

## Table IX-4: Research Awards Made by *Departments*

Number of departments in UNC system schools giving research awards: 16 (5%)

### Form of research awards (multiple response):

- |  |                      |
|--|----------------------|
| a. Recognition:                        | 9 departments, 56.3% |
| b. Reduced teaching load:              | 7 departments, 43.7% |
| c. Monetary awards:                    | 6 departments, 37.5% |
| d. Leave time for research:            | 6 departments, 37.5% |
| e. Funds for professional development: | 2 departments, 12.5% |
| f. Reduced administrative load:        | 2 departments, 12.5% |
| g. Other:                              | 1 department, 6.3%   |

### Are teaching assistants eligible for these awards?

- |                                     |                      |
|-------------------------------------|----------------------|
| a. Yes:                             | 6 departments, 37.5% |
| b. No:                              | 7 departments, 43.7% |
| c. Made no response/not applicable: | 3 departments, 18.8% |

### Are recipients of the research awards eligible more than once?

- |         |                       |
|---------|-----------------------|
| a. Yes: | 14 departments, 87.5% |
| b. No:  | 3 departments, 12.5%  |



**Dr. Annette C. Billie, right, Associate Professor of Education, was named Fayetteville State University's Teacher of the Year for 1992-93.**

### Table IX-5: Research Awards Made by Schools or Colleges

Number of schools or colleges in UNC system schools giving research awards: 16 (29%)

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**Form of research awards (multiple response):**

a. Monetary awards:	10 schools/colleges, 62.5%
b. Recognition:	10 schools/colleges, 62.5%
c. Funds for professional development:	3 schools/colleges, 18.7%
d. Reduced teaching load:	2 schools/colleges, 12.5%
e. Other:	2 schools/colleges, 12.5%
f. Leave time for research:	1 school/college, 6.3%
g. Reduced administrative load:	0 schools/colleges, 0.0%

---

**Are teaching assistants eligible for these awards?**

a. Yes:	5 schools/colleges, 31.3%
b. No:	8 schools/colleges, 50.0%
c. Made no response/not applicable:	3 schools/colleges, 18.7%

---

**Are recipients of the research awards eligible more than once?**

a. Yes:	12 schools/colleges, 75.0%
b. No:	2 schools/colleges, 12.5%
c. Made no response/not applicable:	2 schools/colleges, 12.5%

*See Appendix IX-2 at the end of this chapter for a complete listing of awards.*

### Table IX-6: Research Awards Made by Universities

Number of UNC system universities responding to survey giving research awards: 7 (64%)

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**Are any students included on the awards committee(s)?**

a. Yes:	1	university, 14.3%
b. No:	6	universities, 85.7%

---

**Are recipients of the research awards eligible more than once?**

a. Yes:	5	universities, 71.4%
b. No:	2	universities, 28.6%

*See Appendix IX-2 at the end of this chapter for a complete listing of awards made by universities.*

help determine who should receive the teaching awards. Teaching assistants are much less likely to be eligible for awards made by schools or colleges than those made by departments; they are eligible for only about 10 percent of the awards.

The *university-wide* teaching awards are almost all monetary, according to the Center's data. Only one UNC institution that makes university-wide teaching awards — Appalachian State — does not include money as part of the recognition for excellent teaching. (Appalachian State gives four teaching awards annually: three Alumni Outstanding Teaching Awards and one Outstanding Teaching Award given by the Student Government Association. Winners of all four awards receive plaques.) Monetary awards at the other universities range from \$500 (for one Distinguished Faculty Award at Fayetteville State and five Chancellor's Awards for Excellence in Teaching at UNC-Wilmington) to \$5,000 (for the five Bowman and Gordon Gray Professorships, one Johnston Teaching Excellence Award, four Students' Undergraduate Teaching Awards, and six Tanner and Salgo Awards for Excellence in Undergraduate Teaching at UNC-Chapel Hill, and four University Distinguished Professorships at UNC-Wilmington).

Though these figures represent many ways of acknowledging outstanding teaching, one criticism of the teaching awards is that most are of less value and duration than those given for research. This charge applies especially to endowed chairs, which are highly valued and given for

outstanding work in a certain field. Additionally, at many universities, recognition given for research does not come in the form of actual awards as such, but in the form of tenure and promotion to higher rank, and therefore higher salaries. Tables IX-4, -5, and -6 contain summary information about research awards at UNC system schools.

In comparing the differences between the awards for teaching and research made by the universities and the divisions within them, it is interesting to note that there are actually *more awards* given for teaching, according to responses to the Center's survey.<sup>4</sup> Of all departments making awards, 28 give them for teaching, whereas only 16 give them for research achievements. Similar patterns hold for awards made by schools or colleges: 31 give awards for teaching, but only 16 for research. Ten universities (91 percent of those responding to the Center's survey) make university-wide awards for excellent teaching; seven (64 percent of the respondents) give awards for outstanding research.

On the other hand, the *monetary awards* for research at some universities — especially the chaired positions at the universities that have them — are often worth more than those for teaching. UNC-Asheville, for example, makes three awards based on achievements in teaching: one Distinguished Teaching award annually, worth \$1,500, and two Feldman Awards of \$1,000 each. The Feldman Awards are based on 1) service to the university and the community and 2) outstanding ability in the areas of teaching, research, and published writing. The university also



"THE UNIVERSITY IS NAMING A CHAIR  
FOR ME — IN THE LOUNGE."

© Copyright 1991 by Sidney Harris — Can't You Guys Read?

makes three awards for research activities: one Feldman Award for Excellence in Research, Writing, and Creative Activity, worth \$1,000; one Mills Faculty Research and Development Award, for \$3,000; and one University Research Council Award, for \$9,000. The total value of the three awards for teaching is \$3,500; the total value of the three research awards is \$13,000.

Similarly, UNC-Charlotte makes one university-wide NCNB Award for Teaching Excellence annually for \$1,000, and one university-wide First Citizens Bank Scholars Medal for Research annually for \$2,000. At UNC-Greensboro, there are two Alumni Teaching Excellence Awards each year, each worth \$2,000. One award is for tenured professors, the other for assistant professors or instructors. The university also makes two Research Excellence Awards annually, at \$2,000 per award. UNC-Greensboro's permanent chairs are the Excellence Professorships. The number given varies from year to year, and the professors receive a \$5,000 stipend annually.

UNC-Chapel Hill awards university-wide Kenan Professorships for outstanding research, which are held *for life* and carry a \$4,000 salary stipend and a \$4,500 research grant annually. The awards are not made on an annual basis, but given whenever the Chancellor determines that funding is available. Currently, there are 27 full-time Kenan Professors at Chapel Hill, as well as four professors who are retired but still conduct research and receive the \$4,500 research grants. UNC-Chapel Hill also makes a number of university-wide teaching awards each year, though none are lifetime positions. The teaching awards include:

- Five Bowman and Gordon Gray Professorships annually, held for three-year terms, at \$5,000 per year;
- One Johnston Teaching Excellence Award annually, \$5,000;
- Four Student Undergraduate Teaching Awards, funded by student fees, \$5,000 each (three awards are for tenure-track faculty and one for a graduate teaching assistant);
- Six Tanner and Salgo Awards for Excellence in Undergraduate Teaching, \$5,000 each (four awards are for faculty teaching primarily first- and second-year students; two awards for faculty teaching primarily third- and fourth-year students).

"There's a great discrepancy in endowed chairs at universities, including UNC-Chapel Hill," says Joel Schwartz, director of UNC-Chapel Hill's Center for Teaching and Learning. "Research chairs, such as the Kenan professorships, are held for life, while the Bowman and Gordon Gray Chairs are a one-time position (with a \$5,000 bonus) and held for three years only. At the University of Georgia,

by contrast, endowed teaching chairs are permanent, as are endowed research chairs."

UNC-Wilmington's chancellor, James Leutze, shared Schwartz's concern about this discrepancy. Speaking of the awards at Chapel Hill, he noted that "A \$5,000 award is great and appreciated, but it lasts only a few years. Chairs for publication and research, though, last a lifetime, and that sends a very different, very powerful message about what's *really* valued." Others claim, however, that endowed research chairs enable universities to compete for and keep excellent faculty who might be attracted elsewhere due to their research skills and reputations.

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*"There are several ways to narrow this gap [between teaching and research]. The most commonly discussed method is to provide more external rewards for teaching — to raise salaries, give teaching more weight in promotion and tenure decisions, provide recognition for outstanding*

**Donald E. Furst, right, Associate Professor of Fine Arts, was a recipient of the 1992 College of Arts and Sciences Excellence in Teaching Award at UNC-Wilmington.**



*teaching through teaching chairs and 'best teacher' awards, and so on. But a parallel approach would be to increase the visibility and mobility of top teachers, making the reward for teaching performance more comparable to those for research in these respects. Nothing would do quite so much to enhance the standing of teaching as for important colleges to launch nationwide talent searches and raid other campuses for their best teachers."*<sup>5</sup>

Many universities in the UNC system appear to be making diligent efforts to establish a culture of encouraging excellence in teaching on campus and to reward the outstanding teaching of their faculty members. However, not all teaching awards are formally given and easy to document. Many department chairpersons noted on their surveys that excellent teaching is rewarded with merit pay increases, travel funds to attend conferences, or leave time to conduct research. For example, R.J. Thomas, head of the Wood and Paper Science department at North Carolina State, wrote that in his department, "Awards for excellence in teaching are reflected in merit pay increases. Teaching excellence is part of the job." Other responses mentioned

that even if the department has no award for teaching, the chairperson does evaluate and recommend faculty members for school-wide or university-wide teaching awards.

Interestingly, some of the system universities that are the most vocal about the importance of good teaching give the fewest teaching awards. For example, although some of the colleges at Appalachian State give monetary teaching awards (such as the College of Business, which makes one Outstanding Teaching Award annually, for \$2,000), the four university-wide awards are plaques. Pembroke State, UNC-Charlotte, and Western Carolina all have very few departmental or college-based awards and make only one *university-wide* teaching award annually (all at \$1,000), and Elizabeth City State has no award at all. Some of these are smaller universities with fewer resources with which to make awards, whereas others may simply need to make more of an effort.

At the end of this chapter, details about the teaching awards are presented for each institution which provided information to the Center in Appendix IX-1; campus-by-campus data on research awards given are in Appendix IX-2.<sup>6</sup> In addition, selected excerpts provided by departments and universities detailing the criteria used for making awards are included in Appendix IX-3.

## Recommendations re: Teaching Awards

**1** All universities in the system, and the schools and departments within them, should examine the feasibility of establishing some form of recognition of or support for excellent teaching. Though teaching awards, in and of themselves, do not cause faculty members to teach well, they do show that a university or department believes that teaching is important, and recognition for excellence establishes a supportive culture for teaching. Currently, only 9 percent of all departments give awards for excellent teaching, and only 55 percent of all schools or colleges within universities give teaching awards, according to the Center's survey. Many of the awards for outstanding teaching are in the form of recognition only, rather than the monetary awards commonly given for research.

Although *monetary* awards for excellence in instruction would be most effective in helping to put teaching more on par with research, even recognition as simple as a "Teacher of the Year" plaque outside the departmental office, or the funding and time to work on developing a new course or revamping an existing one, would be preferable to no award at all.

**2** The universities should also seriously consider establishing endowed chairs for teaching. These would be lifetime positions given for outstanding achievement in the field, similar to those given for research accomplishment. Currently, there is a discrepancy in endowed chairs at UNC system universities. While research chairs are held for life, chairs for teaching excellence, such as the Bowman and Gordon Gray chairs at UNC-Chapel Hill, are one-time positions and are held only for three years. According to UNC-Wilmington chancellor James R. Leutze, this discrepancy between research and teaching chairs "sends a very powerful message about what's really valued." **Just as endowed chairs for research enable universities to attract and keep faculty members with excellent reputations as researchers, endowed teaching chairs could enable universities in the UNC system to attract — and build a reputation on — outstanding teachers.**

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*“Full professors have attained full job security — all the advancements have been handed out, and there’s nothing the university can withhold. Therefore, there’s no real punishment for mediocre teaching. If the school wants to maintain a standard of quality teaching, it has to use a system of rewards that faculty would be responsive to. They have to come up with something — like teaching rewards and recognition — to give to professors who have everything.”*

— ROBERT DEROSSET, STUDENT, UNC-CHAPEL HILL

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<sup>1</sup> Philip A. Stadter, chair, “Report of the Committee on Teaching of the College of Arts and Sciences,” UNC Chapel Hill, February 1, 1988, p. 10.

<sup>2</sup> Elizabeth City State University, which responded to the survey, does not have a university-wide teaching award.

<sup>3</sup> Stadter, p. 10.

<sup>4</sup> After the Center completed its survey, several universities sent additional information on teaching and research awards in response to a second request from the Center. This new information is not reflected in tables IX-1 through IX-6, but the information is included in Appendices IX-1 and IX-2.

<sup>5</sup> K. Patricia Cross, “In Search of Zippers,” *AAHE Bulletin*, Vol. 40, No. 10, June 1988, p. 7.

<sup>6</sup> Departmental research awards are often not named as such; department chairpersons surveyed noted that faculty excellence in research is generally rewarded with salary increases and funds for projects rather than with specific recognition. Therefore, research awards are listed here only for schools or colleges and universities, which have more formal reward procedures.

# **Appendix IX-1: Teaching Awards by Institution at UNC System Schools**

**Formal awards made by departments, schools or colleges, and the university**

## **Appalachian State University**

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### *College:*

- College of Arts and Sciences: \* One Outstanding Teaching Award annually; \$1,000.  
\* Three faculty each year selected to the Academy of Outstanding Teachers; plaque.
- College of Business: One Outstanding Teaching Award annually; \$2,000.
- College of Education: One Outstanding Teaching Award annually; \$500.

### *University:*

- Three Alumni Outstanding Teaching Awards annually; plaque.
- One Outstanding Teaching Award given by the Student Government Association; plaque.

## **East Carolina University**

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### *School:*

- School of Art: One faculty member recognized annually for excellence in teaching both undergraduates and graduate students; receive a salary increment.
- School of Business: One Commerce Club Teaching Award annually; \$500.
- School of Industry and Technology: One teaching award per year: recognition.
- School of Social Work: One \$250 award for teaching given annually.

### *University:*

- One Robert and Lina Mays Teaching Excellence Award per year; \$1,000.
- One Robert L. Jones Teaching Excellence Award per year; \$1,000.
- Three General College Outstanding Adviser Awards per year.

## **Fayetteville State University**

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### *Department:*

- Educational Foundations and Management: One faculty teaching award annually; recognition.

### *School:*

- School of Arts and Sciences: One Teacher of the Year Award; \$500.
- School of Education: \* One Teacher of the Year Award; plaque.  
\* Four N.C. Academy of Teaching Excellence Evaluation Awards annually; plaque.

### *University:*

- One Distinguished Faculty Award annually; \$500.
- One University Teacher of the Year; \$1,500.

## **North Carolina A&T State University**

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### *School:*

- School of Engineering: Six Outstanding Faculty Awards annually; recognition and name on plaque.
- College of Arts and Sciences: One Outstanding Faculty Award, One Merit Faculty Award, and four Citation Faculty Awards annually; receive citations, plaques, and certificates.

## **North Carolina Central University**

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### *University:*

- Eight Outstanding Teaching Awards annually divided proportionally among faculty in the various schools and colleges (four awards for the College of Arts and Sciences; one award each for other schools including Business, Education, etc); \$1,000 per award.
- Eight or more Faculty Service Awards annually; \$1,000 each.

## North Carolina State University

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### *Department:*

Biochemistry: Two awards annually to graduate teaching assistants; \$500 per award.

Botany: One award annually to a graduate teaching assistant; \$400 and book.

Civil Engineering: One award annually for outstanding teaching; \$1,000.

Computer Science: \* One Shell Foundation Award for Outstanding Teaching by a Junior Faculty Member annually; \$500.

\* One award annually for outstanding teaching by a teaching assistant; \$500.

Electrical and Computer Engineering: One award annually for faculty selected by a student-conducted survey; name on plaque.

Industrial Engineering: One award annually for outstanding teaching; \$1,000.

Mathematics Science and Education: One award annually to a graduate teaching assistant.

Sociology, Anthropology, and Social Work: One award per year for outstanding teaching; leave time for research and recognition.

Statistics: \* One to two awards annually to graduate teaching assistants.

\* One monetary award to faculty members annually for excellence in any professional area.

### *College:*

College of Engineering: \* Four Outstanding Teaching Awards annually; \$1,000 each.

\* One Nominated Outstanding Teacher annually; \$500.

\* Three Outstanding Undergraduate Advisor Awards annually; \$1,000 each.

\* One R.J. Reynolds Tobacco Company Award for Excellence in Teaching, Research, and Extension; \$5,000 per year for five years.

College of Humanities and Social Sciences: \* Three Outstanding Teaching Awards annually to tenure track professors; \$500.

\* One Outstanding Teaching Award annually to a lecturer; \$500.

\* Two Outstanding Adviser Awards annually; \$500.

College of Physical and Mathematical Sciences: \* Ten Physical and Mathematical Sciences Foundation Faculty Development Awards per year; \$3,000 applied to the awardee's program.

College of Textiles: One Outstanding Teacher Award per year; \$1,000.

### *University:*

Six Alumni Distinguished Undergraduate Professorships annually; two-year terms, \$3,000 per year.

Two Alumni Distinguished Graduate Professorships annually; two-year terms, \$3,000 per year.

Four Outstanding Teacher Awards annually; \$1,000, funded by the Alumni Association.

Nineteen other faculty in 1990-91 recognized as Outstanding Teachers; they join the NCSU Academy of Outstanding Teachers and are considered for alumni monetary awards.

## Pembroke State University

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### *University:*

One Distinguished Faculty Award for Teaching annually; \$1,000.

## UNC-Asheville

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### *University:*

One Distinguished Teaching Award annually; \$1,500.

Two Feldman Awards annually: selected by the faculty on the basis of 1) service to the university and the community and 2) outstanding ability in the areas of teaching, research, and published writings; \$1,000 per award.

## UNC-Chapel Hill

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### *Department:*

Economics: \*One outstanding teaching award for faculty members annually; recognition.

\*One outstanding teaching assistant teaching award annually; \$250.

English: Six outstanding teaching awards for teaching assistants annually; \$100 per award.

Geology: One outstanding teaching award annually for the best teaching assistant teaching an introductory course; \$200 and a book.  
Germanic Language: One graduate student teaching award; increase in stipend.  
Math: One graduate student teaching award annually; approximately \$300.  
Political Science: \* One John Patrick Hagan Award for Outstanding Teaching by a Graduate Student teaching his or her own class annually; \$250.  
\* One Earle Wallace Award for Graduate Student Teaching annually for a student assisting with a class taught by a faculty member; \$250.  
Speech Communications: One graduate student teaching award annually; recognition.

*School:*

School of Business Administration: \* One Outstanding Teaching Award annually to a faculty member; \$3,000.  
\* One Outstanding Teaching Award annually to a Ph.D. student; \$250.  
School of Journalism: The David Brinkley Teaching Excellence Award: established with a \$15,000 gift by Brinkley to create an endowment; interest from the fund will award one faculty member each year.  
School of Pharmacy: One Outstanding Teaching Award annually; recognition and funds for professional development.

*University:*

Five Bowman and Gordon Gray Professorships annually: three-year terms; \$5,000 per year.  
Two Graduate Teaching Assistant Teaching Awards annually; \$1,000 per award.  
One Johnston Teaching Excellence Award: established in 1990 by trustees of the James M. Johnston Awards Program to reward excellence in undergraduate teaching; \$5,000.  
Four Student Undergraduate Teaching Awards: began in 1990, funded by student fees, to recognize and reward excellence in undergraduate teaching. Three awards are for tenure-track faculty; one is for a graduate teaching assistant; \$5,000 per award.  
Tanner and Salgo Awards for Excellence in Undergraduate Teaching; \$5,000 per award.  
\* Four awards for faculty teaching primarily first- and second-year students.  
\* Two awards for faculty teaching primarily third- and fourth-year students.

## UNC-Charlotte

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*University:*

One NCNB Award for Teaching Excellence annually; \$1,000.

## UNC-Greensboro

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*Department:*

Biology: One graduate student teaching award annually; journal subscription.

*School:*

School of Business and Economics: \* One award for Faculty Teaching Undergraduates;  
\* One award for Faculty Teaching Graduate Students; recognition.  
School of Human Environmental Sciences: One Human Environmental Sciences Foundation Outstanding Teaching Award; recognition.

*University:*

Alumni Teaching Excellence Awards: \* One award to a tenured professor; \$2,000;  
\* One award to an assistant professor or instructor; \$2,000.

## UNC-Wilmington

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*University:*

Four University Distinguished Professorships annually; \$5,000 per award.  
One Board of Trustees Teaching Excellence Award annually; \$1,500.  
Five Chancellor's Awards for Excellence in Teaching annually; \$500 per award.  
Student Government Association's Teaching Excellence Award: one award annually for a faculty member receiving the most student votes; winner's name inscribed on plaque.

## **Western Carolina University**

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*School:*

School of Education and Psychology: One Taft Botner Superior Teaching Award annually; \$750.

*University:*

One Chancellor's Distinguished Teaching Award annually; \$1,000.

## **Winston-Salem State University**

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*School:*

School of Nursing: One outstanding faculty award annually; recognition.

*University:*

One Wachovia Excellent Teaching Award annually; \$1,000.



# **Appendix IX-2: Research Awards by Institution at UNC System Schools**

**Formal awards made by schools or colleges and the university<sup>1</sup>**

## **Appalachian State University**

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### *College:*

College of Business: One award for publications annually; \$2,000.

College of Education: One award annually for published research; funds for professional development and recognition.

## **East Carolina University**

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### *School/College:*

School of Art: One award annually based on the number and type of shows in which faculty art is exhibited; salary increment.

College of Arts and Sciences: Number of awards varies from four to six, based on demonstrated research productivity and likelihood of success on proposed project; gives one semester's leave time for research and recognition.

### *University:*

The Division of Academic Affairs makes money available on a competitive basis for research proposals; amounts vary.

## **Fayetteville State University**

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### *School/College:*

College of Arts and Sciences: One Faculty of the Year Award based on documented evidence of research and publication; \$500.

School of Education: Four research awards per year; recognition.

## **North Carolina Central University**

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### *University:*

Approximately eight faculty members annually are named Research Award Recipients of the Year; the awards are divided proportionally among the various schools and colleges (four for the College of Arts and Sciences; one award each for the schools of Business, Education, etc.); \$1,000 per award.

## **North Carolina State University**

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### *College:*

College of Agriculture and Life Sciences: William Neal Reynolds Professorships. There are currently 18 William Neal Reynolds Professors within the college; their annual stipends range from approximately \$10,000 to \$40,000.

College of Engineering: \* One Alcoa Foundation Engineering Research Achievement Award annually; \$2,000.

\* One Alcoa Foundation Distinguished Engineering Research Award annually; \$5,000.

College of Humanities and Social Sciences: Two Outstanding Research Awards annually; \$500 each.

College of Physical and Mathematical Sciences: One or two Physical and Mathematical Sciences Foundation Faculty Development Awards annually; amount varies.

### *University:*

Three Alumni Association Outstanding Research Awards annually; \$2,000 each.

## **Pembroke State University**

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### *University:*

One Distinguished Faculty Award annually for research and scholarship; \$1,000.

## **UNC-Asheville**

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### *University:*

One Feldman Award for Excellence in Research, Writing, and Creative Activity annually; \$1,000.

One Mills Faculty Research and Development Award annually; \$3,000.

One University Research Council Award annually; \$9,000.

## UNC-Chapel Hill

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### *School:*

School of Business Administration: Number and amount of award varies annually; selection of recipient and amount based on criteria described in an endowment given by a donor who wished to remain anonymous.

School of Pharmacy: \* One Pharmacy Foundation of North Carolina Research Award annually; amount varies from \$3,000 to \$5,000.

\* One Hollingsworth Faculty Scholar Award made once every three years; award held for a three-year period at \$10,000 per year.

### *University:*

Kenan Professorships: These awards are given whenever the Chancellor determines that funding is available, rather than on an annual basis. The professorships are held for life and carry a \$4,000 salary stipend and a \$4,500 research grant annually. As of December 1991, there were 27 full-time Kenan Professors within the university, as well as four professors who are retired but still conduct research and receive the \$4,500 research grants.

Two Hettleman Research Awards annually; \$5,000 per award.

Junior Faculty Development Awards, number varies annually; \$3,000 per award.

## UNC-Charlotte

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### *University:*

One First Citizens Bank Scholars Medal for Research annually; \$2,000.

## UNC-Greensboro

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### *University:*

Two Research Excellence Awards annually; \$2,000 per award.

Excellence Professorships (permanent chair), number varies; \$5,000.

## UNC-Wilmington

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### *University:*

One Award for Faculty Scholarship annually; \$1,500.

## Western Carolina University

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### *University:*

One University Award for Creative Research annually; \$1,000.

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<sup>1</sup> In his 1989-1990 *Report to the Board of Governors*, UNC system president C.D. Spangler reported on the status of the Distinguished Professors Endowment Trust Fund established by the North Carolina General Assembly in 1985. The campuses were to raise matching funds for two levels of professorships: \$500,000 endowments, funded by \$167,000 from the state to match private gifts of \$333,000; and \$1,000,000 endowments, funded by \$334,000 from the state to match private gifts of \$660,000. Ten new professorships were established by four universities during the year and are listed below; the \$1,000,000 chairs are indicated by asterisks.

### **North Carolina State University**

Two Whitmire Professorships in Entomology \*\*  
Professorship in Civil Engineering \*

### **Pembroke State University**

William Harvey Belk Professorship in Business Administration

### **UNC-Chapel Hill**

Morehead Alumni Professorship in Arts and Sciences \*

Wallace H. Kuralt, Sr., Professorship in Public Welfare Policy and Administration

Dan K. Moore Professorship in Jurisprudence and Ethics

Walter Spearman Professorship in Journalism

Macon G. Patton Professorship in the Graduate School of Business

### **UNC-Charlotte**

Isaac Swift Professorship in Judaic Studies



# **Appendix IX-3: Selected Excerpts of Criteria for Teaching Awards at UNC System Schools**

PROCEDURES AND CRITERIA FOR SELECTION OF OUTSTANDING TEACHERS AND ALUMNI  
DISTINGUISHED UNDERGRADUATE PROFESSORS

I. Procedures.

The Office of the Provost will be responsible for convening during the fall semester the Presidents of the College Councils, with at least one faculty member from each College Selection Committee, and charging them with the duty of selecting Outstanding Teachers and Alumni Distinguished Undergraduate Professors.

A. College Selection Committee.

1. The Student Council of each college shall function as the College Selection Committee, with three faculty members appointed by the Dean for three-year staggered terms to serve as resource and advisory members with voting rights. The Student Council of each college should also insure that graduate students in their colleges are represented on the College Committee. The Committee should set its own deadline for accepting nominations for Outstanding Teachers and Alumni Distinguished Undergraduate Professorship Awards. The Committees' nominees for each award should be made to the Chair of Faculty Senate and the Provost by March 1.

2.

Each department will forward to the College Dean, the name of one faculty member selected by secret ballot by the faculty of that Department, for consideration by the College Dean for appointment to the College Selection Committee. Each College should also appoint alternates for the College Committee who would be able to serve on that committee in the event a committee member(s) becomes a nominee(s). The alternate would then replace the committee member on the College Committee.

3. Each College Committee should select its nominees according to the criteria listed below (Section II). The manner of the selection should be decided by the College Committee and be based on the committee's judgment as the best method for that particular college.
  - a. The number of nominees for Outstanding Teacher Award to be submitted by each College Selection Committee to the Chair of the Faculty Senate should not exceed one-half the number of faculty senators from that College rounded up.
  - b. Each College Selection Committee should submit the names of up to two nominees for the Alumni Distinguished Undergraduate Professorship Award to the Chair of the Faculty Senate.

4. Nominations to the College Committees will be made by the following methods:
  - a. Outstanding Teachers nominations may come from any source, but in particular:
    - 1) Any student, alumnus, or faculty member may nominate an instructor by letter, giving reasons why he feels that this instructor is worthy of receiving recognition as an Outstanding Teacher. An individual may not nominate himself.
    - 2) Each college should develop a procedure for obtaining nominations from students currently taking courses from the faculty of that college. Members of the College Committee should be encouraged to make nominations of qualified teachers if such nominations have not previously been turned in by faculty or other students. Supporting data as suggested in 4c below should be obtained for each such nomination.
  - b. Alumni Distinguished Undergraduate Professorship nominations may come from the same source as those for Outstanding Teacher (4a), except that nominees for the award must be members of the Academy of Outstanding Teachers (i.e., must have previously been selected as an Outstanding Teacher).
  - c. College Committees may solicit nominations for the awards in any way that they choose. Data to be obtained on each nominee shall include a summary of the results of student evaluations and the other data requested on the Outstanding Teacher Nomination Summary Sheet. Statements of support and any other data pertinent to such a teaching award may be included.
5. Information from the Alumni Polls will be available in the Office of the Provost and should be used as another source of information by the College Committees for selecting and ranking nominees.
6. Each College Committee will send its nominations to the Chair of the Faculty Senate in the manner and by the dates prescribed as follows:
  - a. Deadlines for submitting nominations to the Chair of the Faculty Senate are as follows:
    - 1) Outstanding Teachers: March 1
    - 2) Alumni Distinguished Professors: March 1
  - b. For each nomination the College Committee shall furnish the Chair of the Faculty Senate four (4) copies of a completed Outstanding Teacher Nomination Summary Sheet and not more than three additional pages of attachments and six (6) copies of a completed Alumni Distinguished Undergraduate Professor Summary Sheet with not more than three additional pages of attachments.

- c. The Chair of the Faculty Senate shall distribute one copy of the Summary Sheet and attachments (in 6b) on each Outstanding Teacher nominee to the Provost, the Chair of the University Teaching Effectiveness and Evaluation Committee, and the Chair of the Academy of Outstanding Teachers. The Chair of the Faculty Senate shall distribute one copy of the Summary Sheet and attachments on each Alumni Distinguished Undergraduate Professor nominee to the Provost, the President of Student Government, the Chair of the Academy of Outstanding Teachers, the Chair of the University Teaching Effectiveness and Evaluation Committee, and to the Director of Alumni Relations.
  - d. In addition, each Committee is requested to send to the Chair of the Faculty Senate suggestions for changes in procedures for the selection process.
7. No nominee should receive an outstanding teacher award and an alumni distinguished undergraduate professorship award in the same year.
- B. The Provost. After receiving nominations from the Chair of the Faculty Senate, the Provost should review the recommendations with Deans and Department Heads of the nominees before sending a recommendation to the Alumni Association for its final review.
  - C. If Alumni Monetary Awards are to be presented to outstanding teachers, the Chair of the Faculty Senate will poll the student representatives from the several Colleges to select the recipients for final review by the Alumni Association.
  - D. Alumni Distinguished Undergraduate Professorship Selection Committee
    1. The members of this committee will be as follows:
      - a. The President of Student Government.
      - b. The Chair of the Faculty Senate - If a nominee, the Faculty Senate should select one of its members who is not a nominee to serve on this committee.
      - c. The Chair of the Academy of Outstanding Teachers - If a nominee, the Executive Council of the Academy should select a substitute who is not a nominee to serve on this committee.
      - d. The Chair of the University Teaching Effectiveness and Evaluation Committee - If a nominee, the University Teaching Effectiveness and Evaluation Committee should select one of its members who is not a nominee to serve on this committee.
      - e. The Provost.
      - f. The Director of Alumni Relations.
    2. Final selections for Alumni Distinguished Undergraduate Professor are to be made by May 1.

## II. Criteria

### A. Outstanding Teachers

1. The principal consideration for the selection of nominees should be excellence in teaching. Data supporting this excellence should be obtained from students, faculty, alumni, and from other appropriate sources as determined by each selection committee.
2. Those holding Alumni Distinguished Undergraduate Professorships, and those selected as Outstanding Teachers in the two previous years are not eligible for nomination. (These lists will be available from the Provost's Office.)
3. All nominees should meet the following requirements:
  - a. Currently be teaching not less than half the "normal teaching load" expected in their respective college. The dean of that college shall determine and explain "normal teaching load" for that college.
  - b. Have taught a minimum of five semesters at North Carolina State University.
4. In addition to their demonstrated excellence in teaching, other factors that should be considered in selecting outstanding teachers should include:
  - a. Their interest in curriculum revision and improvement.
  - b. Their efforts to remain current.
  - c. Their advisory contacts with students-undergraduate and graduate.

### B. Alumni Distinguished Undergraduate Professorships

1. All nominees are expected to have demonstrated excellence in teaching through:
  - a. Their performance in the classroom.
  - b. Their interest in curriculum improvement.
  - c. Their efforts to remain current.
  - d. Their advisory contact with students-undergraduate and graduate.
2. All nominees shall be members of the Academy of Outstanding Teachers.

3. All nominees shall currently be teaching not less than half of the "normal teaching load" of their respective college. The Dean of that college shall determine and explain "normal teaching load" for that college.
4. Faculty previously holding Alumni Distinguished Undergraduate Professorships are not eligible for renomination until one year after termination of their Alumni Distinguished Undergraduate Professorship.

### III.

#### Future Revisions in Procedures

After the Outstanding Teachers and Alumni Distinguished Undergraduate Professors have been selected in April, there should be a joint meeting of the Chairs mentioned in I.A.6c and a subcommittee of the University Committee on Teaching Effectiveness and Evaluation to discuss problems which arose in the selection procedure and to suggest revisions. This meeting should be convened by the Chair of the Faculty Senate before the end of the spring semester. Results of these discussions should be included in the written report of the subcommittee.

# Nomination Form

## Students' Undergraduate Teaching Awards

*Editor's note: The Daily Tar Heel has noted in past editorials its support for the Undergraduate Teaching Awards, which give students a chance to fund and grant four \$5,000 teaching awards at UNC. To emphasize our support, we here include a nomination form and strongly encourage our readers to nominate their best teachers. The deadline is only a few weeks away, so please clip this out and submit it immediately.*

In a binding referendum in last spring's campus election, students voted to raise student fees by 75 cents per semester (25 cents for summer session) to fund four new \$5,000 teaching awards at this campus. The Students' Undergraduate Teaching Awards are the only teaching awards in which the entire selection process will be conducted solely by students. Additionally, these are the only awards in which non-tenure track professors are eligible. In other words, any instructor who independently teaches a class can receive this award. In fact, one of these awards is specifically reserved for a teaching assistant.

Please take a few minutes to tell us something about one or two or several of the most outstanding instructors that you have had at this university.

Return to boxes located in the Union, libraries and dining halls, or campus mail to Students' Undergraduate Teaching Awards, Box 47 Student Union, Chapel Hill, NC 27599, UNC Campus. **Deadline: Feb. 9.**

Instructor's name \_\_\_\_\_ Your name \_\_\_\_\_

Course(s) taken under instructor and approximate class size \_\_\_\_\_

Are you presently taking any course(s) under this instructor? If yes, which one(s)? \_\_\_\_\_

Your major \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_

Feel free to respond briefly or in depth to the question below, using or not the following criteria. Use extra sheets as needed.

1. Displays clear enthusiasm for teaching and interacting with undergraduates.
2. Demonstrates an overriding personal concern for *all* students and their mastery of the course material.
3. Provides a challenging intellectual environment and numerous opportunities for creative expression in the classroom.
4. Creates an open environment in which students are encouraged to talk with the instructor outside the classroom.
5. Makes a concerted effort to treat students as mature and responsible individuals.

**Compared to other instructors you have had, why do you want to honor *this* special teacher?**

CRITERIA AND PROCEDURES FOR THE NOMINATION AND SELECTION  
OF  
ALUMNI TEACHING EXCELLENCE AWARDS

- OBJECTIVE** To recognize excellence in teaching at the University of North Carolina at Greensboro.
- AWARDS** Funds are provided by the Alumni Association of the University of North Carolina at Greensboro to grant one award of \$2,000 to an associate or full professor and one award of \$2,000 to an assistant professor or instructor.
- ELIGIBILITY** A full-time faculty member who holds the rank of instructor, assistant professor, associate professor, or professor and who has had at least one year of teaching at UNCG is eligible for the award. No person may receive a second award within five years.
- CRITERIA** Distinguished teaching is defined in the University Handbook for Faculty in the following way:
- a. Outstanding facilitation of student learning
  - b. Outstanding facilitation of student interest
  - c. The establishment and maintenance of high academic standards
  - d. Substantial influence on the academic and professional pursuits of students.
  - e. Outstanding success in guiding and facilitating student research, scholarship, or artistic accomplishment
  - f. Consistent success in making complex ideas and concepts understandable and meaningful to students
- NOMINATIONS** The call for nominations will be initiated by the Chancellor. Nominations may be made by students, faculty members, professional staff, and by the Awards Committee. Members of the faculty will be encouraged to submit nominations. Student organizations will be asked to encourage students to submit nominations.

**PROCEDURES FOR NOMINATIONS**

Students, faculty, and professional staff will make their nominations on the nomination form.

Forms will be available in the academic deans' and heads' department offices, residence halls, Elliott University Center, the Graduate School Office, the Office of the Vice Chancellor for Academic Affairs, and the Office of the Vice Chancellor for Student Affairs.

All nominations will be sent to the Vice Chancellor for Academic Affairs, who will forward the complete list of nominees to the Awards Committee. The Committee will send the names of nominees to the

**PROCEDURES FOR NOMINATIONS (continued)**

heads of the appropriate departments. Department heads will then notify nominees and seek permission to compile and return to the Committee the supporting materials. These materials will include the results of the departmental evaluations of teaching performance and such other related documents as may be specified by the Committee.

**THE AWARDS COMMITTEE**

The Awards Committee will receive and evaluate all completed files. It may also nominate candidates for consideration, handling its own nominations in the same fashion as those from other sources. Relying upon external nominations or its own, or both, the Committee must carefully evaluate at least five candidates for each award before submitting its recommendations to the Chancellor.

The Awards Committee will be appointed by the Chancellor with the following structure:

Two Associate or Full Professors  
Two Assistant Professors or Instructors  
Two Undergraduate Students  
Two Graduate Students

Faculty members will serve two-year staggered terms. Student members will serve for one year, and may be reappointed for no more than one additional year. The Chancellor will designate a faculty member on the Awards Committee as Chairman. Membership will be rotated among departments from year to year.

**SELECTION**

The Awards Committee will select and rank the two or three top candidates for each award and forward their names to the Chancellor with supporting documentation. The Chancellor will select two award winners after consultation with the Vice Chancellor for Academic Affairs and the Vice Chancellor for Student Affairs.

NOMINATION  
ALUMNI TEACHING EXCELLENCE AWARD  
1990-91

**Eligibility Criteria:** A full-time faculty member who holds the rank of instructor, assistant professor, associate professor, or professor and who has had at least one year of teaching at UNCG is eligible for the award. No person may receive a second award within five years.

**Selection Criteria:** Excellence in teaching is defined in the University Handbook for Faculty in the following way:

- a. Outstanding facilitation of student learning
- b. Outstanding facilitation of student interest
- c. The establishment and maintenance of high academic standards
- d. Substantial influence on the academic and professional pursuits of students
- e. Outstanding success in guiding and facilitating student research, scholarship, or artistic accomplishment
- f. Consistent success in making complex ideas and concepts understandable and meaningful to students

With these criteria in mind, the undersigned members of the faculty, students, or professional staff desire to make the following nomination:

Name:

Department:

Please attach a typewritten letter giving reasons for the nomination.

Signatures -- Nominator:    \_\_\_ Student            \_\_\_ Faculty            \_\_\_ Professional Staff

\_\_\_\_\_

Second:

\_\_\_\_\_

Second:

\_\_\_\_\_

Date:

Please return this completed form and letter of support to the Vice Chancellor for Academic Affairs, Attention: Frances Banks, Room 214 Mossman Building by February 1, 1991.

**13. Board of Trustees Teaching Excellence Award****Nature and Purpose of the Award**

The Board of Trustees Teaching Excellence Award is designed to exemplify this institution's commitment to teaching excellence. Recipients of the award shall manifest excellence as persons who have made and continue to make significant contributions to higher education through their dedication and service to students.

The \$1,500 cash award carries with it both an honor and a responsibility. It will specify a member of the faculty as a person of excellence and it will call upon him or her to share that excellence with colleagues and students.

**Criteria for Consideration**

A nominee for the Teaching Excellence Award must be a current member of the UNCW faculty who has been teaching at least half-time for five semesters or more. The nominee must have demonstrated a mastery of and enthusiasm for the subject taught, resoluteness in maintaining high academic standards, a genuine interest in each student's intellectual and creative development, and an ability to foster respect for diverse points of view and an openness to learning.

**Procedure for Nominations**

Nominations may be submitted by any member of the faculty, currently enrolled students, alumni or persons in the larger community served by the university.

All letters of nomination must be limited to one page and must be received by the Chancellor's Nomination Committee.

**Selection Process**

The Chancellor, after consultation with the President of the Faculty Senate, will designate members of the Chancellor's Nomination Committee. After reviewing the nominations, the Committee will make its recommendation to the Chancellor.

**14. Policy on Student Writing Skills**

Acquisition and maintenance of effective writing skills is integral to an undergraduate education. Like other skills, writing weakens without reinforcement. The regular practice of writing is necessary after completion of the basic English Composition sequence (ENG 101-102).

All instructors of both lower and upper division courses share in the responsibility to provide practice in writing and to develop techniques to incorporate writing exercises into their courses. Instructors may contact the Department of English for a copy of Writing Across the UNCW Campus for information on such techniques.

The Department of English and The Writing Place publish an occasional newsletter featuring reviews, curricular suggestions and recent state and national developments in writing across the curriculum. They also sponsor and conduct a series of writing across the curriculum student and faculty workshops each year.

**1991 Board of Trustees**  
**Teaching Excellence Award**

for excellence in teaching and outstanding services at

The University of North Carolina at Wilmington

450 copies of this public document were printed at a cost of \$110.67  
or 24 cents per copy (G. S. 143-170.1)

**Nature and Purpose of the Award**

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The \$1,500 cash award carries with it both an honor and a responsibility. It will specify a member of the faculty as a person of excellence and it will call upon him or her to share that excellence with colleagues and students.

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**Procedure for Nominations**

Nominations may be submitted by any member of the faculty, currently enrolled students, alumni or persons in the larger community served by the university.

All letters of nomination must be limited to one page and must be received no later than 5 p.m. on Friday, November 30, 1990, by the Chancellor's Nomination Committee, Room 114, Alderman Hall, UNCW, Wilmington, North Carolina 28403-3297.

**Selection Process**

The chancellor, after consultation with the chair of the Faculty Senate, will designate members of the Chancellor's Nomination Committee. After reviewing the nominations, the committee will make its recommendation to the chancellor. He will present the recipient of the 1991 Board of Trustees Teaching Excellence Award to the Board of Trustees in July 1991.

**Previous Recipients**

1978 B. Frank Hall	1985 Charles Richard Ward
1979 Frank Allen	1986 John H. Haley
1980 Steve Harper	1987 Saul Bachner
1981 Gerald Shinn	1988 C. Sue Lamb
1982 William F. Adcock	1989 W. Lee Johnston
1983 Betty Jo Welch	1990 C. Sue Combs
1984 Anne B. McCrary	

*The Chancellor's Distinguished Teaching Award*  
*General Policies*

Eligibility for Award

- (1) Teacher must hold faculty status at the rank of instructor or above and be in at least her/his third year of teaching at WCU.
- (2) Teacher must not have won the award within the last 5 years.

Nature of the Award

- (1) \$1,000 cash award and plaque, presented at Spring General Faculty Meeting and Awards Convocation.
- (2) Recognition at Spring Commencement; member of the platform party.
- (3) Keynote speaker at Honors Brunch at Spring Commencement the year after receiving the award.
- (4) Other means of recognizing and honoring recipients of the Distinguished Teaching Award may be provided by the Faculty Center for Teaching Excellence as opportunities arise.

The Selection Committee

- (1) The selection committee shall be made up of six faculty and twelve students: one faculty member from each undergraduate school, appointed by their respective deans; the previous year's faculty chair of the committee; and two students appointed by each of the six deans from their respective student advisory boards or from academic honor societies.
- (2) The Chancellor shall appoint one of the five faculty members to serve as chair of the committee. The previous year's chair shall not be eligible to serve a second term as chair.

- (3) The Faculty Center for Teaching Excellence will provide secretarial and logistical support for the committee. The FCTE Director shall be an ex officio, non-voting member of the committee and shall be responsible for
- (a) initiating the award process each fall,
  - (b) providing support services to the committee as needed,
  - (c) serving as the committee liaison with the Chancellor's Office, and
  - (d) conducting a review of the process each year with the committee and making any recommendations for change to the Chancellor.
- (4) A letter of committee appointment shall be sent by the Chancellor.
- (5) Committee members shall serve for no more than a two-year period. Consideration should be given to faculty members who have shown special interest in teaching. Deans should not appoint the previous year's recipient of the Distinguished Teaching Award. Faculty members shall be appointed on the following rotation:
- Even years: Arts & Sciences, Business
- Odd years: Education & Psychology, Nursing and Health Sciences, Technology and Applied Science
- (6) If a committee member emerges as a finalist for the award (as defined in Committee Procedures), that committee member shall resign from the selection committee and be replaced by someone from the same school appointed by the appropriate dean.

## *The Chancellor's Distinguished Teaching Award Committee Procedures*

### Distribution and Collection of Nomination Ballots

Distribute nomination ballots through campus mail to all faculty and all resident students. Use U.S. mail (bulk rate) for nonresident students. Publish public notices (e.g., Reporter, Western Carolinian, WWCU, Sylva Herald, and posters) indicating where ballots may be obtained in case someone does not receive a ballot by mail. With each ballot include a cover letter explaining the importance of this award and urging nominations. Each person may nominate up to three candidates.

Ballots may be returned by mail or deposited in ballot boxes, which should be provided in convenient locations across campus, as well as in Cherokee and Asheville. Student ballots should require the nominator's signature and student ID number. Faculty ballots require signature only. Unsigned ballots and multiple ballots with the same signature shall be invalid.

### Screening of Nominations

After collecting nomination ballots cast by faculty and students, the committee shall screen nominations and select up to seven finalists for more intensive review. Finalists shall be selected from a University-wide pool, without regard for school representation. The screening process shall be conducted according to the following guidelines:

(a) Identify all faculty who are nominated by both faculty and students. Rank these nominees in order of the number of corresponding faculty and student nominations. For example, a candidate with three faculty nominations and three or more student nominations would have three corresponding nominations and should be ranked higher than candidates with two faculty nominations and two or more student nominations (two corresponding nominations). If this process results in seven or more candidates with at least one corresponding nomination, the top seven shall become the finalists. If two or more nominees are tied in corresponding nominations for the seventh finalist, the candidate with the highest sum total (faculty plus student nominations) shall be included as the seventh candidate.

(b) If the ranking process described in (a) above fails to produce seven finalists, then the number of finalists shall be reduced to those candidates who do receive at least one corresponding faculty/student nomination. In no case should a candidate without any corresponding nominations be included as a finalist. In the unlikely

event that no candidates receive any corresponding nominations, there will be no recipient of the Distinguished Teaching Award for that year. If only one candidate receives corresponding nominations, that person will become the sole finalist, but the committee shall proceed with a thorough review as directed below under "Review of Finalists" and vote to determine if the candidate should be recommended to receive the award.

### Notifying Finalists

After completing the screening process described above, contact all finalists to explain what will be expected of them in the remaining stages of the selection process and to give them an opportunity to accept or decline the nomination. If anyone declines nomination, replace that person with the next most qualified nominee identified through the screening process. Notify finalists in a letter from the selection committee. Such a letter shall include the following information:

- congratulations for being nominated
- an invitation to attend the campus-wide Celebration of Teaching event, where all finalists will be recognized (Sponsored by the Chancellor each January. See timetable.)
- a request for a collection of data to be considered in the final review process (see additional details immediately below)
- the timeline for activities in the selection process, highlighting dates for candidates' responsibilities
- a request for the nominee's signature, indicating acceptance or declination of the nomination and willingness to provide requested data

With the letter described above, attach guidelines for the collection of data to be submitted by each finalist. Explain that the following items are required as a basic file for each candidate:

- a written statement of teaching philosophy (3 pp. max.)
- a brief written description of typical teaching methods (3 pp. max.)
- a list of courses (titles and numbers) taught over the past two years
- a collection of course materials from one course of the candidate's choosing (e.g., syllabi, assignment sheets, sample tests, study guides, etc.)
- summaries of student ratings of courses that have been evaluated over the previous two years

In addition, explain that each candidate may include whatever additional information he or she chooses. Guidelines should encourage submission of a well-developed file

that includes a variety of evidence pertinent to each candidate's teaching. One optional item, a videotape of selected classes (perhaps one 50 minute class session or a comparable segment of a longer class), would be particularly helpful to the committee. Such a tape would make it possible for all committee members to observe all candidates under similar conditions. The committee's letter may recommend videotaping, but the decision to exercise this option remains with the candidates. In cases where videotapes are not included, the committee should make arrangements for classroom observation by as many members as possible.

### Review of Finalists

After identifying a slate of finalists, the selection committee shall conduct a thorough review of all candidates based on data provided by each faculty finalist and any other information collected by the committee. Additional types of data may be collected at the committee's discretion, provided that similar information is gathered on all candidates. For example, the committee may arrange to interview the candidates or, with candidates' permission, some of their faculty colleagues or students. All materials shall be reviewed by all committee members. The chair of the selection committee should take responsibility to see that all committee members have opportunity to develop a full picture of each candidate's teaching expertise.

### Selecting the Distinguished Teacher

After all finalists have been reviewed by all committee members, the committee members, including the chairperson, shall vote to determine the winner. There shall be one winner of the Distinguished Teaching Award. There will be no school finalists. Voting should be conducted according to the following procedures:

- Each year, the committee chairperson should schedule a meeting, prior to voting, to discuss findings from the review of finalists. Rather than discussing individual candidates, however, the committee should develop a list of characteristics of effective teachers based on their review of the candidates. For example, all committee members might be invited to mention characteristics of effective teaching that they found in one or more candidates. All characteristics so identified may then be compiled into a composite "profile" of this particular group of teachers. Such a profile should provide committee members with a common set of criteria that are "fine tuned" to fit the candidates under review.

◦The committee should identify three semi-finalists by asking each committee member to indicate his or her first, second, and third choice on a ballot. Tally these ballots by giving three points for each first place vote, two points for second place, and one point for third place.

◦After identifying semi-finalists, conduct another round of voting in which each committee member votes for only one candidate. The candidate receiving the most votes shall be the winner, provided that he or she has at least two votes more than the candidate with the next highest votes. In case the difference between the top two candidates is not at least two votes, run-off ballots should be taken, with intervening discussion as needed, until a margin of at least two votes is achieved.

After the winner of the Distinguished Teaching Award has been determined, the committee shall be reminded that the results of this election are to be kept completely confidential until it is announced by the Chancellor. It would be premature to divulge the committee's choice before the Chancellor has publically confirmed it.

# Excerpts from "Explaining What Professors Do With Their Time"

by Allan M. Winkler, Chairman, Department of History, Miami University of Ohio<sup>1</sup>

**H**ow should faculty members spend their time? How many courses should they teach? And who should make teaching assignments? Those questions all revolve around the larger issue of faculty workload, perhaps the most pressing concern in higher education today.

[A]t least a dozen states are examining the academic work week, with an eye toward mandating that faculty members teach more. Some states seek to require that a given number of courses be taught by an individual faculty member; others wish to insure that the teaching balance favors undergraduate, rather than graduate, teaching; still others want to mandate that senior faculty members, and not graduate assistants, teach undergraduate students.

In Ohio, for example, a bill introduced in the General Assembly a year ago sought to tie salaries directly to the number of credit hours taught. It died in committee, but rumblings in the legislature this year indicate that the issue is still very much alive.

In Virginia, in response to Gov. L. Douglas Wilder's pointed inquiry about "the academic priorities of our colleges and universities," the Survey Research Laboratory of Virginia Commonwealth University, in consultation with the State Council of Higher Education for Virginia, undertook a lengthy survey of all faculty members' activities. The North Carolina State Auditor recently issued a report on hours worked in the state-university system and voiced concern about the lack of "formal, ongoing monitoring" of professors' employment patterns. And the list goes on.

The concerns of government leaders require a response. We need to do a better job explaining to our various constituencies just what we do with our time. Even more important, we must develop a systematic means of assigning workloads fairly on our campuses, to demonstrate that restrictive legislative decrees are unnecessary.

We have been notoriously lax in articulating to students, alumni groups, and especially legislators the vari-

ous activities that are part of academic life. Even though many state legislators believe that undergraduate teaching is the only thing that matters, we still need to keep explaining that such teaching is but a small part of an overall workload. Similarly, we need to communicate that teaching involves far more than the time spent in the classroom.

We also need to be even more aggressive in explaining the value of research, and to highlight both anticipated benefits, such as economic analyses that can assist the state, and unexpected results, such as the miniaturization process that was stimulated by the space program. Finally, we should argue that teaching and research are complementary, not competitive, activities. Research is a process of systematic inquiry that plays a major role in

teaching students at all levels, in all institutions, how to think. To the degree that it develops the modes of thought common to a discipline, research infuses the teaching process.

One of the most exciting teaching experiences I ever had came in a research seminar for undergraduates that I taught at Yale Uni-

versity, where I shared with my students the results of my continuing archival explorations at the same time that they embarked on similar projects of their own. In the process, I prepared them not for academic careers, but for disciplined activity in law, business, or whatever professions they chose. . . .

But it is not enough simply to describe what we do. We need to acknowledge the criticisms that come from legislators' watching an occasional professor in the neighborhood mow the grass at 2 p.m. or from critics like Charles J. Sykes in his angry diatribe *ProfScam: Professors and the Demise of Higher Education*. Mr. Sykes generalizes unfairly from a few examples, but the fact remains that every college or university contains faculty members who

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*The North Carolina State Auditor recently issued a report on hours worked in the state-university system and voiced concern about the lack of "formal, ongoing monitoring" of professors' employment patterns.*

*And the list goes on.*

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<sup>1</sup> Allan M. Winkler, excerpts from "Explaining What Professors Do With Their Time," *The Chronicle of Higher Education*, Vol. 38, No. 45, July 15, 1992, pp. B1-B2. Reprinted with permission.

should be teaching more. At research universities, involvement with research often does detract from time spent with undergraduates; there and elsewhere we need to work out new arrangements to guarantee that teaching needs are better met.

Having acknowledged that something must be done, we should devise rational ways of making teaching assignments to demonstrate to legislators that the issue is under control. In Ohio, a committee composed of faculty members and administrators recently reported on the workload issue to a task force appointed by the Ohio Board of Regents at the request of the Governor. The committee began by noting that different institutions had been assigned different missions to meet the broad educational needs of the state. Ohio has directed that community and technical colleges focus primarily on teaching; that four-year baccalaureate institutions concentrate on undergraduate education but also offer a number of graduate programs; and that research universities maintain a balance among undergraduate teaching, graduate instruction, and research.

The committee then argued that, within this framework, mission should govern workload, and it devised a formula to help determine what might be reasonable expectations regarding the number of courses to be taught by faculty members in these different kinds of institutions. It estimated the number of hours spent in an average course, and factored in the faculty's research and service obligations at certain kinds of institutions. Having done that, the committee suggested that in a four-year undergraduate institution, faculty members in a typical department might spend 60 to 70 percent of their time in instruction and advising. The remaining 30 to 40 percent would be devoted to research and service. The typical faculty member would probably teach three three-credit courses per term.

In an institution that included both undergraduates and graduate students, where more research was required, the typical department would probably devote 40 to 50 percent of its time to instruction, and the typical faculty member might be expected to teach two courses per term and do extensive advising of graduate students. The remaining time — roughly 50 to 60 percent — would be devoted to research and service.

The committee said that, in most cases, the department was the appropriate unit to make specific assignments, because it alone could monitor student demand for courses and regulate faculty members' availability. The committee suggested that the department as a whole be given a specific number of courses to teach, which could then be apportioned flexibly by the chair. Within this construct, faculty members might well teach varying loads. A professor between projects might teach an extra course one year to accommodate a colleague trying to finish a book. The following year the pattern could reverse. The important point is that the department would be responsible for covering a given number of courses that the

institution deemed appropriate, which should rectify the kinds of problems that legislators have identified.

Working with that draft framework, a University of Cincinnati faculty-workload committee was able to devise a systematic policy to govern the various, and vastly different, colleges that make up the university. Under that plan, different units work from different expectations, and some teach more than others. . . . Acknowledging differences in missions, the process insures fairness and flexibility and an end to the inconsistencies that have plagued us in the past.

This example demonstrates that we can put our own house in order. We can construct a reasonable system that addresses the concerns of our critics and still preserve the flexibility that is essential for our colleges and universities to remain vital and alive.

To make such a system viable, however, we need to show legislators that it can work. We must articulate better the differences among institutions in every state. We need to show how the responsibilities of community-college faculty members do differ from the expectations placed on professors at research universities. And we must show that, even though we have hesitated to address the workload issue in the past, we now are ready to deal with it systematically.

State governments have a vested interest in our colleges and universities. In 1991 alone, they provided \$40-billion, and that gives them a voice in our affairs. The question we can help answer is: What kind of a voice will that be? Our role is to publicize what we do, respond to our critics as non-defensively as we can, and devise workable ways of making teaching assignments that acknowledge the charges we hear. Only in that way can we avoid the micromanaging that otherwise looms ahead.

# Training Teaching Assistants to Teach Undergraduates

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*“Most future faculty members learn about teaching by serving as teaching assistants — cannon fodder, really, in a process that devalues teaching by expecting the least experienced to be full substitutes for the most accomplished.”<sup>1</sup>*

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*“[G]raduate teaching assistants personify [the] learning process by combining the roles of researcher, teacher, and student, thus serving as a necessary and valuable cohesive element in the university. . . . However, up to this time there has been no comprehensive effort to prepare them to be quality teachers.”*

—REPORT OF THE COMMITTEE ON TEACHING OF THE COLLEGE OF ARTS AND SCIENCES, UNC-CHAPEL HILL<sup>2</sup>

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The focus in Chapter XI is on preparing graduate students as future faculty members. However, many graduate students, regardless of whether they will eventually become professors, still teach classes while they are working on their degrees. Unfortunately for graduate students, popular lore surrounding graduate teaching assistants (TAs) is full of illustrations and examples of TAs' incompetence, lack of preparation or knowledge, and — for some foreign-born TAs — inability to speak English. Other complaints reflect undergraduate students' disappointment that they are taught by instructors barely older than themselves, rather than by more senior professors who are also assumed to be better prepared, more knowledgeable, and simply better-suited to conduct a class.

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*“Sometimes, freshmen are left to flounder with teaching assistants they might have problems communicating with, while older, more advanced students get the benefits of real professors.”*

— AMY ANDREWS, STUDENT, UNC-CHAPEL HILL

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Are these stereotypical criticisms accurate at UNC schools? Are TAs, as the above quote suggests, merely ill-prepared cannon fodder? Are they enthusiastic, ready

and eager to teach about a field that is still fresh and exciting to them? Or are they somewhere in between — teaching because that's what you do to earn your fellowship or stipend, and you may as well make the best of it? As the president of the Council of Graduate Schools in the United States stated, “I believe that broad-brush indictments of the TA experience are unfair and unproductive. They do a disservice to hundreds of departments in dozens of disciplines that spend time, effort, thought, and money on TA training and education.”<sup>3</sup>

Not all universities in the 16-campus UNC system have graduate programs, and even within schools that do, not all *departments* offer graduate instruction. This chapter, therefore, examines only the preparation and training efforts of the 147 departments — 47 percent of the total responding — that both have graduate programs *and* have graduate students teaching undergraduate classes. The 10 universities in the system meeting these criteria are Appalachian State, East Carolina, North Carolina A&T State, North Carolina Central, North Carolina State, UNC-Chapel Hill, UNC-Charlotte, UNC-Greensboro, UNC-Wilmington, and Western Carolina.<sup>4</sup> These students may either teach alone, with a supervisory faculty member, or teach a discussion section of a large lecture class taught by a professor. Several departments, both in North Carolina and elsewhere, have exemplary training programs, and these will be described in greater detail. (Appendix X

at the end of the book contains additional samples of TA training and evaluation programs at UNC system schools.)

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*"Efforts to train people to become college teachers are few and are directed primarily toward teaching assistants. These activities are usually discipline based, and are extremely variable in adequacy, intensity, and quality across departments and institutions. The TA experience, in the right context, with the right mentor(s) can be a superb introduction to college teaching; in the wrong hands, it can have the opposite effect. . . . It can [also] be seen solely as a way of supporting graduate students that gives them good experience. That can be an end in itself."*

— JULES B. LAPIDUS, PRESIDENT, THE COUNCIL OF GRADUATE SCHOOLS IN THE UNITED STATES<sup>5</sup>

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### A. Training Programs for Teaching Assistants

In response to criticism they have received for unleashing ill-trained graduate students on undergraduate classes, universities across the country are beginning to offer training programs for teaching assistants. At some universities, *all* graduate students who will be teaching un-

dergraduates are required to attend a workshop on teaching techniques; at others, departments provide their own instruction. This can range from one lecture by a departmental administrator to a full-blown and in-depth class.

As Harriet Sheridan writes, "The education of Junior [i.e., a future faculty member] begins with the short-range objective: getting the TA ready for the campus classroom. . . . Offices of instructional development, centers for teaching and learning, and so on become the agents by which such instrumental knowledge is provided for all who seek it. Only a few universities require of their graduate students course-length instruction in teaching issues, and even fewer offer the courses for credit."<sup>6</sup>

In departments without formal training programs — however brief — faculty members are generally assigned supervisory responsibility for one or more TAs, and individual professors are made responsible for their TAs' training. This may produce some faculty who take a serious interest in the training and monitoring of their TAs, or may lead to training which consists solely of advice to "look professional."

Because of the possibility of great irregularity in training, many faculty members advocate a more standardized process. David Lowery, chairman of the Political Science department at UNC-Chapel Hill, said that in his department, "For years, TAs were assigned to a faculty mentor, who was supposed to go over their syllabus, give them help in their teaching, and so on. This worked pretty well,

***Dr. Joel Schwartz, left, Director of the Center for Teaching and Learning at UNC-Chapel Hill, reviews instructional materials with instructional designer Anne Geer, right.***



but it was dependent on how good a mentor the TA had. For the last few years, we've instead held a training course for incoming TAs in the August before they start their teaching. It's an intensive course, and all TAs have to take it."

Similarly, Sharon Jacques, a faculty member in the department of Nursing at Western Carolina University, writes: "How many teaching assistants sit down with their supervising professors and receive regular guidance about the mechanics of 'outstanding teaching'? Even if this happens more often than I think it does, would it not be a better use of those outstanding teachers' time to have at least a required interdisciplinary graduate seminar on the process of teaching before TAs are turned loose to practice on innocent undergraduates? Do graduate faculty expect their *research* assistants to function without any prior knowledge of the *research* process?"

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*"In order to strengthen the perception of teaching as a subtle art commanding a full response of intellectual skills, not merely pragmatic routines, graduate students should observe faculty from different disciplines who were chosen for their success as teachers and scholars; actually teach before them; and offer observations on the forces affecting their . . . choice of materials and methods."*<sup>7</sup>

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Among the 147 departments at schools in the UNC system that offer graduate programs and use graduate students as teaching assistants, only half (71, or 49 percent) reported having at least some form of training procedure or program. Some of the departments offer their own; others rely on a training course run by the university which all TAs are required to attend. Departmentally-designed courses seem to be the more extensive of the two and offer the additional advantage that the material presented about teaching can be specifically tailored to the field's subject matter. While there are some universally helpful teaching techniques, what TAs need to know about teaching chemistry might be very different from what they would need to teach drama.

The Committee on Teaching of the College of Arts and Sciences at UNC-Chapel Hill recommended a departmentally-based training system for the College's teaching assistants. While the committee urged each department to require its first-time teaching assistants to attend the Training Workshop offered by the Center for Teaching and Learning, it also stated that the Dean should provide the departments the resources necessary to develop their own training program.

Furthermore, an administrator in the dean's office was to be appointed as the College's teaching assistant coordinator, who would review the programs of all the departments to ensure that they were meeting the needs of both departments and students. The TA coordinator was also

to make available to all chairpersons descriptions and models of exemplary departmental programs at the university. Finally, departments were advised to recognize that not every graduate student is competent to teach, and that they were responsible for ensuring that only qualified people serve as TAs.<sup>8</sup>

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*"I have mixed feelings about the criticism of teaching assistants. The people who level the most criticism at them want to replace them with faculty who may teach even less well. At least TAs are, for the most part, teaching things that are still interesting to them, and teaching them with enthusiasm."*

— LLOYD V. "VIC" HACKLEY, CHANCELLOR,  
FAYETTEVILLE STATE UNIVERSITY

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The examples presented below highlight the range of departmental programs at North Carolina's public universities. Most of these were developed relatively recently, prompted by national complaints about teaching assistants who were both poorly prepared and were carrying a large share of the instructional load.

While undergraduate students understandably expect that they will be taught by experienced faculty members, it is also worthwhile to keep in mind what Thomas Wallsten, a professor of psychology at UNC-Chapel Hill, has to say about the advantages of using teaching assistants: "These graduate students generally teach small discussion and laboratory sections to supplement the lecture classes by professors. Advanced graduate students may also teach their own classes under supervision. As a result, undergraduates have the opportunity of very small classes with people whose enthusiasm for their discipline is enormous."<sup>9</sup>

### **Exemplary TA Programs Within the UNC System**

The English department at UNC-Charlotte has one of the more comprehensive programs in the UNC system for training teaching assistants. According to chairman Ron Lunsford,

*"I think many schools would like the sort of program we have here; it's mostly a question of how you fund the training. This university has the best program for training TAs — in the English department, that is — of any university I know of or have taught at. You can tell how important it is by the seriousness by which the department approaches TA training and by the amount of the departmental budget devoted to it. The program has been in existence for about four or five years — as long as we've allowed TAs to teach. Before we had the program, graduate students didn't teach,*

because we didn't just want to throw them into the classroom unprepared — it would be bad for both the TAs and their students.

"Basically, the program is set up so that graduate students do not teach their first year. They have assistantships and take as a part of their contract a course — English 4400 — on the theory of teaching writing, especially as it is demonstrated and learned in tutoring. Each first-year graduate student works about 10 hours a week in the Writing Resource Center, tutoring students on writing. The students needing help are often referred to the Center by second-year graduate students, who are now TAs.

"During their second semester, they're ready for a program called Tutors on Tour, which makes them available to any classroom across campus to talk about writing. The tutors from this department all write short pieces on their views about writing, and these are collected into a booklet and circulated to faculty members across campus. The students are then sent to guest lecture about writing, often when the faculty member has to be out of town or absent from class. First-year students also have to take at least one composition theory course, which is taught by a writing expert — often the director of the Writing Resource Center. The students also have a practicum, which helps them with the day-to-day of what they do and the sorts of problems that come up when they're tutoring in writing.

"By their second year, then, students are ready to TA and have completed hundreds of hours of tutoring, at least one composition theory course, and have maybe done some guest lectures. They've had a great deal of practice at looking at student texts and writing, so that when they get their first papers to grade as TAs, they know what to look for and what to do. During this second year, they teach on their own, but they're under the tight supervision of the departmental director and assistant director of writing. There are usually about 10 to 14 second-year graduate students, so the director and assistant director each mentor about five to seven students. They visit classes, look at the papers the TAs have graded, and are generally available for advice and help. They also evaluate the TAs' teaching and make sure that everything is proceeding correctly."

The Psychology department at Appalachian State University, which offers a two- or three-year master's degree in five different fields, has a similarly thorough training program. Graduate students cannot teach until their second year, and only after they have completed 18 hours of coursework.

"All grad students who want to TA must take a one-credit course called Psych 5011, the Teaching of Psychology," explains Paul Fox, a professor in the department and the teaching assistant coordinator.

"Students take the course, which meets at night, during their first year, in which they learn about topics such as stimulating discussion, developing teaching methods other than lecturing, developing a syllabus, grading, and handling problems like cheating. Students also sit in on two courses taught by TAs and two courses taught by faculty members in order to observe their teaching techniques and what seems to work well.

"After the course, I meet with the chairman and select which students should teach during the next year. Students who are selected to teach must take the course again, and continue to take it as long as they teach. Therefore, some graduate students will have taken the course three times by the time they graduate. Repeating the course allows them to keep building on their experiences, and having them around is useful for the new graduate students as well. The TAs undergo a lengthy evaluation process for the classes they teach — even more than regular faculty members, as they are evaluated by their students both at midterm and at the end of the course. After the midterm evaluation, I go over the results with the TAs; they identify both their strengths and what they want to work on. I visit their classes frequently, and write a report about their teaching. After I meet with them to discuss their students' and my evaluations, the whole TA group meets to discuss ways to improve teaching.

"The TA evaluations by students are typically very high; students seem to feel that the TAs are well-prepared, enthusiastic, and relate well to them. Our department's TAs have done well in university-wide TA awards which are offered through the graduate school, which give the winners a \$500 cash prize and a plaque."

James Long, the chairman of the department, added that he has had no complaints about TA teaching, and attributes their success to the fact that the TAs are so well screened through interviews and by their performance in the class before they teach.<sup>10</sup>

The department of Sociology, Anthropology, and Social Work at North Carolina State University also conducts its own training program for graduate students, in conjunction with that offered by the university. According to chairman Luther Otto,

"All graduate teaching assistants must take the university's teaching effectiveness workshop, and we also have departmental seminars for graduate students which deal with all aspects of their professional lives, including teaching. Teaching assistants must have completed 18 hours of graduate work and have worked with a faculty member for one year in a non-teaching role before they can teach. They're very closely monitored; we sit in on TAs' classes to make sure that everything's going

*well. Because of this preparation, I believe, our TAs have done very well in winning TA awards at the university level — we've won an award in three out of the past four years."*

North Carolina State's English department requires graduate students to take a three-credit course called Teaching College English. The department assigns each TA a mentor who works closely with the graduate student, and the director of undergraduate teaching observes classes taught by TAs regularly.

The need for training programs in the Math department at East Carolina University is somewhat different from those at most other departments, explains chairman Robert Bernhardt.

*"The teaching assistants we have are often people who are here for a master's degree in math education — we do not have a doctoral degree in this department. Many of our master's students already have extensive teaching experience and are very good. Our teaching assistants are regularly monitored in class, and we also have an intense mentoring program for them until they obtain 18 graduate semester hours in mathematics. Faculty meet with the TAs at least every other week to go over what's going on in class, and they review test formats and test grades. After a TA has been monitored for about 18 to 24 months, we stop the in-class monitoring, and relax the out-of-class mentoring somewhat. We have a common departmental final for classes that TAs have taught, so we can see if any TA's classes are consistently performing lower, which could indicate a problem with teaching. We've really had good luck with our TAs and many of them get higher evaluations than regular faculty."*

### **Exemplary Programs Outside of North Carolina**

Training programs at departments in universities outside of North Carolina also offer some interesting ideas. At the *University of Pennsylvania's* English department, for instance, teaching assistants are assigned to different faculty observers each semester that they teach, in order to benefit from various perspectives and thoughts on teaching. This arrangement also gives graduate students a continuous and intensive review of their progress, rather than ending with their first semester of teaching as many mentor programs do.

The faculty members perform the usual evaluations: they review the syllabus, the choice of readings, the frequency and nature of assignment and tests, the TAs' grading practices, and the effectiveness of the TAs' teaching techniques, based on two or more visits to the classroom during the semester. The faculty observers then write formal reviews of the teaching assistants, which

form the basis of each student's dossier. These are compiled by the department chairperson and are believed to more fully describe the nature and quality of each student's teaching.<sup>11</sup>

At the *University of Indiana at Bloomington*, teaching assistants in the Math departments must take a one-credit, semester-long training seminar. The seminar includes a how-to-do-it section covering topics such as the first day of class, ordering textbooks, grading policies, and teaching strategies. Students present mini-lectures and view videotapes of each other teaching, both of which are critiqued. They discuss questions that frequently come up among TAs, such as: "What do you do when the undergraduate student says, 'I didn't get it' . . . besides just repeating yourself?" Seminar participants also observe three faculty-taught classes — one large, one medium, and one remedial — and write evaluations. They look for strategies that work and ones that don't, trying to determine what they might do instead.<sup>12</sup>

## **B. Monitoring and Evaluating Teaching Assistants**

Even though all of the departments in UNC system schools do not provide formal *training* programs for their teaching assistants, the vast majority — more than 70 percent — do have procedures in place for *monitoring and/or evaluating* them. In many cases, according to data from the departmental surveys, the monitoring and evaluation included a training component, even if not expressed as such.

Much of the monitoring of TAs is done by their faculty supervisor or mentor. Teaching assistants in the department of Geography and Planning at Appalachian State University, for example, are visited by the department chairperson and their faculty mentor. At East Carolina University's English department, the directors of Freshman Composition and the Writing Center monitor all teaching assistants. At UNC-Chapel Hill's department of Classics, faculty members visit all sections taught by TAs, then talk with them about their teaching; the Mathematics department occasionally videotapes TAs' class sections. In UNC-Charlotte's Physics department, the lab supervisor checks on TAs' classes and conducts weekly meetings they must attend. Teaching assistants in the department of Physics and Astronomy at UNC-Greensboro also meet weekly with the faculty member in charge of the course.

Evaluations of teaching assistants are similar to those required of regular faculty members — questionnaires completed by students in the course — and the results are generally reviewed with the TA. Departments in some schools — such as Mathematical Science and Technology at Appalachian State — use a separate Graduate School questionnaire at the end of each semester. Faculty supervisors in East Carolina's Art department are required to complete a written evaluation of each TA. At North

## Recommendation re: Training and Monitoring Teaching Assistants

**1** The UNC Board of Governors should enforce its existing policy that no graduate student teaches an undergraduate course without extensive training, monitoring, and evaluation. Although a number of departments with graduate students in the university system have exemplary programs for teaching assistant (TA) preparation, others provide only rudimentary training and monitoring. According to responses to the Center's survey, only half (71, or 49 percent) of the departments reported having at least some form of training program or procedure. Some of the departments offer their own training sessions; others rely on a training course run by the university which all teaching assistants are required to attend. Even though the majority of departments in the UNC system — about 70 percent — have procedures in place for monitoring and evaluating their teaching assistants, there are still a number of TAs who teach without proper preparation and monitoring.

With sufficient support and guidance, teaching assistants can do an excellent job in the classroom; without training, undergraduate education can suffer, especially at the large universities where teaching assistants frequently teach introductory courses. **Departments should be required to have suitable training and evaluation programs for their teaching assistants, and should be given the money and personnel to put these in place.** Ensuring that TAs are suited for teaching and well-prepared for their assignments would go a long ways toward removing the stereotypes currently plaguing them.

Carolina State's department of Computer Science, TAs' student course evaluations are reported to the dean as well as to the Graduate School. UNC-Chapel Hill's History department requires not only end-of-semester student evaluations of TAs' classes, but *mid-semester* diagnostic student questionnaires as well. Teaching assistants in the Chemistry department at UNC-Charlotte take a weekly seminar-internship during the semester they teach, and the seminar instructor's observations and student evaluations are discussed with individual TAs. Each TA's progress in 12 teaching characteristics is graphed progressively twice a semester, and the TAs receive a grade of Satisfactory or Unsatisfactory in their semester-internship. Many departments also monitor TAs' grade distributions to ensure that they are fair and in line with departmental expectations.

Though the departments in UNC system schools with teaching assistants are making efforts to train and prepare

them for teaching, less than half of all departments with TAs have formal training programs. Even training consisting solely of a day-long workshop would be highly useful to a graduate student who has never taught before, and no undergraduate student should be taught by an instructor who has not had some type of training.

Departments are better at monitoring and evaluating their TAs, but even here the procedures are not universal. Teaching assistants need feedback, from both their students and their supervisors, in order to continue to develop into good teachers. Something as simple as mid-term student evaluations would help TAs discover both their teaching strengths and what needs work, and would give them a chance to improve during that semester.

<sup>1</sup> "The Business of the Business," *Policy Perspectives*, a publication of the Pew Higher Education Research Program, sponsored by The Pew Charitable Trusts, Philadelphia, Vol. 1, No. 3, May 1989, p. 6.

<sup>2</sup> Philip A. Stadter, chair, "Report of the Committee on Teaching of the College of Arts and Sciences," UNC Chapel Hill, February 1, 1988, pp. i, 2.

<sup>3</sup> Jules B. LaPidus, "Preparing Faculty: Graduate Education's Role," *AAHE Bulletin*, Vol. 39, No. 9 & 10, May/June 1987, p. 4.

<sup>4</sup> A survey released in 1990 by the U.S. Department of Education found that 29 percent of all departments in **four-year schools** used teaching assistants, whereas 51 percent of all departments in **doctoral** institutions used them. There was an average of 3 TAs per department across all institutions. Higher averages were reported by departments in doctoral institutions (8 per department), and even higher in doctoral institutions in the arts and sciences program areas (12 per department). Source: National Center for Education Statistics Survey Report, p. 4.

<sup>5</sup> LaPidus, p. 4.

<sup>6</sup> Harriet W. Sheridan, "The Compleat Professor, Jr.," *AAHE Bulletin*, Vol. 41, No. 4, December 1988, p. 5.

<sup>7</sup> *Ibid.*, p. 7.

<sup>8</sup> Stadter, pp. iii-iv.

<sup>9</sup> Thomas S. Wallsten, "Don't Cut Off Life-support System of University — Funds," *The News & Observer*, Raleigh, NC, April 29, 1991, p. 9A.

<sup>10</sup> The ASU Psychology department also offers a class for junior and senior undergraduates (potential graduate and teaching assistants) called Instructional Assistance, which is described in the course catalogue as "a supervised experience in the instructional process on the university level through direct participation in a classroom situation." Students who take this class are then given the opportunity to assist faculty members by helping with course preparation and development or delivering a class lecture.

<sup>11</sup> "Back to Business," *Policy Perspectives*, a publication of the Pew Higher Education Research Program, sponsored by The Pew Charitable Trusts, Philadelphia, Vol. 3, No. 1, September 1990, p. 6.

<sup>12</sup> Ursula Elisabeth Wagener, "Changing the Culture of Teaching," *Change* magazine, Vol. 23, No. 4, July/August 1991, p. 34.

# “Finding Light in the *Heart of Darkness*” \*

Near the end of Joseph Conrad’s *Heart of Darkness*, the infamous ivory trader Kurtz, on his deathbed in the Congo, whispers the phrase, “The horror! The horror!” But the truly climactic episode follows Kurtz’s death when the narrator, Marlow, visits Kurtz’s fiancée in Brussels. Throughout the story, Marlow has said that he despises lies, but when asked by Kurtz’s “intended” what his last words were, Marlow lies and says that with his last breath “the great man” spoke her name.

In the spring we had closed the semi-circle of our desks to a closer-knit circle with the teacher’s desk outside.

“Why does Marlow lie to her?” I asked.

As usual, I felt a physical urge to answer my own question quickly, to point them to the passage early in the book where Marlow reminds his listeners that London, the capital of civilization, was once itself a dark and horrific

place. I could hear my own sweet voice within my head. “Don’t you understand? We build our culture on blindly held illusions.”

But instead I did the Curmudgeon count: one thousand one, one thousand two, one thousand three . . . In the middle of my counting I recalled Milton’s famous line, the one the *Norton Anthology* uses to illustrate a snail’s crawl of poetic rhythm: “Rocks, caves, lakes, fens, bogs, dens, and shades of death.” The wait seemed endless.

Just before I gave in to answer my own question, Tommy shifted in his seat. “It wouldn’t do any good to tell her the truth,” he said.

Oh my God, I thought, he used “good” and “truth” in the same answer. My mind spun. I could allude to Keats’s truth and beauty and tell them about his bittersweet love for Fanny Brawne — surely there was a connection there. But then I stopped myself.

“Why not?” I said. And I counted again. “One thousand one, one thousand two, one thousand three, one thousand four . . .”

“Sometimes it’s better to lie about things,” John said.

“No, you should always tell the truth.” It was Elizabeth, who had invited me to her church three or four times.

“And just because she’s a woman — doesn’t mean she can’t face the truth.” This time, Millie. “We said the natives of the Congo had a different culture, didn’t we? No better, no worse than the European one. She lives in a different culture from Marlow, that’s all. It doesn’t mean you have to go to the Congo to explore. And the truth of Kurtz’s death might have opened her eyes.”

“But are you going to tell the truth if it shatters someone else’s carefully created illusion?” I said. And then, without thinking, I said, “It might lead to despair.”

A terrible mistake. I knew it right away. I had offered an answer, and silence followed. No one knew how to respond to a teacher’s statement.

But Parker, the most unlikely candidate, asked his own question: “Do you think we have illusions?”

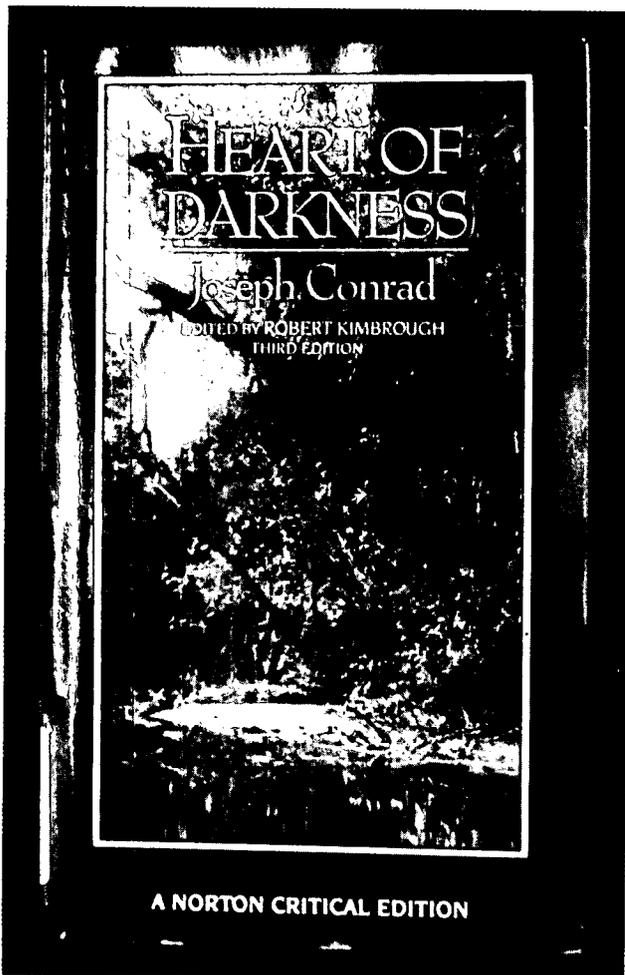
“No, not really,” Mike said.

“This school is built on more than one,” offered a previously quiet voice.

“That’s for damn sure.”

Now I had to say, “Your language, please, John.”

“I’m sorry, sir, but it’s true — about the school, about society. You’re supposed to act a certain way, the civilized



\* Z. Vance Wilson, from *The First Year of Teaching: Real World Stories From America's Teachers*, Pearl Rock Kane, ed., New York: Walker and Co., 1991. Reprinted with permission.

way, I guess. Rules and more rules. But lots of them are false. The whole thing is false. Something inside of you, you know . . .”

“Is that bad?” Elizabeth asked. “I mean, that we’re taught to act differently from our instincts.”

“Of course it is. We ought to be who we are.”

“But then we’d all be savages.”

The bell rang. No one moved.

“It’s a sham, man. A lie.”

“It’s the same illusion Marlow gave to that woman, and he said he never wanted to lie.”

“He had to lie, he had to.” Arthur pounded his desk. “The truth would have killed her.”

“But somewhere in the story he says lies smell of death,” Millie said.

Suddenly we looked up at one another. I was speechless. And in a second they were gone.

John, hurrying out the door, looked at me. His face beamed.

“That wasn’t bad, was it, Mr. Wilson?”

“Just great.”

“We ought to do that more often. It’s nice to see people in this room care about ideas.”

I had been under the terribly civilized and common teacher’s illusion that I’d been teaching them to care about ideas every day of my rookie year. But for the first time of many in my teaching career, I realized my own lie: two agendas were being conducted in the classroom — mine and theirs. Waiting for the agendas to meet, waiting for them to care enough to try, and waiting for me to care enough to let them try — it couldn’t happen while I insisted on answering the questions. It would take as long as parallel lines finding their way to infinity. One thousand one, one thousand two, one thousand three . . .

# The Next Generation: Training New and Future Faculty

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*“Perhaps the greatest opportunity for reform, and for reinforcing that sense of collective responsibility for instruction on which good teaching depends, lies in the training of graduate students. It is during these years that future faculty develop and hone the instincts that define the academic culture. Changing that culture means altering the attitude that regards graduate study as an occasion to train research scholars first, teachers last. Restructuring graduate degree programs to include an explicit teaching component would be a substantial step in restoring a balance between the mission of discovering new knowledge and that of educating new minds.”<sup>1</sup>*

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**T**here are several issues to be addressed under the general category of training faculty. This chapter concentrates on the selection, recruitment, and preparation of graduate students to become future professors, as well as assisting new faculty with their teaching. (Chapter X focuses specifically on training graduate students to be teaching assistants.)

The next ten to fifteen years will see a significant turnover in the professoriate, as faculty members hired in the “boom times” of the 1960s reach retirement age. Those who are interested in promoting teaching see this as an exciting opportunity to shape the university of the future, by beginning now to train a new generation of faculty committed to and prepared for excellent teaching. As Russell Edgerton, President of the American Association for Higher Education (AAHE) puts it, “The issue that intrigues me, . . . looking at the upcoming changing of the guard, is the opportunity for a second try at making a professor. In the 1960s, we were so caught up in building buildings, and organizing institutions to keep up with enrollments, we had little time to stop and think about the teaching tasks that faculty were to perform, or how they should be prepared for these tasks. This time, we can do it right.”<sup>2</sup>

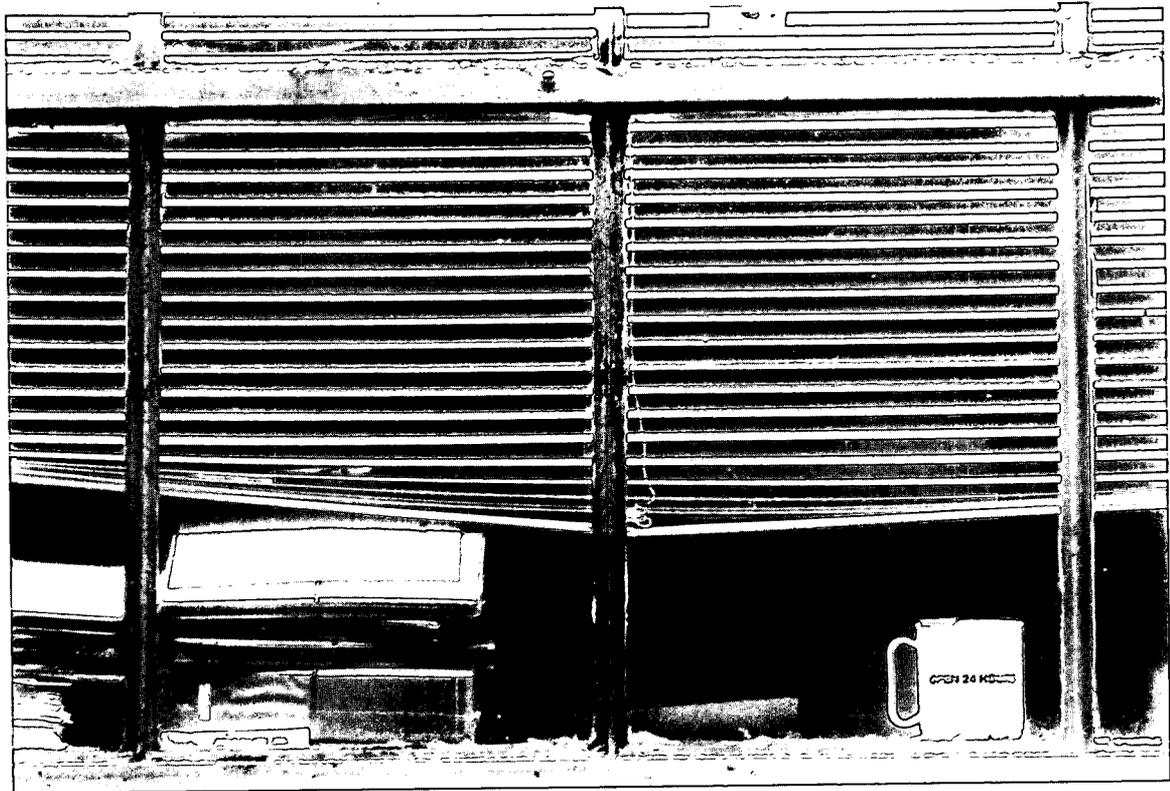
“Doing it right” this time around involves making changes in two major areas: 1) the process of recruiting and selecting graduate students, and 2) preparing and training these students for college teaching.

## A. Graduate Student Selection

Undergraduate students typically decide to go to graduate school based on their interest in their major field of study. James Bess, in his article “College Teachers: Miscast Professionals,” noted that:

*“Most of today’s college faculty decided on an academic career by discovering in their junior or senior year [of college] that they could “do” economics or chemistry or philosophy. That is, they performed well in classes, achieved good grades, and, most important, received positive feedback from faculty mentors. ‘You know, you ought to consider teaching this subject,’ says the elder to the fledgling. ‘Well, why not?’ thinks the inchoate academic.*

*“To see the weakness in the process of filling the pool of applicants to higher education teaching careers, it is necessary to identify the characteristics of the college student/would-be teacher that came to be recognized by his/her college professors as indicative of future faculty potential. To exaggerate somewhat (again, exceptions abound), the student is a high-achieving, conforming, grade-conscious, somewhat anti-social, prematurely narrow specialist . . . . Excitement comes in discovering ideas, working them over, extending them, and then sharing them with peers of similar bent, not with unsophisticated students who take too long or are too unfocused to understand. . . . So the pool of would-be teachers is*



*filled with people whose innate character is not likely to make them good teachers.”<sup>3</sup>*

Bess goes on to say that from this already select pool of potential graduate students, faculty members then select those whose *research* potential is greatest, as those students’ work with faculty members and resulting publications enhance the prestige of the department. “He or she graduated from *this* department,” the faculty members can then boast.<sup>4</sup>

Furthermore, what is emphasized in graduate school is believed to shift the attention of even the most ardent future teacher, according to the editors of *Policy Perspectives*, a publication of The Pew Higher Education Research Program. “There is a sad irony in the fact that many of those who pursue graduate study were first inspired in college by a superior teacher who personified the challenges and rewards of intellectual pursuit. The culture of graduate school transforms that passion for discovery and knowledge into a more practical, even cynical concern to carve a niche in a particular specialty. Research, publication, and professional practice, rather than instruction, become primary objectives from an early point in one’s graduate training: the necessity of teaching undergraduates in this pressured environment comes to be regarded as a tedious impediment, a necessary but distracting means to secure financial support while earning a doctorate. ‘Don’t let your teaching get in the way of your dissertation’ is the remark repeatedly heard around gradu-

ate student tables across higher education.”<sup>5</sup>

What is needed, reformers believe, is the establishment of new norms and attitudes. Rather than assuming that graduate students should be trained primarily to conduct research, universities and departments should focus on training them to be teachers. Rather than assuming that advanced knowledge of the subject is sufficient to teach students, careful preparation, instruction, and supervision are necessary. Finally, rather than bowing to an incentive structure that is focused almost exclusively on the recognition of publication as the only academic achievement worthy of merit and career mobility, future faculty members should see that reward, prestige, and advancement come as a result of excellent teaching as well.

### **B. Preparing and Training Graduate Students for College Teaching**

*“The strength of an institution’s faculty lies in its academic expertise and ability to impart knowledge and understanding through excellent teaching. The traditional preparation for academic careers, however, focuses on the discipline and emphasizes research rather than teaching. To strengthen the preparation of faculty members . . . , the Committee concluded that doctoral degree-granting institutions should provide supervised teaching opportunities for those graduate students who plan to pursue academic careers. Such opportunities might include*

*coursework or seminars on teaching methodologies and learning styles, formal mentoring opportunities for graduate students with excellent undergraduate instructors, and supervised teaching assistantships on campus or internships at nearby community colleges.*"

— THE STATE OF ILLINOIS BOARD OF HIGHER EDUCATION, REPORT OF THE COMMITTEE ON THE STUDY OF UNDERGRADUATE EDUCATION<sup>6</sup>

Once graduate students have decided on a future career as a professor, what sort of training should they have to prepare for this vocation? Should there be two tracks in graduate school — a "teaching" track, preparing students to be college teachers, and a "research" track, designed to produce Ph.D.s who will concentrate more specifically on inquiry and investigation? This solution may sound somewhat extreme, but some critics of the current system of graduate training see it as a logical step.

"A fellowship program is needed to support a group of graduate students with significantly different attitudes from those presently drawn from the pool," writes James Bess. "In addition, there must be rewards to graduate departments that not only develop new *teaching-oriented* admissions criteria, but verifiably employ them in selecting these new students. . . . Finally, procedures must be established to ensure that fellowship recipients, after re-

ceiving their degrees, are indeed hired and given tenure in spite of the prevailing press of the research culture."<sup>7</sup>

Others foresee a less dramatic revision of the current graduate school experience. As knowledge of subject matter still constitutes the overwhelming core of graduate education today, "Professors offering graduate instruction typically forget that the students they teach will soon function as classroom teachers themselves. Regular courses within the discipline do not include explicit consideration of pedagogical issues. For example, graduate students are never asked, in paper assignments or examination questions, to construct and justify undergraduate syllabi on a given subject."<sup>8</sup>

Many universities, including some of those in the UNC system with graduate programs, do have classes or training programs for graduate students who will be teaching assistants (see Chapter X). The training the graduate students receive typically covers some of the areas mentioned — constructing and grading exams and papers, for example — but most programs still consist of a brief and generalized presentation on teaching methods. The idea of devoting a substantial amount of a graduate student's time and coursework to preparation for professional teaching is a relatively new one, but one well worth pursuing.

In North Carolina State University's ten-year plan, for example, the English department proposed to add a Ph.D. which, "In contrast to the doctoral programs in literature offered by UNC-Chapel Hill and UNC-Greensboro . . .

**Dr. Gerald Unks' graduate class at the School of Education, UNC-Chapel Hill.**





will integrate a wider scope of scholarly activities in rhetoric, composition, and linguistics . . . , and provide training for college teaching.” Pembroke State University is planning masters’ level programs in history, psychology, and English which are geared towards the needs of students who are planning careers in community college teaching.

The English department at UNC-Charlotte is interested in offering a Ph.D. program focusing on teaching, which department chairman Ron Lunsford differentiated from others at UNC system schools. “We’re really interested in beginning a degree in pedagogy — that is, teaching writing — without the ‘educationese’ often associated with it. Our program would work on literacy and on *teaching* writing and reading. Research in our department in the past five years or so has gone up exponentially, and most of it is very connected to pragmatic and practical issues — research about teaching and about responding to student writing.”

James Leutze, chancellor of the University of North Carolina at Wilmington, recommends a four-step program for aspiring faculty that could be applied across departments. Three of the steps apply to professors during their first three years of teaching and will be discussed later in the chapter, but the first step occurs during graduate school.

“At the graduate level, before students receive their Ph.D., every student should take a year-long course in teaching with a master teacher in the department. Students should learn teaching techniques, and give several

lectures to fellow graduate students which are evaluated by the professor. During the late 1960s, Duke University’s History department had a program like this, and it was considered a model at the time,” said Leutze.

On the other hand, the authors of a book on the future of higher education in the 1990s write that such courses may be helpful, but not imperative. “Graduate students have been closely observing teaching for seventeen or more years, and this diffuse experience is probably more influential than a single semester or year of supervised teaching. . . . The real preparation for college teaching is a combination of those long years spent observing others, and the trial-and-error experiences obtained during the first five to ten years of actual teaching.”<sup>9</sup>

Although these authors may be correct that the “diffuse experience” of students observing their own teachers is helpful, it is difficult to accept their premise that additional training would not be particularly valuable. In any case, the current trend in graduate education seems to be toward more, rather than less, instruction and supervision.

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*“Anybody who intends to be a college professor should have some kind of training, at least in their initial assignment if not at the university where they do their graduate work. In addition to knowing their subject, they should learn about pedagogy and education — how to plan a course, how to write a syllabus that has pattern and purpose and isn’t just a list of readings.”*

— LLOYD V. “VIC” HACKLEY, CHANCELLOR,  
FAYETTEVILLE STATE UNIVERSITY

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Taking the idea for training that chancellor Leutze suggested even farther, Jules LaPidus, 1987 president of the Council of Graduate Schools in the United States, called for a postdoctoral teaching experience, which would be similar to the very common postdoctoral research position many new Ph.D.s seek out.

*“Postdoctoral experience in research is sought after . . . and adds a valued credential to the curriculum vitae of those seeking either academic or other employment. In many fields, it has become a prerequisite for an academic job. It provides an opportunity to hone one’s research skills, not as a student, but as a colleague.*

*“The equivalent postdoctoral experience in teaching — producing what . . . is often referred to as “the Nomads” (full time nontenure track faculty on short term appointments) — is characterized by ‘despair and dogged determinism rather than optimism’ . . . , and may be viewed negatively by prospective academic employers.*

*“Thus, in the period immediately after completion of graduate school . . . , we persist in the idea that training in research is the appropriate preparation*

for a career as a faculty member. Apparently, we reject the idea that training in teaching, at the level of the postdoctoral, is useful or desirable."<sup>10</sup>

LaPidus goes on to propose a model for the "teaching postdoc":

*"The postdoctoral teaching experience . . . recognizing the increasing scholarly maturity of the prospective faculty member, can serve as a capstone in the process of preparing college professors. . . . [T]he teaching equivalent of the research postdoctoral appointment [would be] a short term — two to three years — full time, intensive, nontenure track involvement in one's field. . . . [T]he mentor idea should be compelling, and new Ph.D.s should be interested in the opportunity to spend several years developing their teaching skills under the guidance of established faculty members in colleges and universities that have made specific commitments to undergraduate education. This kind of experience should be a definite asset to those seeking academic positions, and the current revival of interest in the preparation of faculty should be a good time to design and implement programs of this kind."*<sup>11</sup>

The idea is an interesting one; it allows students to get a thorough grounding in their disciplines during graduate school, then gives them the opportunity to specialize once they have decided to focus their career on teaching. Rather than separating the "teachers" from the "researchers" as early as the tracking model recommended, Ph.D.s who plan on concentrating on teaching will still learn to do the research necessary to become and remain current in their fields.

At least one university in North Carolina is interested in pursuing this type of program. The ten-year plan for UNC-Chapel Hill recognizes the "centrality of doctoral and postdoctoral education to the mission of the university," and calls for consideration to be given "to a public and privately supported UNC-Chapel Hill Fellows program administered by the Graduate School and consisting of Doctoral Teaching Fellows and Postdoctoral Research Fellows with carefully organized experiences in teaching and/or research as well as professional ethics."

### C. Assisting New Faculty

*"[N]ever lose sight of the special needs of the younger faculty, those in the profession already and those who are about to enter it . . . One cannot lose sight of those who will lead the teaching profession into the next century; one must find and encourage and reward the best of them, by paying them well, by appreciating their teaching, their scholarly work, their engagement in the institution's general life, by finding them time to take leave to pursue their*

*research, by keeping the faith with them, by never forgetting."*<sup>12</sup>

The new faculty members of today are different in many ways than their predecessors of even ten years ago. Many come in with teaching experience already under their belts, having served as teaching assistants (TAs) during graduate school. And because of the recent push to train and prepare teaching assistants for their duties, the former TAs are often at least familiar with general pedagogical issues and methods.

Nonetheless, junior faculty are viewed as needing special help to adjust to their new careers, especially with the pressures in many schools (including most of North Carolina's public universities) to conduct research leading to publication in order to receive tenure. Faculty members interviewed for this study were highly sympathetic towards the difficulties new faculty members experience. Many of them noted the great stresses that junior faculty face in their first seven years of employment (the general time one serves as an assistant professor before either being tenured and promoted or let go). Some of the more senior professors commented that the pressures both to publish prolifically and to teach superbly were not nearly as intense when they were first hired, and many doubted that they would now receive tenure at the institution where they are currently employed.

*After a year-long study, a committee examining the rewards system in the University of California system concluded that too much emphasis is placed on research as the basis for promotions. Too often, professors have been caught in a "vicious circle" of seeking research grants and publishing scholarly works, "particularly among junior faculty who find insufficient time and little encouragement to engage fully in the scholarship of teaching and in university and public service."*<sup>13</sup>

Given these expectations of new faculty, what are the best ways to prepare and assist them? Are the expectations unrealistic; do they need to be lowered? Or, as UNC-Wilmington's chancellor James Leutze stated, is it true that, "It will not be easy, but let me suggest without being flippant, that you are not hired to do an easy job. A heavy teaching load and research can be combined, it is all the time and it has been done successfully here."<sup>14</sup>

As discussed in the section on training future faculty earlier in this chapter, many experts on preparing graduate students to become professors focused on changing the culture of graduate school to include a more specific focus on teaching. However, as Russell Edgerton, president of the American Association for Higher Education, noted, "It is easy to lambast graduate schools, but we have to

remember that graduate students in many fields go on to employment in non-academic settings. And many graduate students aren't ready to learn how to teach effectively until they are faced with the actual challenge . . . So the solutions lie not only in changes in graduate education but also in changes in the early years of teaching at our institutions."<sup>15</sup>

One way to change new faculty members' teaching was proposed by the members of the "Higher Education Roundtable" sponsored by the Pew Higher Education Research Program, who suggest that the best place to institute requirements is during the hiring process. As they state, "It is here that the institutional commitment to teaching must begin in earnest. The interview ought to be an occasion during which the candidate is asked to *teach* about his or her dissertation. Candidates who cannot explain the topic and the importance of their research to someone not trained in the same discipline are likely not to have thought about the ways in which specific and general knowledge combine in the teaching act."<sup>16</sup>

Leslie H. Cochran, provost of Southeast Missouri State University (a school at the forefront of the national movement to recognize good teaching), made some more concrete suggestions to improve the faculty hiring process.

*"The evaluation of teaching competency has been a fundamentally weak link in the faculty selection process. . . . [L]ittle attention is typically given to the interview process itself. Here, candidates might be asked to respond to a series of questions such as: How would you describe your philosophy of teaching? How would you characterize your teaching style? What use of student data have you made to improve your teaching? What professional development activities have you attended that focus on teaching? What new instructional techniques have you recently employed? How do you systematically integrate your scholarship into your instructional strategies?"*

*"Efforts to heighten the attention given to teaching in the faculty selection process makes a clear statement to new hires. It also elevates the importance of teaching in the minds of existing faculty colleagues."<sup>17</sup>*

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*"I don't want the department to become a gerontocracy, in which the only way you get recognized is if you've been here 20 years. We try very hard to reward young faculty, and it's also somewhat easier to motivate them. Working with junior faculty really is the way to change a department, if it needs changing."*

— LUTHER OTTO, HEAD OF  
NCSU'S SOCIOLOGY, ANTHROPOLOGY, AND SOCIAL  
WORK DEPARTMENT

A number of universities, both in North Carolina and in other states, sponsor programs for new faculty members to help them develop into effective teachers. During the late summer of 1991, for example, the first New Faculty Seminar on Exemplary Teaching was held at Western Carolina University. The program was initiated by participants in the 1990 Carolina Colloquy on College Teaching (see Chapter VIII), which brought together representatives of 14 of the 16 UNC institutions in order to discuss ways to promote and support good teaching on all of the campuses.

The New Faculty Seminar was designed for tenure-track faculty from any UNC university who had been teaching for three years or less. The purpose of the five-day conference was "to promote effective teaching practices among new faculty, provide an opportunity for new faculty to interact with exemplary teachers, and to show new faculty that teaching excellence is highly valued in the UNC system."<sup>18</sup>

All UNC system chancellors and vice chancellors for academic affairs were notified of the seminar, and each campus was asked to identify potential leaders and participants. Five seminar leaders were selected based on their reputation as outstanding teachers, and 27 participants from 10 campuses attended. The program included many small group discussions and presentations about teaching, including such topics as course planning, motivating students, and testing and grading. Participants were then asked to develop individual applications of ideas presented in the seminar and to incorporate these into their course materials. The program was evidently highly successful, based on the evaluations received. Ninety-six percent of the participants indicated that the seminar had "great value" for them, and participants listed other main benefits as the opportunity for interaction and exchange of ideas with colleagues from other UNC institutions, and heightened awareness of good teaching on UNC campuses.

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*"Maintaining the delicate balance between teaching and research, one that is neither too demanding nor too stifling, one that deprives neither professor nor student, can be an elusive ideal in the turbulent, political world of academia. The quest to produce research, teach competently, and service the University can be overwhelming and stressful, even unrealistic, particularly for young, untenured faculty. . . . What the Lilly Endowment offers is the time to plan and organize these challenges effectively."*

— KAREN C. BLANSFELD, WRITING ABOUT THE  
LILLY TEACHING FELLOWS ENDOWMENT AT UNC-  
CHAPEL HILL<sup>19</sup>

The Lilly Teaching Fellows Endowment, sponsored by the College of Arts and Sciences and the Institute for the Arts and Humanities at UNC-Chapel Hill, began operating in 1990. Recognizing that young faculty at a research university find it difficult to find time to develop both their teaching and research, the Lilly Program seeks to demonstrate that the two can be integrated compatibly in the classroom. The Lilly Endowment initiated the program in 1974 and provides funds primarily to research universities — five per year. The fund provides seed money for three years to get the teaching improvement program underway, and the university is expected to assume full financial responsibility afterwards.

The program grants a semester's leave to a group of young, untenured faculty members to evaluate their teaching, develop course proposals, and work on research projects designed to enhance their teaching. The Fellows are selected by a committee composed of faculty from various disciplines in the College of Arts and Sciences who have won teaching awards in the past. Applicants for the fellowship are evaluated on their teaching record and potential, as well as on the proposals they submit to redesign existing courses or create new ones. The chairpersons of the Fellows' departments must also make a commitment to implement those courses in the future.

Once selected, Fellows are assigned a senior faculty mentor in a department different from his or her own. During their semester sabbatical, they divide their time between course development and research. They also attend national conferences in the fall and spring with Lilly Fellows from other campuses around the country, and participate in several collaborative activities at UNC-Chapel Hill.

One such set of activities, unique to the program at Chapel Hill, are the weekly lunches at which Fellows discuss their individual work and exchange ideas about teaching, course development, and other research. Staff from the Center for Teaching and Learning are brought in to make presentations on matters such as classroom approaches and techniques, organization and structure, course development, use of graphics, and media materials. Participants then use the knowledge gained to make presentations about their research projects to other Fellows. These sessions give Fellows practice in presenting their new material before going back to teach their undergraduate students and give them opportunities to refine their teaching techniques.

The program participants represent many disciplines. According to program director Philip Stadter (former chairman of the College of Arts and Sciences Committee on Teaching, "The feedback from such a diverse array of scholars also proved invaluable. . . . In fact, many Fellows consider these weekly meetings — which initially seem rather demanding — to be the real boon of the program, fostering an intellectual brotherhood often difficult to come by in a large research university."

A colloquium entitled "Sharing the Search" at the end

of the program's first year was designed to bring faculty together to address the integration of teaching and research in the classroom. "Speakers and panelists examined what role teaching and research play in the modern university and how the two can harmoniously interact, a question that has plagued ivy-walled occupants for years."<sup>20</sup>

The colloquium, as well as the program as a whole, reportedly sparked a great deal of enthusiasm about the potential for faculty members to bring their teaching and research together, thereby fulfilling the university's mission both to create and transmit new knowledge. The program gives junior faculty a guiding hand in how to go about this process, and also gives them time and assistance to do it.

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*"Since most faculty already feel strong tensions between the claims of research and the claims of teaching in their careers, an astutely designed program should not push redressing the balance in teaching's favor as part of its agenda. Instead, it encourages faculty to find ways to make research and teaching mutually supportive, since, in most direct competitions between the two, teaching will lose."<sup>21</sup>*

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*In its program to encourage and support junior faculty, the University of Virginia's Alumni Board of Trustees sponsors the Young Teacher Award annually. The award consists of a \$1,000 prize, a semester off with full pay for research, and \$1,500 to help cover research expenses.<sup>22</sup> The Deans of the College of Arts and Sciences at the University of Virginia also sponsor teaching awards for non-tenured assistant professors. Since 1991, four Deans' Teaching Awards of \$700 each have been made.<sup>23</sup>*

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Rather than voluntary or select programs, some schools lean more towards training *requirements*. For example, Miami-Dade Community College, a long-recognized leader in faculty development, requires that all new professors who want to be considered for tenure will have to take two more graduate courses — one on teaching and learning, the other on techniques of assessing the effects of teaching on student learning.<sup>24</sup>

Less intensive programs often include periodic (i.e., weekly or monthly) seminars for junior faculty, which concentrate on topical issues such as lecturing and other presentation styles, generating student participation in class discussions, and grading. The authors of *The Quest for Quality: The Challenge for Undergraduate Education in the 1990s* recommend that "new instructors should be strongly urged to participate in such activities, and their future in the institution should be based in part on their eagerness to take advantage of such opportunities."<sup>25</sup>

The department of Sociology, Anthropology, and Social Work at North Carolina State University has a strong program in place to assist junior faculty that includes opportunities for training in teaching. According to department head Luther Otto,

*"In terms of junior faculty, although we can't require them to take the university's Teaching Effectiveness Workshop [designed and required for graduate students], we can promote it and encourage them to take it. The department is also developing an undergraduate manual for our faculty, so that they'll know what's expected of them and how to go about it. It includes things such as what should be in a syllabus, how to rent films to show for classes — the essential basics — so that they can hit the ground running when they start teaching. The journals and newsletters about teaching that the department subscribes to have very solid pointers about teaching in our fields, and we provide them for all faculty, not just new ones. I also sit down with new faculty members to orient them and tell them what's expected; that's a good place to stress the importance we place on teaching. Our faculty manual also lays out pretty thoroughly and explicitly how they will be evaluated [for promotion and tenure] and how important teaching is."*

On the other hand, some faculty are skeptical of the advantages of instruction in pedagogy. Bill Kane, a faculty member of the department of Management and Marketing at Western Carolina University, writes, "We are not going to teach faculty to be good teachers by having them attend a course in how to teach because the issue is far more complex; the solution lies in a long-term faculty development process. . . . Faculty need to learn as much about themselves as they need to learn about students. They need to develop the skill to respond and adapt to the dynamics of the teaching/learning relationship. . . . This understanding will not come from a course in pedagogy."<sup>26</sup>

The Political Science department at UNC-Chapel Hill does not require that incoming faculty take courses on teaching. However, chairman David Lowery recommends that new faculty use the university's resources, especially if they need additional assistance to develop their teaching.

"We make a big effort to help junior faculty teach well, and keep a close eye on them. We've had cases where junior faculty haven't done as well as we'd like in the departmental student course evaluations, and we've stepped in and taken them over to the Teaching and Learning Center to get help. One of the faculty we helped has since been recognized as one of our department's better teachers, which is gratifying."

### **Mentoring Programs for New Faculty**

The concepts of faculty "mentoring" or new faculty

working with a "master professor" have also received heightened attention recently. Many departments in North Carolina's public universities use either a formal or informal mentoring system to help young faculty develop their teaching skills, with senior professors advising on such matters as presentation skills, time management, and grading.

Robert E. Gatten, chair of UNC-Greensboro's Biology department, said that although his department does not have a formal mentoring program, "We watch our junior faculty pretty carefully to make sure that they're on the right track as far as teaching goes. The university has a Learning Resource Center, which can videotape lectures and work with faculty on their teaching. Our department has also brought in national experts to talk specifically about teaching — one of them reviewed videotapes we had made of our faculty teaching and made some suggestions for improvement."

The department of Mathematics at East Carolina University uses similar practices to help new faculty. "We don't assist junior faculty in a formal way, such as the mentor systems that some departments use," said chairman Robert Bernhardt. "Junior faculty are watched carefully and many work informally with more senior faculty; I also encourage them to work together in small groups. Some junior faculty actually teach *better* than senior faculty, and it might work as well to have a mentoring system going the other way."

Ronald Lunsford, the chairman of the English department at UNC-Charlotte, echoed Dr. Bernhardt's comment about the teaching ability of new faculty. "In the past, our department did have a mentoring system for junior faculty — they were paired with a senior faculty member who would be ready and willing to help. Since I've just arrived, I want to spend more time getting to know the faculty and who the best mentors would be before we reinstate the program. Also, many new faculty members are coming in with pedagogy courses and experience already, so some of them may even be better teachers than the older faculty. On the other hand, having been a student here earlier, taking courses from some of the same professors who are now my colleagues, I believe that the older faculty in this department are excellent."

At Appalachian State's Psychology department, new faculty are asked to develop a portfolio which includes their syllabi for all courses taught, examples of other handouts and assignments, and course evaluations they have received. They also write a self-evaluation which discusses their strengths, items they want to work on or improve, and their goals. The department has an informal mentoring system, and the chairman meets with new faculty twice a year to review their progress towards their goals.

At Pembroke State, new faculty must participate in a faculty orientation session, during which the vice chancellor and assistant vice chancellor for academic affairs make extensive presentations. "We go over the evalua-

tion instruments and processes in some detail, and talk quite a bit about preparation for classes,” says vice chancellor Charles R. Jenkins. “Doing all of these things helps to establish our expectations about teaching. New faculty are also told that their classes will be visited in their first semester. Watching them teach and taking the time to visit makes a statement that this institution values teaching, and also sends a message to other faculty that we consider it important enough to take the time to observe it. New faculty are also assigned a mentor, preferably someone not in their department or building, to facilitate cross-campus involvement.”

Several departments noted that they required interviewees for faculty positions to present a lecture or colloquium to the departmental faculty in order to demonstrate their teaching skills. Dr. Lowery of UNC-Chapel Hill said that candidates who did a poor job on their presentation greatly hindered their chances of being hired. Candidates for positions in the English department at UNC-Charlotte also do a presentation to the faculty, although department chair Ron Lunsford noted that “You can’t necessarily extrapolate from that how well they could teach freshmen and sophomores. I would like to begin a program where candidates would teach an actual class to students, but it’s awfully time consuming and it also takes time away from a professor’s regular class schedule.”

As mentioned earlier, UNC-Wilmington’s chancellor James R. Leutze proposed a comprehensive four-step program to help with the development and evaluation of junior faculty members’ teaching. The first step, as described above, was working with a master teacher in graduate school. The other three steps are as follows:

- 1) Once they have been hired as assistant professors, the new faculty members should be required to take a seminar on teaching, also taught by a master professor in the department. They should then be evaluated on their own teaching skills and required to have student evaluations conducted of every class they teach. The new professors should review the results of these evaluations with their department chairs, and the evaluations should become part of their permanent records.
- 2) During an assistant professor’s second year, he or she should begin a program of self-evaluation of their teaching skills, areas they would like to improve, and ideas they would like to pursue in the future. They should also be required to invite colleagues from their department to visit and evaluate their classes several times, and additional classes should be videotaped for review. All these evaluations should also become part of their permanent record.
- 3) During the junior faculty member’s third year — around the time for the renewal of their contract — an outside evaluator with knowledge of the faculty member’s field should be invited to visit and evaluate the class at least three times. The department chair would review all of the information collected, and by this point he or

she should have a good portfolio with which to evaluate a faculty member’s teaching and knowledge. The report by the chair would go to the departmental tenure and promotion committee, and would be given weight in the renewal decision on a previously determined and agreed-upon scale.

Leutze acknowledged that a program of this sort would be time-consuming and costly, but would also provide junior faculty with much more training, feedback, and opportunity for improvement than they generally receive. He believes that this focus on a faculty member’s teaching would also provide the thorough documentation of teaching ability which would be necessary if teaching were to be given a more prominent place within the reward structure, which he, and many others, would like to see.

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<sup>1</sup>“Back to Business,” *Policy Perspectives*, a publication of the Pew Higher Education Research Program, sponsored by The Pew Charitable Trusts, Philadelphia, Vol. 3, No 1, September 1990, p. 5.

### **Recommendation re: New and Future Faculty**

**1** If the universities in the UNC system are determined to require and support good teaching, administrators should insist that departments make teaching a central criterion in all hiring decisions, and that truly poor teachers, regardless of their research credentials, are not hired. As is already the practice in many departments, personnel committees should require that candidates for faculty positions either teach an actual class to students, if feasible, or present a seminar to the committee, and the candidates should be evaluated on their teaching performance.

Departments in the UNC system might also consider instituting a requirement that new faculty, prior to their first teaching assignment, have had a teaching apprenticeship as a core part of their graduate training. At the very least, departments should require that interested but inexperienced new faculty receive special instruction in teaching, whether within the department or through the university’s faculty development center.

**New faculty — and their teaching — should also be monitored especially carefully by the department, and they should possibly be assigned a mentor to help with acclimation to university life.**

<sup>2</sup> Russell Edgerton, "The Making of a Professor," Remarks at the American Association of Higher Education's National Conference on Higher Education, April 1, 1990.

<sup>3</sup> James L. Bess, "College Teachers: Miscast Professionals," *Change* magazine, Vol. 22, No. 3, May/June 1990, p. 21.

<sup>4</sup> *Ibid.*

<sup>5</sup> "Back to Business," p. 2.

<sup>6</sup> The State of Illinois Board of Higher Education, *Higher Education: Report of the Committee on the Study of Undergraduate Education*, September 1990, p. 16.

<sup>7</sup> Bess, p. 22.

<sup>8</sup> Ursula Elisabeth Wagener, "Changing the Culture of Teaching," *Change* magazine, Vol. 23, No 4, July/August 1991, p. 37.

<sup>9</sup> Lewis B. Mayhew, Patrick J. Ford, and Dean L. Hubbard, *The Quest for Quality: The Challenge for Undergraduate Education in the 1990s*, San Francisco: Jossey-Bass Publishers, 1990, p. 153.

<sup>10</sup> Jules B LaPidus, "Preparing Faculty: Graduate Education's Role," *AHEE Bulletin*, Vol. 39, No. 9 & 10, May/June 1987, pp. 4-5.

<sup>11</sup> *Ibid.*, p. 6.

<sup>12</sup> A. Bartlett Giamatti, *A Free and Ordered Space*, New York: W.W. Norton and Company, 1988. pp. 203-204.

<sup>13</sup> The report also recommended that professors be able to concentrate on different types of activities at different times in their careers, and suggested a new procedure in which they could focus on one activity as a basis for promotion. Jack McCurdy, "Reduced research role sought in University of California promotions," *The Chronicle of Higher Education*, Vol. 38, No. 13, November 20, 1991, p. A18.

<sup>14</sup> James R. Leutze, "Chancellor's Remarks to the Faculty Senate

Meeting," UNC-Wilmington, September 11, 1990.

<sup>15</sup> Russell Edgerton, "All Roads Lead to Teaching" (speech from the 1988 National Conference on Higher Education), *AAHE Bulletin*, Vol. 40, No. 8, April 1988, p. 8.

<sup>16</sup> "Back to Business," p. 4.

<sup>17</sup> Leslie H. Cochran, *Publish Or Perish: The Wrong Issue*, Cape Girardeau, Missouri: StepUp, Incorporated, 1991, pp. 115-116.

<sup>18</sup> Faculty Center for Teaching Excellence, Western Carolina University, "Summary: New Faculty Seminar on Exemplary Teaching," August 1991, p. 1.

<sup>19</sup> Karen C. Blansfeld, "Solving the Teaching-Research Dilemma," *Carolina Alumni Review*, Chapel Hill, NC, Vol. 80, No. 3, Fall 1991, p. 49.

<sup>20</sup> Blansfeld, p. 27.

<sup>21</sup> Paul A. Lacey, "The Politics in Vitalizing Teaching," *New Directions in Teaching and Learning*, No. 15, San Francisco: Jossey-Bass, September 1983, p. 99.

<sup>22</sup> "Colonnade: News and Notes from the Grounds," *UVA Alumni News*, May/June 1991, p. 34.

<sup>23</sup> *Of Arts and Sciences*, a newsletter from the Dean of the Faculty of Arts and Sciences, the University of Virginia, Vol. 10, No. 3, Spring 1992, p. 3.

<sup>24</sup> Edgerton, "All Roads Lead to Teaching," p. 8.

<sup>25</sup> Mayhew *et al.*, p. 134.

<sup>26</sup> Bill Kane, "Teaching is Dead Last, Or Worse: A Faculty Viewpoint," *Faculty Forum*, a publication of the Faculty Center for Teaching Excellence, Western Carolina University, Vol. 3, No. 5, February 1, 1991, p. 2.

# Looking at Other States and Looking Ahead

*“Rather than just reacting [to attacks on universities], we need to see what’s bothering the public. . . . I believe the quality of higher education has actually improved since the 1970s, the diversity of the student body has improved, and the course content is better. . . . But I sense that somehow . . . despite the improvements that may have taken place in the quality of undergraduate education in this country, the public has finally come to suspect quite strongly that our institutions, and I would emphasize particularly our leading institutions, are not making the education of students a top priority, especially for our undergraduates. . . . There are many little signs that betray these priorities . . . ; when we go and recruit a star professor, the bargaining chip is a reduced teaching load, not a reduced research load. . . . The public understands these priorities, and the public doesn’t like them. . . . Until we convince the public by our actions as well as our words that we do make education a top priority and we are committed to the highest possible quality, we’re going to continue to be vulnerable to attacks.”*

— DEREK BOK, FORMER PRESIDENT OF HARVARD UNIVERSITY<sup>1</sup>

In this report, teaching in the UNC system — evaluating it, promoting it, and rewarding it — has received a great deal of attention. Much of the discussion has centered on the duties of faculty members and administrators, yet the primary constituents of the system’s universities are the students. The recommendations put forward are intended to help the universities serve their students while at the same time adhering to their missions. Regardless of the specific missions of the individual universities, however, all still claim undergraduate education as one of their primary, if not most important, functions. This role of the universities is also perhaps the most important and visible to the general public. However, as Derek Bok notes above, the public is somewhat suspicious that higher education is currently fulfilling this role, and pollster Louis Harris has the numbers to back Bok’s claim.

Harris, who since 1966 has been measuring the levels of public confidence in various institutions, found that in 1992 the percentage of the public that had great confidence in people running institutions of higher education had dropped to an all-time low of 25 percent. This represents a 59 percent decrease from the level in 1966,

when nearly 60 percent of those polled expressed great confidence in those running higher education.<sup>2</sup>

Some of North Carolina’s legislators have expressed similar concerns. As State Rep. George Miller (D-Durham) wrote: “Professors and university personnel are calling time out. The institutions that are traditionally looked upon with respect throughout the country and the world are signaling for help. . . . Removing rewards for excellence and achievement lessens the desire for excellence.”<sup>3</sup> Rep. Josephus Mavretic, former Speaker of the House, claimed that the state’s educational foundation is crumbling, and attributed some of the problems to professors who devote time to research while using graduate students to teach classes, then fail to use that research in their teaching. Mavretic called on the academic world to develop accurate ways to measure the success of students, teachers, and institutions.<sup>4</sup>

In order to restore public confidence, it is necessary that the universities both continue to stress the importance of undergraduate education and to inform the public about what they are doing to improve it. Additionally, to serve students and prospective students better, the universities in the UNC system need to publicize the unique features



*UNC President C.D. Spangler Jr. addresses the Board of Governors.*

of the education they offer. Will students be taught in a liberal arts setting in small classes? Will they be working with well-known scholars at a research university? Will they be taught by faculty at a medium-size university whose principal responsibility is said to be teaching? The universities in the system already have refined their missions and goals recently; now they need to capitalize on them.

Furthermore, according to statements at a conference sponsored by The Pew Charitable Trusts, institutions that define and adhere to appropriate missions need to be rewarded for their efforts. "One of the most thankless jobs in higher education is that of a college or university official who works to attain a responsible definition of what the institution will and will not be. . . . [S]uch leaders often discover that there is virtually no positive recognition of their effort in the amount of state budgetary appropriation to their institution. During budgetary hardships, legislatures too often impose the same austerity on all higher education institutions, regardless of their track records in defining and adhering to mission. . . . State legislatures need to support those higher education institutions that successfully chart and follow a responsible course of action," notes the report.<sup>5</sup>

In North Carolina's case, the Board of Governors or the General Assembly could take the universities' efforts (and results) into account when allocating funds. The

universities themselves would be responsible for determining and defining the criteria by which they would be evaluated, with rewards dependent on how well they fulfilled their goals.

### **Other States' Policies on Identifying and Rewarding Good Teaching**

In addition to looking at teaching in North Carolina's public universities, the N.C. Center also sent a survey questionnaire in 1992 to the officials responsible for public higher education in each of the 50 states. The survey was intended to discover what policies, if any, the state legislatures and university governing bodies had in place to identify and reward good teaching in the universities.

Thirty state governing bodies responded to the survey — a 60 percent response rate. The state-by-state responses to each question in the survey, explanatory notes, and excerpts from some of the state policies, are printed in Appendix XII at the end of the book.

The first question addressed the type of governing body used by the state for public higher education. Of the states responding to the survey, nine had *no* governing body over public colleges and/or universities; seven had a governing body over *all* state colleges and universities; five had governing bodies for state universities only, and one had a governing body for state colleges only. Eight

states used other models, which are explained in the notes at the end of the Appendix. The University of North Carolina Board of Governors has governing responsibility for all 16 of the state's public universities.

Questions B and C involved only the 15 states that had governing bodies; the questions concerned policies on identifying and rewarding good teaching. Question B asked: Does the *governing body* (as opposed to individual schools) have policies for the colleges or universities to follow on *evaluating* good teaching? Governing bodies in two states — Illinois and Nevada — have such policies currently; a policy is being developed in Kansas, and the State University of New York and University of Wisconsin central administrations have less formal policies.

Question C asked: Does the *governing body* have policies for the colleges or universities to follow on *rewarding* good teaching? Again, the governing bodies of two states — Hawaii and Illinois — have policies in place; five other states — Iowa, Kansas, New York, Tennessee, and Wisconsin have some form of policy or guidelines. The UNC Board of Governors leaves the responsibility for evaluating and rewarding good teaching to the individual universities.

The final two questions applied to all states surveyed, and covered *legislatively mandated* policies on identifying and rewarding good teaching. Question D asked:

Does your state have legislatively mandated policies on *identifying* good teaching? Only the legislatures in Arkansas and Texas had enacted policies on identifying good teaching; those in the remaining 28 states had not. Question E asked whether the state had legislatively mandated policies on *rewarding* good teaching. Again, Arkansas and Texas are the only states with such policies, although in Wisconsin, part of the pay plan enacted by the legislature is earmarked for rewarding good teaching. The legislation in Arkansas (enacted in 1989) requires annual performance reviews of all faculty members at state colleges and universities. Each institution is responsible for developing its own plan, which must include assessment by peers, students, and administrators. The results are to be used as the basis for decisions on job retention, promotions, and salary increases.

The Texas legislation requires the Texas Coordinating Board to promote teaching excellence by developing plans for incentive pay increases; division of faculty time between teaching, research, and administrative duties; and faculty improvement programs. The Board is also to conduct research on methods and techniques for improving the quality of instruction. [For the texts of both the Arkansas and Texas legislation, see Appendix XII at the end of this book.] There are no legislatively mandated policies on identifying or rewarding good teaching in North Carolina.

**Table XII-1**  
**States With Policies on Identifying and Rewarding Good Teaching**

	Yes	No
<i>Governing body</i> has policies on <i>evaluating</i> good teaching (of 15 states with governing bodies):	5 states*	10 states
<i>Governing body</i> has policies on <i>rewarding</i> good teaching (of 15 states with governing bodies):	7 states*	8 states
State has <i>legislatively mandated</i> policies on <i>identifying</i> good teaching (of 30 states responding):	2 states	28 states
State has <i>legislatively mandated</i> policies on <i>rewarding</i> good teaching (of 30 states responding):	3 states*	27 states

\*Some of these states are in the process of developing policies that have not yet been implemented; see Appendix XII for more detailed information.



*UNC Board of Governors meeting, 1992.*

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*"Because efforts to strengthen undergraduate education depend on the efforts and expertise of the faculty, it is essential that the importance of undergraduate education be explicitly reflected in institutional policies and practices that establish the conditions under which the faculty pursues its work. The Committee concluded that colleges and universities should assure that outstanding contributions to the teaching and advising of undergraduates are recognized through formal acknowledgement and through institutional criteria for faculty appointment, salary, promotion, and tenure decisions."*

— REPORT OF THE COMMITTEE ON THE STUDY OF  
UNDERGRADUATE EDUCATION,  
THE STATE OF ILLINOIS BOARD OF HIGHER  
EDUCATION<sup>6</sup>

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### Who Should Act in N.C.?

The survey results demonstrate that identifying and rewarding good teaching has largely been left to individual colleges and universities, which has the advantage of giving the universities greater freedom to determine and implement their own policies. On the flip side of the

coin, however, greater freedom also gives the opportunity to do nothing. Because there are no sanctions from above for failing to act, colleges and universities could stall until the current interest in teaching takes a back seat to the next subject of concern that comes along. In North Carolina, fortunately, all of the universities already have some sort of policy on *identifying or evaluating* teaching, but policies and programs for *rewarding* teaching are not nearly so widespread. As discussed in Chapter IX, only 9 percent of all departments and 55 percent of all schools or colleges within universities give awards for excellent teaching. Ninety-one percent of the universities do give university-wide awards, but the number of awards given and the monetary value is typically small.

One way to ensure that neither identifying nor rewarding good teaching slip off center stage in North Carolina would be for the UNC Board of Governors to put permanent programs in place. In order to give maximum flexibility to the individual universities, the Board of Governors could simply require that all universities both have and adhere to policies on evaluating teaching. Some persons interviewed for this study suggested that the Board of Governors *require* such forms of evaluation as student course surveys and peer review; others thought that decisions on the specific types of evaluations should be left to the individual universities or departments. As this report emphasizes the distinctiveness of the system's universities, we find it most appropriate that the Board of Gover-

nors require that all universities have and follow policies on evaluating teaching, but that the universities themselves be responsible for determining how it will be done.

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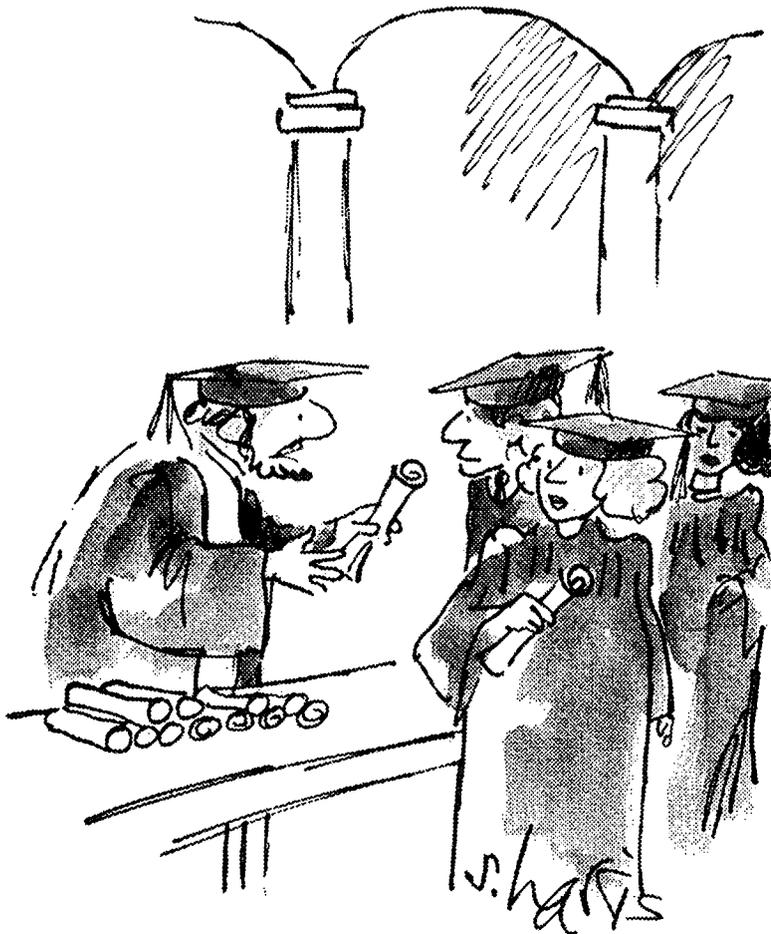
*"In our reexamination of faculty roles and rewards, we need to remember that departments (and other academic units) are key actors in the life of our institutions. Many of the most powerful incentives that campuses have — such as allocating new faculty positions — are incentives that are particularly relevant at the departmental level. And departments are the key to more flexible approaches to individual faculty. The central administration can hold departments accountable for overall agendas (a balance of teaching, research, and service), while departments can deal with individuals in ways that maximize the individual's strengths and potential to contribute to the whole."*

— RUSSELL EDGERTON, PRESIDENT, THE AMERICAN ASSOCIATION FOR HIGHER EDUCATION<sup>7</sup>

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In terms of *rewarding* good teaching, on the other hand, the UNC Board of Governors could not only encourage the universities to develop their own policies, but also help provide the means for awards and recognition. The Board of Governors might, for example, set aside money to match funds raised by universities to reward outstanding teachers each year. Or the Board might sponsor endowed teaching chairs at universities within the system, named for distinguished teachers in the school's history. There are many creative approaches the Board could take to assist the universities in rewarding teaching, and we recommend that it be made a priority.

Perhaps even more importantly, good teaching can be rewarded through tenure and promotions criteria that recognize its significance in the missions and duties of the universities. Even with the increased emphasis on teaching within many universities, tenure and promotion decisions still have the reputation for slighting teaching contributions in favor of research prowess, regardless of formal declarations of the importance of teaching. As Leslie Cochran, Provost of Southeast Missouri State University, notes,



"CONGRATULATIONS, AND THANKS FOR THE \$86,000...  
CONGRATULATIONS, AND THANKS FOR THE \$86,000..."

© Copyright 1991 by Sidney Harris — Can't You Guys Read?

*"The written statements in the tenure policy are vitally important in providing an operational framework for teaching. The actions taken during the tenure review cycle, however, provide the 'proof of the pudding.' Tenure must be made an explicit decision, and the prominence of teaching must be made evident at every critical opportunity."*<sup>8</sup>

Universities must, in other words, "put their money where their mouth is." If they assert that good teaching is a top priority at their institutions, faculty and students need concrete examples rather than mere words. Furthermore, *all* faculty who teach students should at least be competent, if not outstanding, teachers. As Chancellor Hackley at Fayetteville State put it, "A bad teacher should not be given tenure anywhere — whether at a research or a comprehensive university. People in faculty positions have to be *teachers* first and foremost."

A final demonstration of commitment to student learning involves the careful assignment of faculty to appropriate courses. Thorough and well-rounded evaluations of faculty will show who is best-suited to teach large lectures or small seminars, and teaching assignments should be based on the results. Additionally, in order to emphasize undergraduate education, said a committee of the State of Illinois Board of Higher Education,

*"[I]nstitutions should assign their most effective teachers to undergraduate courses, particularly lower-division courses. It is difficult to convince students of the importance of undergraduate instruction if faculty efforts do not reflect this priority. Providing opportunities for undergraduate students to participate in classes with an institution's most effective faculty members and the identification of mentors from this group are an important means of fostering a commitment to learning."*<sup>9</sup>

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*The key to good teaching is what professors think about their students, not so much what they think about teaching. Teaching can't be disembodied from who you teach, and excellence in instruction unrelated to the needs of your students has no value.*

— LLOYD V. "VIC" HACKLEY  
CHANCELLOR, FAYETTEVILLE STATE UNIVERSITY

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<sup>1</sup> Derek Bok, "Reclaiming the Public Trust," keynote speech at the 1992 American Association for Higher Education national conference, Chicago, April 5, 1992.

<sup>2</sup> Louis Harris, "Seeing Ourselves as Others See Us," Panel at the American Association for Higher Education national conference, Chicago, April 6, 1992. Other American institutions saw a similar drop in public confidence. Business was down 80 percent since 1966; Congress down 76 percent; the executive branch of the federal government down 68 percent; the White House down 62 percent; doctors and the health care establishment down 62 percent; the press down 55 percent; and law firms down 54 percent.

<sup>3</sup> George Miller, "Address Education Highway-Style," *The Durham Herald*, Durham, NC, Nov. 16, 1989, p. A5.

<sup>4</sup> "Mavretic Says Colleges Fuel Poor Education," *The Charlotte Observer*, Charlotte, NC, Nov. 5, 1989, p. 1C.

<sup>5</sup> *Policy Perspectives*, a publication of the Pew Higher Education Research Program, sponsored by the Pew Charitable Trusts; proceedings from a November 1991 conference sponsored by the Pew Higher Education Research Program and the Western Interstate Commission for Higher Education, Vol. 4, No. 2, Section A, March 1992, p. 7A.

<sup>6</sup> The State of Illinois Board of Higher Education, *Higher Education: Report of the Committee on the Study of Undergraduate Education*, Springfield, September 1990, p. 17.

<sup>7</sup> Russell Edgerton, *Lines of Work: Forum on Faculty Roles and Rewards*, a presentation to the American Association for Higher Education, January 27, 1992, p. 5.

<sup>8</sup> Leslie H. Cochran, *Publish or Perish: The Wrong Issue*, Cape Girardeau, Missouri: StepUp, Incorporated, 1991, p. 115.

<sup>9</sup> The State of Illinois Board of Higher Education, p. 17.

# About the North Carolina School of the Arts

The School of the Arts opened in 1965<sup>1</sup> and at the time was the only state-operated school for professional training in the performing arts in the nation. Its mission statement reads, in part, "The primary purpose of the School shall be the professional training, as distinguished from liberal arts instruction, of talented students in the fields of music, drama, the dance and allied performing arts, at both the high school and college levels of instruction, with emphasis placed upon performance of the arts, and not upon academic studies of the arts." Along with artistic instruction, the school also offers classes in traditional academic subjects such as English and history. Students do not major in these subjects (though they must take them); all major in a field of art. College students may receive bachelors of fine arts degrees in dance, design and production, and drama, as well as bachelors degrees in music. They may receive masters of fine arts degrees in design and production and masters degrees in music. High school students must meet the state's general academic requirements to receive a diploma.

Because of its unique character, the School of the Arts is difficult to treat in a survey of departments and schools in the UNC system. There is only one academic "department," known as the division of General Studies. Faculty hold no rank (such as associate professor) and are untenured; they are hired by contract and evaluated periodically for renewal. [A description of General Studies' evaluation procedures is included in Chapter VI on promotion and tenure.] The standard teaching load is higher than that of most faculty in the system; faculty in General Studies teach four three-credit courses in each of the school's three terms. The survey response from General Studies is printed along with the departmental responses received from other universities in Appendix B at the end of the report.

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<sup>1</sup>The School of the Arts became part of the consolidated UNC system in 1972.



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# Appendices

## Chapter Appendices

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## Survey Appendices

<b>Appendix A</b>	<b>Copies of Center Surveys Sent to Department Chairpersons, School and College Deans, and Vice Chancellors for Academic Affairs</b>	<b>page 325</b>
<b>Appendix B</b>	<b>Survey Responses for All Universities</b>	<b>page 345</b>



# Appendix V-1: Sample Student Course Evaluation Forms



**Model Forms for Faculty Evaluation  
Student Report on Faculty Teaching<sup>1</sup>**

Instructor: \_\_\_\_\_ Course: \_\_\_\_\_ Date: \_\_\_\_\_

Please report your impressions of the professor in this course by using the rating scale listed below. Please be as objective and honest in your responses as possible.

Strongly Agree = SA  
Agree = A  
Disagree = D  
Strongly Disagree = SD  
Not Applicable = NA

*The Professor:*

- |     |   |    |   |   |    |    |
|-----|---|----|---|---|----|----|
| 1.  | was well prepared for class.                            | SA | A | D | SD | NA |
| 2.  | clearly indicated material the graded work would cover. | SA | A | D | SD | NA |
| 3.  | gave students adequate information on their progress.   | SA | A | D | SD | NA |
| 4.  | organized class well on a daily basis.                  | SA | A | D | SD | NA |
| 5.  | stimulated interest in the subject.                     | SA | A | D | SD | NA |
| 6.  | effectively encouraged class discussion.                | SA | A | D | SD | NA |
| 7.  | clearly presented abstract ideas and theories.          | SA | A | D | SD | NA |
| 8.  | invited criticism or comment on the ideas presented.    | SA | A | D | SD | NA |
| 9.  | was concerned that students learn and understand.       | SA | A | D | SD | NA |
| 10. | was available for individual help.                      | SA | A | D | SD | NA |
| 11. | demonstrated enthusiasm for teaching.                   | SA | A | D | SD | NA |
| 12. | was one of the best I have had at this college.         | SA | A | D | SD | NA |

PLEASE COMMENT FURTHER ON THESE POINTS OR OTHERS IN THE SPACE BELOW:

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<sup>1</sup>Peter Seldin, Changing Practices in Faculty Evaluation, San Francisco: Jossey-Bass Publishers, 1984, p. 158.

**Model Forms for Faculty Evaluation**  
**Student Questionnaire: Report on Teaching<sup>2</sup>**

Instructor \_\_\_\_\_ Course: \_\_\_\_\_ Date: \_\_\_\_\_

Please take a few minutes to seriously consider and complete this form. It will be used to compile a Student Report on Teaching, which will be used as a part of the regular process of faculty evaluation. Space is provided on this report form for optional items selected by the department or the faculty member.

Your response to each item below should be a number from 5 to 1, or you may leave the item blank if you are unable to respond or feel that the item does not apply. Rate each item according to the following scale.

STRONGLY AGREE      5      4      3      2      1      STRONGLY DISAGREE

Place your rating in the space to the left of each statement.

*Course*

- \_\_\_\_\_ 1. The objectives of this course were made clear.
- \_\_\_\_\_ 2. My course responsibilities were clearly defined.
- \_\_\_\_\_ 3. The teaching materials required for this course were helpful
- \_\_\_\_\_ 4. The methods of evaluation (examinations, papers, projects, class discussions) were relevant and representative of the total course content.
- \_\_\_\_\_ 5. I have been graded fairly and accurately.
- \_\_\_\_\_ 6. Overall, the course was of value to me.

*Instructor*

- \_\_\_\_\_ 7. The instructor's classroom sessions were stimulating.
- \_\_\_\_\_ 8. The instructor communicated the subject matter effectively.
- \_\_\_\_\_ 9. The instructor showed enthusiasm for the subject.
- \_\_\_\_\_ 10. The instructor was well prepared for class.
- \_\_\_\_\_ 11. The instructor encouraged and was responsive to student participation.
- \_\_\_\_\_ 12. The instructor made adequate provision for consultation and assistance.
- \_\_\_\_\_ 13. The instructor showed an interest in and respect for me as an individual.
- \_\_\_\_\_ 14. I would recommend this instructor to other students.
- \_\_\_\_\_ 15. I would rate the instructor as an excellent teacher.
- \_\_\_\_\_ 16. [Optional item(s)]

<sup>2</sup>Seldin, pp. 159-160.



**Model Forms For Faculty Evaluation  
Student Report on Instruction<sup>1</sup>**

Faculty member: \_\_\_\_\_ Term: \_\_\_\_\_

Course: \_\_\_\_\_ Department: \_\_\_\_\_

Please indicate your appraisal of the instructor's performance in this class by drawing a circle around the number that most closely expresses your view. Do not sign your name. Your thoughtful attention to the items on this form is sincerely appreciated.

	<i>Strongly Agree</i>					<i>Strongly Disagree</i>	<i>Don't Know</i>
1. The objectives of this course were clearly explained.	1	2	3	4	5		X
2. In-class activities were relevant to the objectives of the course.	1	2	3	4	5		X
3. The instructor was well-prepared for class sessions.	1	2	3	4	5		X
4. The grading system was a fair way to measure knowledge/ability.	1	2	3	4	5		X
5. The course aroused my curiosity and challenged me intellectually.	1	2	3	4	5		X
6. The instructor was helpful when students had difficulty with course material.	1	2	3	4	5		X
7. The instructor was available and willing to consult with students during office hours.	1	2	3	4	5		X

OVERALL EVALUATION

8. The instructor was one of the best I have had at this school.	1	2	3	4	5		X
9. The course was one of the best I have had at this school.	1	2	3	4	5		X

YOUR FURTHER COMMENTS ARE INVITED:

\_\_\_\_\_

<sup>1</sup>Seldin, p. 161.

Syracuse University

STUDENT EVALUATION OF MUSIC INSTRUCTION

Instructor Name \_\_\_\_\_ Date \_\_\_\_\_

Course \_\_\_\_\_

Circle for each question the response which best reflects your opinion. Strongly Agree = SA

Agree = A

Neither Agree nor Disagree = N

Disagree = D

Strongly Disagree = SD

Does Not Apply = DNA

1. The course is well organized and outlined. SA A N D SD DNA
2. Materials covered in class generally agree with stated course objectives. SA A N D SD DNA
3. The instructor is organized and efficient in the use of class/lesson/rehearsal time. SA A N D SD DNA
4. The instructor is consistently present and on time for classes/lessons/rehearsals. SA A N D SD DNA
5. Few lessons have been rescheduled due to the instructor's absence SA A N D SD DNA
6. The instructor demonstrates broad, accurate, and up-to-date knowledge of the subject matter. SA A N D SD DNA
7. The instructor is honest in admitting mistakes and/or insufficient knowledge. SA A N D SD DNA
8. The instructor deals with information and/or skills which you believe important to professional development or to life in general. SA A N D SD DNA
9. The instructor relates the material of this course to other areas and to present day situations. SA A N D SD DNA
10. The course materials are presented in logical content units. SA A N D SD DNA
11. The textbook and/or other required materials are generally helpful in learning the subject matter. SA A N D SD DNA

- |   |                 |
|---|-----------------|
| 12. Course assignments are generally appropriate in regard to available time and materials.                         | SA A N D SD DNA |
| 13. This course challenges you intellectually and/or artistically   | SA A N D SD DNA |
| 14. Assignments and performance expectations are clearly and regularly communicated by the instructor.              | SA A N D SD DNA |
| 15. The instructor's explanations of subject matter are usually clear and understandable.                           | SA A N D SD DNA |
| 16. The instructor is enthusiastic when presenting course material.   | SA A N D SD DNA |
| 17. The instructor's use of examples or personal experiences help to get points across in class/lessons/rehearsals. | SA A N D SD DNA |
| 18. You are generally attentive in class.   | SA A N D SD DNA |
| 19. The instructor encourages students to express ideas and give input.   | SA A N D SD DNA |
| 20. The instructor appears receptive to other opinions and viewpoints.  | SA A N D SD DNA |
| 21. You have opportunities to ask questions.  | SA A N D SD DNA |
| 22. The instructor generally presents material at an appropriate pace.  | SA A N D SD DNA |
| 23. The instructor's demeanor is generally pleasing and free from annoying mannerisms.                              | SA A N D SD DNA |
| 24. The instructor's demeanor consistently promotes a positive learning atmosphere in class/lessons/rehearsals.     | SA A N D SD DNA |
| 25. Instructor feedback is helpful in determining progress.   | SA A N D SD DNA |
| 26. The instructor's use of praise and/or criticism in class is appropriate.  | SA A N D SD DNA |
| 27. Instructor's evaluations are fair and impartial.  | SA A N D SD DNA |

28. The criteria for grades in this class SA A N D SD DNA  
are understood.
29. What percentage of the course material covered do you  
feel you have actually LEARNED? a) more than 90%  
b) about 80% c) about 70% d) about 60% d) less than 60%
30. Performances in this ensemble are SA A N D SD DNA  
musically satisfying overall.
31. Rehearsals in this ensemble are SA A N D SD DNA  
effective in improving musicality.
32. The instructor is generally effective SA A N D SD DNA  
in motivating students to do sound,  
independent thinking and/or independent  
work outside of class.
33. The instructor is available to help SA A N D SD DNA  
students outside of class.
34. In comparison with other university instructors you  
have had, do you rate this instructor as being in the  
a) top 10% b) top 30% c) middle 20% d) bottom 30%  
e) bottom 10%
35. Is this a required course for you? YES NO
36. What grade do you expect to receive in this course?  
A B C D F
36. The thing I like MOST about this course is:
37. The thing I like LEAST about this course is:
38. Other comments:

# Appendix V-2: Sample Peer Evaluation Forms and Requirements



NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY  
Greensboro  
OFFICE OF ACADEMIC AFFAIRS  
FACULTY EVALUATION FORM

Name \_\_\_\_\_ Rank \_\_\_\_\_

School \_\_\_\_\_ Department \_\_\_\_\_

**DIRECTIONS**

Please complete statement - This faculty member is ( ) Tenured / ( ) Non-Tenured and has completed \_\_\_\_\_ years of service with the institution.

The Department Chairperson is asked to rate each full-time faculty member in the department by placing a check ( ) in the appropriate box opposite the criteria.

CRITERIA	Superior	Above Average	Average	Marginal	Unsatisfactory	Not applicable	Not observed
<b>I. TEACHING PERFORMANCE</b>							
A. <u>Exhibits knowledge of subject matter</u>							
B. <u>Makes effective use of teaching aids</u>							
C. <u>Demonstrates skill in oral and written communication</u>							
D. <u>Conducts effective student evaluations</u>							
E. <u>Participates in departmental and interdepartmental activities</u>							
<b>II. RESEARCH PERFORMANCE AND/OR PROFESSIONAL GROWTH</b>							
A. <u>Demonstrates ability to design and implement projects</u>							
B. <u>Demonstrates ability to plan and implement funded research</u>							
C. <u>Publishes research reports and other materials</u>							
D. <u>Engages in professional growth</u>							
E. <u>Participates in professional and learned societies</u>							
<b>III. SERVICE TO THE UNIVERSITY AND COMMUNITY</b>							
A. <u>Contributes to student activities and programs</u>							
B. <u>Contributes to University committee assignments</u>							
C. <u>Contributes to administrative assignments</u>							
D. <u>Contributes to programs to serve University clientele</u>							
E. <u>Contributes to community (Outside the University)</u>							

**COMMENTS AND RECOMMENDATIONS**

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Department Head

Reviewed by \_\_\_\_\_ Date \_\_\_\_\_  
Dean

Name of Candidate: \_\_\_\_\_

UNC-W SCHOOL OF EDUCATION  
FACULTY PERFORMANCE RATING

The materials that follow are based upon the criteria for evaluation of performance in decisions relating to faculty status. These criteria were adopted by the faculty during the 1979-80 academic year. The materials include a form on which criterion ratings are to be made and three forms on which supporting evidence is to be listed for each rating that is made.

The rating form contains all criteria that have been adopted by the Faculty of Education and a 5-point rating scale. Consider the documentation that has been provided by the candidate and make your ratings by circling the number that represents best your judgment. Use the following definitions for the five points on the rating scale.

1. There is little or no evidence of performance (or results), or the performance (or results), if any, is of a quality which clearly is not satisfactory to support a favorable recommendation.
2. Evidence regarding the amount of performance (or results) or the quality of performance (or results) is not sufficient to support a favorable recommendation.
3. Evidence indicates that both the amount and quality of performance (or results) are satisfactory to support a favorable recommendation.
4. Evidence indicates that both the amount and quality of performance (or results) are satisfactory and either the amount or the quality of performance (or results) is exceptional.
5. Evidence indicates that both the amount and quality of performance (or results) are satisfactory and either the amount or the quality of performance (or results) is clearly outstanding.

UNC-W SCHOOL OF EDUCATION  
PERFORMANCE-CRITERION RATING SCALES

<u>I. Instruction</u>						
A.	Course planning and development					1 2 3 4 5
B.	Delivering instruction					1 2 3 4 5
C.	Learning outcomes					1 2 3 4 5
D.	Student satisfaction					1 2 3 4 5
<u>II. Scholarship</u>						
A.	Receptivity					1 2 3 4 5
B.	Scholarly productivity					
	1. Initiation					1 2 3 4 5
	2. Development					1 2 3 4 5
	3. Production					1 2 3 4 5
	4. Presentation					1 2 3 4 5
C.	Research					
	1. Initiation					1 2 3 4 5
	2. Development					1 2 3 4 5
	3. Production					1 2 3 4 5
	4. Presentation					1 2 3 4 5
<u>III. Service</u>						
A.	To the University					
	1. Leadership					1 2 3 4 5
	2. Participation					1 2 3 4 5
	3. Development					1 2 3 4 5
B.	To the School of Education					
	1. Leadership					1 2 3 4 5
	2. Participation					1 2 3 4 5
	3. Development					1 2 3 4 5
C.	To students					
	1. Advisement					1 2 3 4 5
	2. Counseling					1 2 3 4 5
D.	To the Field of Education					
	1. Development					1 2 3 4 5
	2. Participation					1 2 3 4 5
	3. Membership					1 2 3 4 5
E.	To Educational Systems					
	1. Planning					1 2 3 4 5
	2. Program development					1 2 3 4 5
	3. Staff development					1 2 3 4 5
	4. Evaluation					1 2 3 4 5
	5. Consultation					1 2 3 4 5
F.	To the Community					1 2 3 4 5

Faculty Member Evaluated \_\_\_\_\_  
 Course(s) Evaluated \_\_\_\_\_  
 Peer Committee \_\_\_\_\_  
 \_\_\_\_\_ Date \_\_\_\_\_

REPORT OF PEER COMMITTEE

Read the questions under each of the 3 areas below: Course Syllabus, Description of Instruction, and Judgments of Instruction. Respond to each question if appropriate and generate a narrative response to the questions in each area.

COURSE SYLLABUS AND/OR PLANNING

- |   |     |    |                       |    |
|---|-----|----|-----------------------|----|
| 1. Can the set of topics be justified on the basis of logic or on the basis of general expectations of the field?                   | Yes | No | Insufficient Evidence | NA |
| 2. Is the set of topics consistent with the description listed in the catalog, and in departmentally adopted course outline?        | Yes | No | Insufficient Evidence | NA |
| 3. Are intended learnings consistent with the type of learning needed according to departmentally adopted course outline?           | Yes | No | Insufficient Evidence | NA |
| 4. Do the planned instruction, tests, observations, and assignments cover all the topics of the course?                             | Yes | No | Insufficient Evidence | NA |
| 5. Are topics sequenced according to learning considerations?   | Yes | No | Insufficient Evidence | NA |
| 6. Are planned procedures, activities, and observations for supervision sufficient to satisfy criteria for supervisory performance? | Yes | No | Insufficient Evidence | NA |

Summary Statement

DESCRIPTION OF INSTRUCTION

- |  |     |    |                       |    |
|--|-----|----|-----------------------|----|
| 1. Is there consistency between the intended learnings and the methods and conditions of instruction used? | Yes | No | Insufficient Evidence | NA |
| 2. Are the functions of instruction comprehensively served by the learning activities of the course?       | Yes | No | Insufficient Evidence | NA |

- |  |     |    |                       |    |
|--|-----|----|-----------------------|----|
| 3. Is there consistency between the intended learnings and the types of performances?  | Yes | No | Insufficient Evidence | NA |
| 4. Are levels of performance consistent with expected levels of performance as stated or implied in course goals?                      | Yes | No | Insufficient Evidence | NA |
| 5. Has the supervisor carried out procedures, activities, and observations sufficient to satisfy criteria for supervisory performance? | Yes | No | Insufficient Evidence | NA |

Summary Statement

JUDGMENTS OF INSTRUCTION

1. How satisfactory are the methods used by the instructor for the functions of instruction?
2. How satisfactory is the overall instructional and/or supervisory performance?
3. What specific areas of performance need to be changed or improved?

Summary Statement

LEARNING OUTCOMES

1. To what extent are all of the goals of the course achieved?
2. Are there any significant positive or negative side effects?
3. Are the types of learning achieved consistent with the goals of the course?
4. Did supervisory performance facilitate learning in practicum and/or internship situations?

Summary Statement

Overall Summary

**PEER OBSERVATION - FUNCTION OF INSTRUCTION**

Faculty Member Observed \_\_\_\_\_

Course Evaluated \_\_\_\_\_

Date/Time \_\_\_\_\_

Observer \_\_\_\_\_

1 = Poor; 3 = Acceptable; 5 = Excellent

<u>Functions of Instruction</u>			<u>Effectiveness</u>				
1. GAIN ATTENTION	Observed	Not Observed	1	2	3	4	5
2. INFORM STUDENTS OF INTENDED LEARNINGS	Observed	Not Observed	1	2	3	4	5
3. STIMULATE RECALL OF PREREQUISITES	Observed	Not Observed	1	2	3	4	5
4. PRESENT STIMULUS MATERIALS	Observed	Not Observed	1	2	3	4	5
5. PROVIDE LEARNING GUIDANCE	Observed	Not Observed	1	2	3	4	5
6. ELICIT RESPONSE	Observed	Not Observed	1	2	3	4	5
7. PROVIDE FEEDBACK ABOUT PERFORMANCE CORRECTNESS	Observed	Not Observed	1	2	3	4	5
8. ASSESS PERFORMANCE	Observed	Not Observed	1	2	3	4	5
9. ENHANCE RETENTION AND TRANSFER	Observed	Not Observed	1	2	3	4	5

Comments:

Procedure for Evaluation of Teaching  
UNCW Department of English

I. New faculty, 1990-91

Beginning in 1990-91, each new tenure-track faculty member will be observed in the fall semester in literature or language classes by the department's Director of New Faculty Mentoring Program and in freshman composition classes by the department's Director of Composition; the procedures and the follow-up for these observations will conform to those adopted by the department for candidates for reappointment, tenure, and promotion. In the spring semester, each new faculty member will be observed by a tenured faculty member of his/her choice, as well as by the Director of Composition.

In addition, new faculty will submit syllabi, sample assignments, and a set of graded essays each semester to the Director of Composition for review and discussion each semester, as well as participate in monthly composition workshops. The department chairperson will review and discuss final course grades and student evaluations with each new faculty at the end of each semester and suggest areas that need improvement, as necessary.

II. Faculty seeking tenure and/or promotion (hired prior to 1990-91)

Beginning in Fall, 1990, each faculty member who plans to seek reappointment, tenure, or promotion will be visited by the department chairperson and two other senior members in one class each semester; one of these classes must be in freshman composition. Prior to the visitation, the panel will meet with the instructor to discuss his/her plans, goals, strategies, and format of the class, as well as other information the instructor considers important. Following each visitation, each panel member will submit to the chairperson a completed report on the class observed; the chair will meet with each instructor to go over these reports.

When an instructor requests reappointment, tenure, or promotion, he/she will submit a folder of representative teaching materials (such as syllabi, reading lists, sample assignments, supplementary handouts, sample graded papers) and student evaluations for each course. Senior faculty will review and rate these materials as part of their recommendation to the department chairperson. The instructor will also submit copies of his/her annual reports to the chairperson, which include a self-evaluation of teaching performance.

III. Tenured faculty not seeking promotion

Each tenured faculty member must submit to the chairperson copies of syllabi for all courses at the beginning of each semester. At the end of each semester, the chairperson will review each one's final course grades and student evaluations, recommending areas needing improvement, as appropriate. Tenured faculty may elect to have classroom visitations at any time, but all tenured faculty must be observed on a rotating basis every three years.

IV. Part-time and full-time lecturers

Semester-to-semester and year-to-year faculty are subject to the same kind of review as first-year tenure-track faculty, with the exception that classroom visitations are conducted solely by the department chairperson and the Director of Composition.

V. Teaching Assistants

See separate guidelines for training and evaluation of teaching assistants.

## Report of Classroom Visitation

Instructor \_\_\_\_\_ Visitor \_\_\_\_\_

Class (number and title) \_\_\_\_\_ Date \_\_\_\_\_

1. Briefly describe the general topic of the class meeting and the class's format (lecture, seminar, workshop, etc.) and approach (use of materials, blackboard or AVs, etc.). Comment on the appropriateness of the format and approach for that class.
2. Comment on the instructor's objectives and expectations for the class, the degree to which they were reasonable and appropriate, the instructor's flexibility in adapting and adjusting plans during the class, and the degree to which objectives were met.
3. Comment on the class content and the degree to which it is current, appropriate, and reflective of the best knowledge in the field.
4. Comment on the interaction between instructor and students (audibility, eye contact, solicitation of and response to student questions and comment, efforts to involve all students, respect and consideration for students, adjustments made on the basis of student feedback, clarity and comprehensibility, attention and interest shown by students, and so on).
5. Comment on the strongest features of the class session.
6. State suggestions that could help the instructor to improve teaching effectiveness.

**Model Forms for Faculty Evaluation  
Peer Evaluation of Teaching Materials<sup>1</sup>**

Listed below are items concerned with teaching materials. They are categorized into three major areas. For each item, indicate on a five-point scale (1-5, with 5 being high) the extent to which the materials meet the criteria as represented by each item.

*Course Organization:*

- \_\_\_\_\_ The syllabus adequately outlines the sequence of topics to be covered.
- \_\_\_\_\_ The stated course objectives are clear.
- \_\_\_\_\_ The outline and sequence of topics are logical.
- \_\_\_\_\_ The difficulty level is appropriate for the enrolled students.
- \_\_\_\_\_ The course integrated recent developments in the field.
- \_\_\_\_\_ Time given to each of the major course topics is appropriate.
- \_\_\_\_\_ The course is responsive to the needs of the enrolled students.
- \_\_\_\_\_ The course is an adequate prerequisite for other courses.
- \_\_\_\_\_ The course objectives are congruent with the department curricula.

*Readings, Projects, and Laboratory Assignments:*

- \_\_\_\_\_ The reading list (required/recommended) is up to date and represents the work of recognized authors.
- \_\_\_\_\_ Readings are appropriate for the level of course.
- \_\_\_\_\_ The texts used in the course are well selected.
- \_\_\_\_\_ Students are given ample time to complete the assignments/take-home exams.
- \_\_\_\_\_ The amount of homework and assignments is appropriate.
- \_\_\_\_\_ The written assignments and projects are carefully chosen to reflect course goals.
- \_\_\_\_\_ A variety of assignments is available to meet individual student needs.
- \_\_\_\_\_ Laboratory work is integrated into the course.
- \_\_\_\_\_ Students are given the course requirements in writing at the beginning of the course.
- \_\_\_\_\_ The assignments are intellectually challenging to the students.

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<sup>1</sup>Seldin, p. 162.

**Peer Evaluation of Teaching Materials (continued)**

*Exams and Grading*

\_\_\_\_\_ The exam content is representative of the course content and objectives.

\_\_\_\_\_ The exam items are clear and well-written.

\_\_\_\_\_ The exams are graded in a fair manner.

\_\_\_\_\_ The grade distribution is appropriate for the level of course and type of students enrolled.

\_\_\_\_\_ The standards used for grading are communicated to the students.

**Model Forms for Faculty Evaluation  
Classroom Observation Report<sup>1</sup>**

Instructor evaluated: \_\_\_\_\_ Course: \_\_\_\_\_

Number of students present: \_\_\_\_\_ Date: \_\_\_\_\_ Evaluator(s): \_\_\_\_\_

*Purpose:* The purpose of this classroom observation is (1) to provide a data base for more accurate and equitable decisions on tenure, promotion, and merit increase and (2) to improve faculty performance.

*Instructions:* Please consider each item carefully and assign the highest scores only for unusually effective performance. Questions 12 and 13 have been deliberately left blank. You and the instructor being evaluated are encouraged to add your own items.

Each instructor should be observed on two occasions, and the observer(s) should remain in the classroom for the full class period. It is suggested that the observer(s) arrange a previsit and postvisit meeting with the instructor.

Scale:	Highest		Satisfactory		Lowest	Not Applicable
	5	4	3	2	1	n/a

- \_\_\_\_\_ 1. Defines objectives for the class presentation.
- \_\_\_\_\_ 2. Effectively organizes learning situations to meet the objectives of the class presentation.
- \_\_\_\_\_ 3. Uses instructional methods encouraging relevant student participation in the learning process.
- \_\_\_\_\_ 4. Uses class time effectively.
- \_\_\_\_\_ 5. Demonstrates enthusiasm for the subject matter.
- \_\_\_\_\_ 6. Communicates clearly and effectively to the level of the students.
- \_\_\_\_\_ 7. Explains important ideas simply and clearly.
- \_\_\_\_\_ 8. Demonstrates command of subject matter.
- \_\_\_\_\_ 9. Responds appropriately to student questions and comments.
- \_\_\_\_\_ 10. Encourages critical thinking and analysis.
- \_\_\_\_\_ 11. Considering the previous items, how would you rate this instructor in comparison to others in the department?
- \_\_\_\_\_ 12. [optional item(s)]
- \_\_\_\_\_ 13. Overall rating.

<sup>1</sup>Seldin, pp. 163-164

**Classroom Observation Report (continued)**

Would you recommend this instructor to students you are advising? (Please explain.)

What specific suggestions would you make concerning how this particular class could have been improved?

Did you have a previsit conference? \_\_\_\_\_ A postvisit conference? \_\_\_\_\_

**Model Forms for Faculty Evaluation  
Report of Classroom Observation<sup>6</sup>**

Instructor: \_\_\_\_\_ Course: \_\_\_\_\_ Date: \_\_\_\_\_

Number of students present: \_\_\_\_\_ Observer(s): \_\_\_\_\_

INSTRUCTIONS: Several days prior to the classroom observation, the instructor should provide the observer(s) with a copy of the course syllabus containing course objectives, content, and organization. The instructor should explain to the observer(s) the instructional goals and methods of accomplishing them for the class that will be observed.

Within three days after the visit, the observer(s) should meet with the instructor to discuss observations and conclusions.

Please use the reverse side of this page to elaborate on your comments.

1. Describe the lessons taught, including the subject, objectives, and methods used.
  
  
  
  
  
  
  
  
  
  
2. Describe the instructor's teaching as it relates to content mastery, breadth, and depth.
  
  
  
  
  
  
  
  
  
  
3. How well organized and clear is the presentation?
  
  
  
  
  
  
  
  
  
  
4. How appropriate were the teaching techniques used for the instructor's goals for this class?
  
  
  
  
  
  
  
  
  
  
5. Describe the level of student interest and participation.
  
  
  
  
  
  
  
  
  
  
6. What are the instructor's major strengths? Weaknesses?
  
  
  
  
  
  
  
  
  
  
7. What specific recommendations would you make to improve the instructor's teaching in this class?

---

<sup>6</sup>Seldin, p. 165.

Syracuse University

SCHOOL OF MUSIC PEER EVALUATION FORM

Instructor \_\_\_\_\_

Course Observed \_\_\_\_\_

Date of Observation \_\_\_\_\_

Observer(s) \_\_\_\_\_

1. Do the facilities enhance or restrict the instruction and/or class activities?

2. How would you characterize the instructor's PRESENTATION of the subject matter? This MAY include but not be limited to such things as pacing, facial expressions, physical proximity, and/or contact with students, vocal modulation, use of humor, use of examples, etc.

3. How would you characterize the instructor's INTERACTION with students in this teaching situation? This MAY include but not be limited to such things as asking questions, stimulating debate, soliciting differences of opinion, reinforcing student responses, etc.





# Appendix V-3: Sample Faculty Self-Evaluation Forms



**Model Forms for Faculty Evaluation  
Faculty Self-Evaluation of Overall Performance<sup>7</sup>**

Name: \_\_\_\_\_ Department: \_\_\_\_\_ Date: \_\_\_\_\_

If more space is needed, please use reverse side of page..

1. In which area of your discipline do you consider yourself strongest?
  
2. What is your greatest strength as a teacher? Your greatest weakness?
  
3. If you could change one thing, what would you most like to change about your teaching?
  
4. Compared to others in your department, how do you assess your teaching performance?
  
5. What was your most important accomplishment as a faculty member in the past year?
  
6. Compared to others in your department, how do you assess that accomplishment?
  
7. Compared to others in your department, how do you assess your research and publication activity? Your contribution to the institution? To the community?
  
8. Considering your answers to the previous questions, how do you assess your overall performance as a faculty member in your department?

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<sup>7</sup>Seldin, p. 166.

**Model Forms for Faculty Evaluation  
Faculty Self-Evaluation<sup>1</sup>**

*For purposes of promotion, tenure, contract renewal, and increments*

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Appraisal for period from \_\_\_\_\_ to \_\_\_\_\_

Please answer the following questions. For questions involving rating scales, rate yourself 1 to 5 or NA for Not Applicable.

- 1 = Never
- 2 = Seldom
- 3 = Average
- 4 = Usually
- 5 = Always

1. The following are skills used in classroom instruction:

A. I am well-organized and present material clearly.      NA   1   2   3   4   5

B. I am readily available for consultation  
with students.      NA   1   2   3   4   5

C. I speak clearly, use illustrations to clarify  
the material, and summarize major points well.      NA   1   2   3   4   5

D. I encourage an open atmosphere where students  
feel free to ask questions and seek help  
if needed.      NA   1   2   3   4   5

E. I give examinations that reflect the important  
aspects of the courses taught.      NA   1   2   3   4   5

F. I am objective and able to substantiate  
grades given.      NA   1   2   3   4   5

G. I use a variety of teaching methods.      NA   1   2   3   4   5

H. What have you done differently from last year to improve your instructional capability  
and/or student learning? Were the changes successful? Why or why not?

---

<sup>1</sup>Seldin, pp. 171-173.

**Faculty Self-Evaluation (continued)**

2. In intellectual breadth and professional activities, I:  
*(Related to Academic Discipline and Departmental or  
Divisional Responsibilities)*

- |  |    |   |   |   |   |   |
|--|----|---|---|---|---|---|
| A. Am well-read beyond the subject I teach.  | NA | 1 | 2 | 3 | 4 | 5 |
| B. Can suggest reading in any area of my<br>general field.   | NA | 1 | 2 | 3 | 4 | 5 |
| C. Make a positive contribution to the<br>progress of my academic unit through<br>committee participation. | NA | 1 | 2 | 3 | 4 | 5 |
| D. What have you done to maintain and/or improve competence in your academic discipline?                   |    |   |   |   |   |   |

*(Related to College Duties and Professional Responsibilities  
Outside the Classroom)*

- |  |    |   |   |   |   |   |
|--|----|---|---|---|---|---|
| E. Discharge my college duties in an effective<br>manner outside of the classroom.                       | NA | 1 | 2 | 3 | 4 | 5 |
| F. Meet deadlines.   | NA | 1 | 2 | 3 | 4 | 5 |
| G. Cooperate with others.  | NA | 1 | 2 | 3 | 4 | 5 |
| H. Work well as a member of a committee.   | NA | 1 | 2 | 3 | 4 | 5 |
| I. Follow through on committee work by<br>appropriate actions and communications.                        | NA | 1 | 2 | 3 | 4 | 5 |
| J. Professional activities: List organizations in which you hold membership and any leadership<br>roles. |    |   |   |   |   |   |
| K. List faculty committees, councils, ad hoc committees, etc.  |    |   |   |   |   |   |

**Faculty Self-Evaluation (continued)**

3. In community service and/or consulting activities, I:

- |   |    |   |   |   |   |   |
|---|----|---|---|---|---|---|
| A. Make my talent and time available to the external community.           | NA | 1 | 2 | 3 | 4 | 5 |
| B. Am asked to serve as a consultant to other organizations.              | NA | 1 | 2 | 3 | 4 | 5 |
| C. Describe your participation in community and/or consulting activities. |    |   |   |   |   |   |

4. In research activities, recognition, and personal development activities, I:

- |   |    |   |   |   |   |   |
|---|----|---|---|---|---|---|
| A. Have done research work in my field.                                 | NA | 1 | 2 | 3 | 4 | 5 |
| B. Do original and creative work in artistic performances.              | NA | 1 | 2 | 3 | 4 | 5 |
| C. Express an interest in the research of my colleagues.                | NA | 1 | 2 | 3 | 4 | 5 |
| D. Keep current with developments in my field.                          | NA | 1 | 2 | 3 | 4 | 5 |
| E. Do quality work.   | NA | 1 | 2 | 3 | 4 | 5 |
| F. List conferences and/or workshops you attended during the past year. |    |   |   |   |   |   |

G. List awards and recognitions received during the past year.

H. List what you have done in research, writing, artistic performances, etc.

I. List responsibilities for development of proposals or special assignments for the department. Describe.

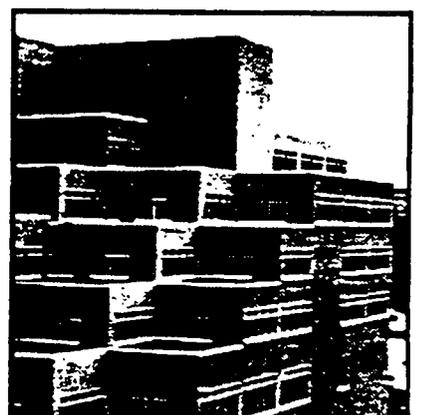
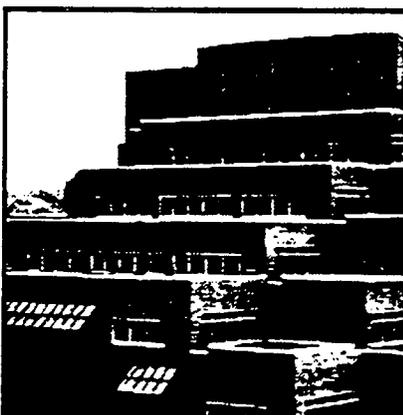
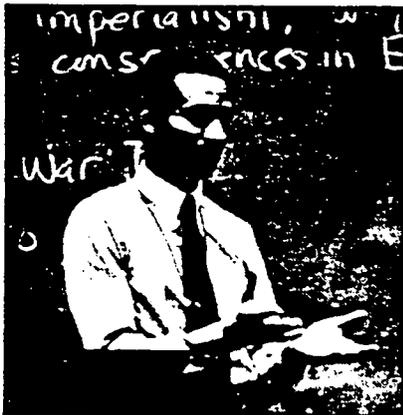
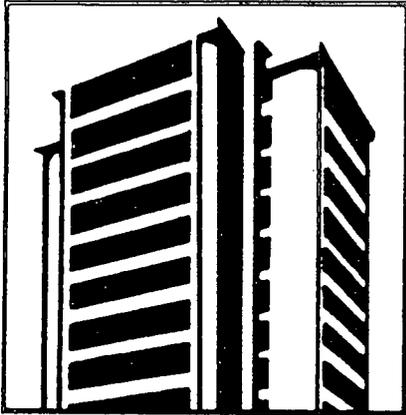


# Appendix V-4: University of Tennessee Assessment Questionnaires



# Student Satisfaction

WITH UNIVERSITY PROGRAMS AND SERVICES



LEARNING RESEARCH CENTER  
The University of Tennessee, Knoxville

## YOUR OVERALL FEELINGS ABOUT THE UNIVERSITY OF TENNESSEE, KNOXVILLE

In answering this first set of questions please refer to UTK as an institution, rather than just to your department.

1. In general how satisfied are you with your overall experience at UTK?
 

1 VERY DISSATISFIED	2 DISSATISFIED	3 SATISFIED	4 VERY SATISFIED
------------------------	----------------	-------------	---------------------
2. Would you recommend UTK to a friend considering college?
 

1 NO, UNDER NO CIRCUMSTANCES	2 NO, PROBABLY NOT	3 YES, WITH RESERVATIONS	4 YES, WITHOUT RESERVATIONS
------------------------------	--------------------	--------------------------	-----------------------------
3. With how many faculty members at UTK have you developed a close personal relationship? (Such that you feel you could ask them for a letter of recommendation)
 

0 NONE	2 TWO
1 ONE	3 THREE OR MORE
4. With how many UTK students have you developed a close personal friendship?
 

0 NONE	2 TWO
1 ONE	3 THREE OR MORE
5. Outside of class, approximately how many hours do you spend on campus each week?
 

1 LESS THAN TEN	3 TWENTY TO THIRTY
2 TEN TO TWENTY	4 GREATER THAN THIRTY
6. When you reflect upon your time at UTK have you been challenged to do the very best you could do?
 

1 NEVER	2 SELDOM	3 SOMETIMES	4 OFTEN
---------	----------	-------------	---------
7. How would you rate each of the following at UTK?

	POOR	FAIR	GOOD	EXCELLENT
a. Your academic experience	1	2	3	4
b. Your social experience	1	2	3	4
c. Your overall experience	1	2	3	4
d. The classes you have taken	1	2	3	4
e. The quality of undergraduate students	1	2	3	4

8. Please circle the response that best reflects the way you feel.

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
a. Most of my classes at UTK are stimulating	1	2	3	4	5
b. Most of my professors at UTK are good teachers	1	2	3	4	5
c. Many of my classes at UTK are too large	1	2	3	4	5
d. Most of my teachers at UTK are available outside of class to help students	1	2	3	4	5
e. Too many of my classes at UTK are taught by graduate students	1	2	3	4	5

## GENERAL UNIVERSITY PROGRAMS AND SERVICES

9. Here, we would like to ask you a few questions about general University programs and services. Please indicate how frequently you have used each service and indicate the quality of the service you received. (Please circle your response)

	How often have you used this service?				How would you rate the quality of service you received?				
	FREQUENTLY	OCCASIONALLY	SELDOM	NEVER	EXCELLENT	GOOD	FAIR	POOR	NOT APPLICABLE
a. Main Library	1	2	3	4	1	2	3	4	5
b. Undergraduate Library	1	2	3	4	1	2	3	4	5
c. Career Planning and Placement Service	1	2	3	4	1	2	3	4	5
d. Counseling Center	1	2	3	4	1	2	3	4	5
e. Recreational or Intramural Activity	1	2	3	4	1	2	3	4	5
f. Student Employment Service	1	2	3	4	1	2	3	4	5
g. Health Service	1	2	3	4	1	2	3	4	5
h. Campus Plays	1	2	3	4	1	2	3	4	5
i. Campus Film Series	1	2	3	4	1	2	3	4	5
j. Campus Concert Series	1	2	3	4	1	2	3	4	5
k. Computer Center (UTCC)	1	2	3	4	1	2	3	4	5
l. Black Cultural Center	1	2	3	4	1	2	3	4	5

10. Now, we would like to ask you about some other university programs and services. Please indicate how clear procedures are for each service, and rate the quality of the service.

	How clear are the procedures?				How would you rate the quality of service you received?				
	CLEAR	SOMEWHAT CONFUSING	VERY CONFUSING	DIDN'T USE	EXCELLENT	GOOD	FAIR	POOR	NOT APPLICABLE
a. Admissions	1	2	3	4	1	2	3	4	5
b. Registration	1	2	3	4	1	2	3	4	5
c. Student Records	1	2	3	4	1	2	3	4	5
d. Student Loans	1	2	3	4	1	2	3	4	5
e. Student Grants	1	2	3	4	1	2	3	4	5
f. Scholarships	1	2	3	4	1	2	3	4	5
g. Student Conduct Office	1	2	3	4	1	2	3	4	5
h. Treasurer's Office	1	2	3	4	1	2	3	4	5
i. Drop/Add Procedure	1	2	3	4	1	2	3	4	5
j. Preregistration	1	2	3	4	1	2	3	4	5
k. New Student Orientation	1	2	3	4	1	2	3	4	5

## SPECIFIC PROGRAMS RELATED TO YOUR MAJOR

11. What is your major or intended major? \_\_\_\_\_

12. Thinking about your major, or intended major, please rate the quality of each of the following.

	POOR	FAIR	GOOD	EXCELLENT	NOT APPLICABLE
a. Availability of my advisor	1	2	3	4	5
b. Willingness of my advisor to help	1	2	3	4	5
c. Quality of courses in preparing me for employment	1	2	3	4	5
d. Quality of courses in preparing me for graduate or prof school	1	2	3	4	5
e. Fairness of grading in my courses	1	2	3	4	5
f. Quality of instruction in lower division courses in the major	1	2	3	4	5
g. Quality of instruction in upper division courses in the major	1	2	3	4	5
h. Opportunities for interaction with faculty in the major	1	2	3	4	5
i. Quality of library holdings in my major	1	2	3	4	5
j. Availability of professional activities or clubs in the major	1	2	3	4	5
k. Quality of printed information about the program	1	2	3	4	5
l. Helpfulness of office staff	1	2	3	4	5
m. Adequacy of preparation by lower division courses for upper division courses	1	2	3	4	5
n. Quality of courses for providing a good general education	1	2	3	4	5
o. Availability of required courses for the major	1	2	3	4	5
p. Availability of desired courses for the major	1	2	3	4	5
q. Organization of the curriculum for the major	1	2	3	4	5
r. Practicum or internship experiences in the major	1	2	3	4	5
s. Laboratory facilities related to the major	1	2	3	4	5

	POOR	FAIR	GOOD	EXCELLENT	NOT APPLICABLE
t. Quality of students in the program	1	2	3	4	5
u. Classroom facilities related to the major	1	2	3	4	5
v. Quality of curricular advising in the major	1	2	3	4	5
w. Quality of career advising in the major	1	2	3	4	5
x. Clarity of degree requirements in the major	1	2	3	4	5
y. Opportunities for student participation in departmental decisions	1	2	3	4	5
z. Opportunities for formal student evaluation of instruction in the major	1	2	3	4	5
aa. Professional competence of departmental faculty in the major	1	2	3	4	5
bb. Departmental faculty concern for my intellectual development	1	2	3	4	5
cc. Quality of my initial contacts with the department	1	2	3	4	5
dd. Attitude of departmental chairperson toward students	1	2	3	4	5
ee. Opportunities for students to participate in faculty members' research	1	2	3	4	5
ff. The quality of computer support for undergraduate student work in my department	1	2	3	4	5
gg. Overall quality of this department	1	2	3	4	5

13. Which of the following best describes the extent of your involvement in departmental activities outside the classroom?

- 1 I AM NOT INVOLVED IN ANY DEPARTMENT ACTIVITIES OUTSIDE THE CLASSROOM
- 2 I AM SOMEWHAT INVOLVED IN DEPARTMENT ACTIVITIES OUTSIDE THE CLASSROOM
- 3 I AM HEAVILY INVOLVED IN DEPARTMENT ACTIVITIES OUTSIDE THE CLASSROOM
- 4 NOT APPLICABLE, I DO NOT HAVE A MAJOR

14. How many other department majors would you say you know on a first name basis?

15. Have you taken, or are you taking, University Studies 1000?

- 1 NO
- 2 YES

16. Are you in a fraternity or sorority?

- 1 NO
- 2 YES

## CLASSROOM EXPERIENCE

17. In this section, we would like to ask you a few questions about a particular course you are taking this quarter. Answer the following as you think about the course named below.

COURSE TITLE :

	POOR	FAIR	GOOD	EXCELLENT	DON'T KNOW
a. Comprehensiveness of course content	1	2	3	4	5
b. Relevance of course content for my needs	1	2	3	4	5
c. Extent to which course content is current	1	2	3	4	5
d. Instructor's class presentations	1	2	3	4	5
e. Instructor's preparation for class	1	2	3	4	5
f. Instructor's enthusiasm for teaching this class	1	2	3	4	5
g. Instructor's helpfulness with student problems	1	2	3	4	5
h. Fairness of testing	1	2	3	4	5
i. Fairness of grading	1	2	3	4	5
j. Clarity of course objectives	1	2	3	4	5
k. Opportunity to apply what is learned in the classroom	1	2	3	4	5
l. Relevance of lecture information to course objectives	1	2	3	4	5
m. Quality of classroom discussion	1	2	3	4	5
n. Accuracy of catalog description of course	1	2	3	4	5
o. Instructor's knowledge of subject matter	1	2	3	4	5
p. Instructor's availability for consultation	1	2	3	4	5
q. Overall quality of instructor	1	2	3	4	5
r. Overall quality of course	1	2	3	4	5
s. Instructor's feedback on student progress	1	2	3	4	5
t. Opportunities for expressing ideas in writing	1	2	3	4	5
u. Intellectual challenge presented by this course	1	2	3	4	5

18. Is this course primarily being taught by a graduate student?

1 YES 2 NO 3 DON'T KNOW

19. Why are you taking this class?

1 IT IS REQUIRED FOR MY MAJOR  
2 IT IS RECOMMENDED FOR MY MAJOR  
3 IT IS AN ELECTIVE

## BACKGROUND INFORMATION

Your responses to these questions will help us in comparing your experience at UTK to those of others. All your answers are completely confidential.

20. Most of the time while you have attended UTK, have you been a part-time or full-time student?
- 1 PART-TIME
  - 2 FULL-TIME
21. Are you presently receiving aid through the University? (Circle all that apply)
- 1 NO
  - 2 YES - SCHOLARSHIP
  - 3 YES - LOAN
  - 4 YES - WORK-STUDY
22. What is your race?
- 1 BLACK
  - 2 WHITE
  - 3 ASIAN
  - 4 OTHER
23. Where do you live while attending UTK?
- 1 DORMITORY
  - 2 APARTMENT IN UTK AREA
  - 3 APARTMENT NOT IN UTK AREA
  - 4 FRATERNITY HOUSE
  - 5 AT HOME WITH PARENTS
  - 6 MARRIED STUDENT HOUSING
  - 7 OTHER
24. Which of the following best describes your program at UTK?
- |                                  |                  |
|----------------------------------|------------------|
| 1 BUSINESS                       | 9 EDUCATION      |
| 2 NURSING                        | 10 ARCHITECTURE  |
| 3 ENGINEERING                    | 11 HUMAN ECOLOGY |
| 4 AGRICULTURE                    | 12 SOCIAL WORK   |
| 5 COMMUNICATIONS                 | 13 OTHER         |
| 6 LIBERAL ARTS - HUMANITIES      |                  |
| 7 LIBERAL ARTS - SCIENCES        |                  |
| 8 LIBERAL ARTS - SOCIAL SCIENCES |                  |
25. What is your classification?
- 1 FRESHMAN
  - 2 SOPHOMORE
  - 3 JUNIOR
  - 4 SENIOR
26. What is your age?
- \_\_\_\_\_ YEARS
27. What is your marital status?
- 1 SINGLE
  - 2 MARRIED
  - 3 SEPARATED
  - 4 DIVORCED
28. What proportion of your educational expenses are your parents providing?
- 1 NONE
  - 2 SOME, BUT LESS THAN HALF
  - 3 MORE THAN HALF
29. Have you transferred more than 36 quarter hours of credit to UTK from another college or university?
- 1 NO
  - 2 YES
30. What is your overall G.P.A.?
- 1 LESS THAN 2.0
  - 2 2.01 - 2.50
  - 3 2.51 - 3.00
  - 4 3.01 - 3.50
  - 5 3.51 - 4.00
31. What is your gender?
- 1 MALE
  - 2 FEMALE
32. How many hours are you currently working at a job this term?
- 1 I AM NOT WORKING
  - 2 1 TO 9 HOURS/WEEK
  - 3 10 TO 19 HOURS/WEEK
  - 4 20 TO 29 HOURS/WEEK
  - 5 30 OR MORE HOURS/WEEK
33. Where is your home town?
- 1 EAST TENNESSEE
  - 2 MIDDLE TENNESSEE
  - 3 WEST TENNESSEE
  - 4 OTHER SOUTHEASTERN STATE
  - 5 NORTHEAST
  - 6 MIDWEST
  - 7 SOUTHWEST
  - 8 WEST OR NORTHWEST
  - 9 OUTSIDE THE US
34. What was the size of the community in which you spent most of your life before you were sixteen?
- 1 A FARM
  - 2 RURAL AREA, BUT NOT A FARM
  - 3 TOWN LESS THAN 2,500
  - 4 TOWN 2,500 - 24,999
  - 5 SMALL CITY 25,000 - 100,000
  - 6 LARGE CITY OVER 100,000
35. How long have you been in your major field?
- 1 JUST STARTING
  - 2 ONE YEAR
  - 3 TWO YEARS
  - 4 THREE OR MORE YEARS
  - 5 I HAVE NOT YET DECIDED ON A MAJOR
36. Please estimate your family's income from all sources in 1986.
- |                     |                       |
|---------------------|-----------------------|
| 1 UNDER \$10,000    | 7 \$60,000-\$69,999   |
| 2 \$10,000-\$19,999 | 8 \$70,000-\$79,999   |
| 3 \$20,000-\$29,999 | 9 \$80,000-\$89,999   |
| 4 \$30,000-\$39,999 | 10 \$90,000-\$99,999  |
| 5 \$40,000-\$49,999 | 11 \$100,000 AND OVER |
| 6 \$50,000-\$59,999 | 12 DON'T KNOW         |

What has made you the most satisfied as a UTK student?

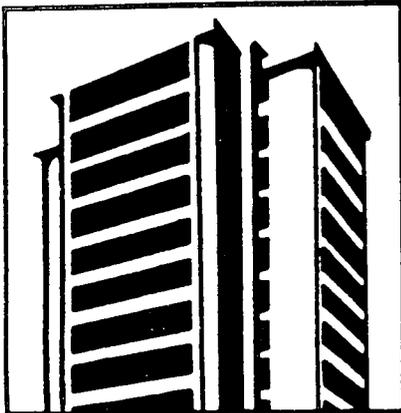
What has made you the most dissatisfied as a UTK student?

What one thing would you most like to change about UTK?

If you have any other comments to make about your experience at the University of Tennessee - Knoxville, please use the space below.

Please take a few minutes to be sure you have answered all the questions on every page. Once you have completed the questionnaire, please fold it and mail it in the enclosed postage-paid envelope. Thank you for your assistance.

# Survey of Graduates



LEARNING RESEARCH CENTER  
The University of Tennessee, Knoxville

THE UNIVERSITY OF TENNESSEE, KNOXVILLE  
ALUMNI SURVEY

In this questionnaire, you will frequently be asked to think back to your days at The University of Tennessee, Knoxville. We would like for you to respond in regard to your undergraduate experiences. Please circle your choice of response.

1. As you look back, how satisfied were you at the time you graduated with the educational experience you had at UTK?

- 1 VERY DISSATISFIED                      2 DISSATISFIED                      3 SATISFIED                      4 VERY SATISFIED

2. Now, how satisfied are you with the educational experience you had at UTK?

- 1 VERY DISSATISFIED                      2 DISSATISFIED                      3 SATISFIED                      4 VERY SATISFIED

3. Now, how do you rate the following aspects of your UTK experience?

	POOR	FAIR	GOOD	EXCELLENT
a. Your academic experience?	1	2	3	4
b. Your social experience?	1	2	3	4
c. Your cultural experience	1	2	3	4
d. Your overall experience?	1	2	3	4

4. How often would you say you did each of the following while you were attending UTK?

	NEVER	SELDOM	OCCASIONALLY	OFTEN
a. Used the Library as a quiet place to read or study	1	2	3	4
b. Developed a bibliography or set of references for a term paper	1	2	3	4
c. Used Library reference materials	1	2	3	4
d. Went to an art gallery or exhibit on campus	1	2	3	4
e. Attended a concert or other musical performance on campus	1	2	3	4
f. Saw a play on campus	1	2	3	4
g. Worked on a paper or project where you used a computer	1	2	3	4
h. Tried to explain a scientific theory to another student	1	2	3	4

5. Since graduating from UTK, how many times would you say you have...

	NEVER	ONCE	TWO OR THREE TIMES	MORE THAN THREE TIMES
a. Written letters to the editor of papers or magazines?	1	2	3	4
b. Gone to meetings of, or contributed money to organizations promoting social/political points of view?	1	2	3	4
c. Gone to meetings of, or contributed money to civic organizations?	1	2	3	4
d. Contributed time or money to political campaigns?	1	2	3	4
e. Voted in a city or county election?	1	2	3	4
f. Voted in an election for the state legislature, Governor, or for the US House or Senate?	1	2	3	4
g. Gone to a public lecture?	1	2	3	4
h. Gone to a play?	1	2	3	4
i. Read a book For pleasure?	1	2	3	4
j. Gone to a popular music concert?	1	2	3	4
k. Gone to a classical music concert (symphony, opera, chamber music)?	1	2	3	4

6. While you were at UTK, with how many faculty members did you develop a close relationship? (Such that you felt you could ask them for a letter of recommendation)

0 NONE                      1 ONE                      2 TWO                      3 THREE OR MORE

7. While you were at UTK, with how many students did you develop a close friendship?

0 NONE                      1 ONE                      2 TWO                      3 THREE OR MORE

8. Now, how many close friendships do you maintain with people you met while you were a student at UTK?

0 NONE                      1 ONE                      2 TWO                      3 THREE OR MORE

9. If you could start college again, would you enroll at UTK?

1 DEFINITELY NOT      2 PROBABLY NOT      3 PROBABLY YES      4 DEFINITELY YES

**YOUR EDUCATION AND ITS IMPACT**

10. In answering the questions in this section, please think of your overall experience at UTK, and any effect it may have had on each item. Please indicate the degree to which your education at UTK added to your skills in each of the following areas.

	VERY LITTLE	SOMEWHAT	VERY MUCH
a. Practical skills necessary to obtain employment in your field	1	2	3
b. Getting along with people of different races and ethnic groups	1	2	3
c. Ability to grow and learn as a person	1	2	3
d. Ability to lead or guide others	1	2	3
e. Ability to adjust to new job demands	1	2	3
f. Self-confidence in expressing your ideas	1	2	3
g. Appreciation of different cultures	1	2	3
h. Planning and carrying out projects	1	2	3
i. Speaking effectively	1	2	3
j. Writing effectively	1	2	3
k. Understanding written information	1	2	3
l. Understanding graphic information	1	2	3
m. Learning on your own	1	2	3
n. Defining and solving problems	1	2	3
o. Working cooperatively in a group	1	2	3
p. Ability to understand mathematical concepts	1	2	3
q. Understanding the interaction between people and the environment	1	2	3
r. Understanding and appreciating the arts	1	2	3
s. Understanding and applying scientific principles and methods	1	2	3
t. Understanding different philosophies and cultures	1	2	3
u. Ability to use mathematics in everyday life	1	2	3

A number of the above items were provided with the kind permission of ACT

**SPECIFIC PROGRAMS RELATED TO THE MAJOR**

11. In this section we would like to ask you questions about programs in your major area. Thinking about your major, please rate the quality of each, and its importance to you.

What was your major? \_\_\_\_\_

How would you rate the quality of each?

	POOR	FAIR	GOOD	EXCELLENT	NOT APPLICABLE
a. Availability of your advisor	1	2	3	4	5
b. Willingness of your advisor to help	1	2	3	4	5
c. Quality of courses for providing a good general education	1	2	3	4	5
d. Quality of courses for preparing for employment	1	2	3	4	5
e. Fairness of grading in the major	1	2	3	4	5
f. Quality of instruction in the major	1	2	3	4	5
g. Opportunities for interaction with faculty in the major	1	2	3	4	5
h. Availability of professional activities or clubs in the major	1	2	3	4	5
i. Quality of courses in the major in preparing for graduate or professional school	1	2	3	4	5
j. Availability of faculty to help students outside of class	1	2	3	4	5
k. Availability of faculty to talk informally	1	2	3	4	5
l. Expertise of faculty in the major	1	2	3	4	5

12. If you could choose your major over again, would you choose the same major?

1 DEFINITELY NOT    2 PROBABLY NOT    3 PROBABLY YES    4 DEFINITELY YES

**EMPLOYMENT AND BACKGROUND INFORMATION**

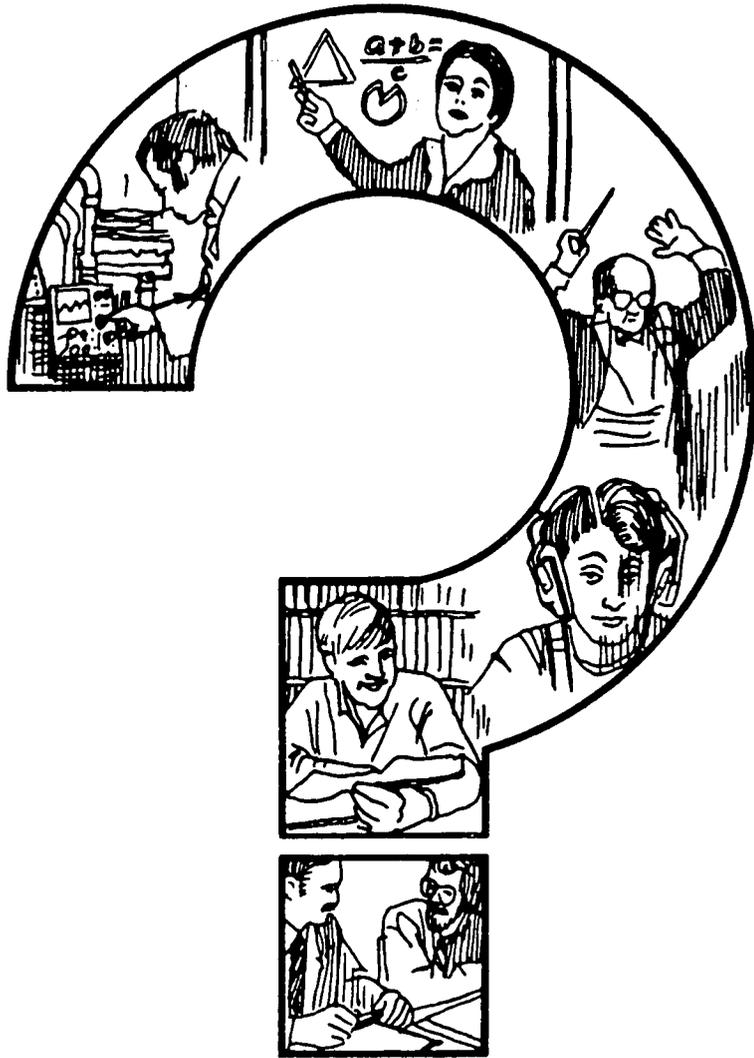
In this section, you will be asked questions about your employment, along with other questions which will allow your responses to be compared to those of others. Again, all your responses are completely confidential.

13. Which of the following best describes your present employment situation?
- 1 WORKING FULL-TIME (NOT SELF-EMPLOYED)
  - 2 WORKING PART-TIME (NOT SELF-EMPLOYED)
  - 3 SELF-EMPLOYED
  - 4 SERVING IN THE ARMED FORCES
  - 5 CARING FOR A HOME AND FAMILY
  - 6 UNEMPLOYED
14. Are you presently enrolled in a college or university?
- 1 NO
  - 2 YES, PART-TIME UNDERGRADUATE
  - 3 YES, FULL-TIME UNDERGRADUATE
  - 4 YES, PART-TIME GRADUATE / PROFESSIONAL
  - 5 YES, FULL-TIME GRADUATE / PROFESSIONAL
15. Are you employed in the field in which you were educated? If not, why not? Choose the best response.
- 1 I WAS (AM) EMPLOYED IN MY MAJOR FIELD
  - 2 I COULD NOT FIND A JOB IN MY FIELD
  - 3 I DEVELOPED NEW CAREER INTERESTS SINCE LEAVING COLLEGE
  - 4 THE JOBS IN MY FIELD DID NOT PAY WELL
  - 5 THE JOBS IN MY FIELD DID NOT OFFER OPPORTUNITIES FOR ADVANCEMENT
  - 6 I AM NOT PRESENTLY EMPLOYE
16. How did you become aware of the opening which became your first job after graduation?
- 1 WAS ALREADY WORKING IN THE JOB
  - 2 COOPERATIVE EDUCATION PROJECT
  - 3 COLLEGE PLACEMENT OFFICE
  - 4 PROFESSIONAL PLACEMENT OFFICE
  - 5 NEWSPAPER ADVERTISEMENT
  - 6 DIRECT CONTACT WITH EMPLOYER
  - 7 FACULTY CONTACT OR REFERENCE
  - 8 CONTACT THROUGH FRIEND OR RELATIVE
  - 9 PUBLIC OR PRIVATE EMPLOYMENT AGENCY
  - 10 OTHER - PLEASE SPECIFY \_\_\_\_\_
17. How do you feel about the type of work you do in your job?
- 1 VERY DISSATISFIED
  - 2 DISSATISFIED
  - 3 SATISFIED
  - 4 VERY SATISFIED
  - 5 NOT APPLICABLE
18. How do you feel about the pay in your job?
- 1 VERY DISSATISFIED
  - 2 DISSATISFIED
  - 3 SATISFIED
  - 4 VERY SATISFIED
  - 5 NOT APPLICABLE
19. Did you work while you were attending UTK?
- 1 NO
  - 2 YES ON CAMPUS
  - 3 YES OFF CAMPUS
20. If you worked, while attending UTK, on average, about how many hours did you work?
- |                  |                  |
|------------------|------------------|
| 1 FEWER THAN 10  | 3 30 TO 40 HOURS |
| 2 10 TO 19 HOURS | 4 OVER 40 HOURS  |
| 3 20 TO 29 HOURS | 5 I DID NOT WORK |
21. Are you now looking for another job?
- 1 NO
  - 2 YES
22. What is your current annual salary?
- 1 LESS THAN \$10,000
  - 2 \$10,000 - \$14,999
  - 3 \$15,000 - \$19,999
  - 4 \$20,000 - \$24,999
  - 5 \$25,000 - \$29,999
  - 6 \$30,000 - \$34,999
  - 7 \$35,000 - \$39,999
  - 8 \$40,000 - \$49,999
  - 9 \$50,000 - \$59,999
  - 10 \$60,000 - \$70,000
  - 11 OVER \$70,000
  - 12 NOT APPLICABLE
23. Where did you live for the greatest amount of time when you attended UTK?
- 1 DORMITORY
  - 2 FRATERNITY/SORORITY HOUSE
  - 3 APARTMENT, HOUSE, TRAILER
  - 4 HOME WITH PARENTS

24. For the most part, were you a part-time or full-time student while attending UTK?
- 1 PART-TIME
  - 2 FULL-TIME
25. How old were you when you began college?
- \_\_\_\_\_
26. How old are you now?
- \_\_\_\_\_
27. What is your sex?
- 1 FEMALE
  - 2 MALE
28. What is your race?
- 1 BLACK
  - 2 WHITE
  - 3 OTHER
29. How would you characterize your undergraduate preparation for graduate work in your field?
- 1 POOR
  - 2 FAIR
  - 3 GOOD
  - 4 EXCELLENT
  - 5 NOT APPLICABLE
30. How would you characterize the preparation you received at UTK for further undergraduate work at another institution?
- 1 POOR
  - 2 FAIR
  - 3 GOOD
  - 4 EXCELLENT
  - 5 NOT APPLICABLE
31. Which of the following best describes your mother's level of education?
- 1 LESS THAN HIGH SCHOOL GRADUATE
  - 2 HIGH SCHOOL GRADUATE
  - 3 SOME COLLEGE
  - 4 COLLEGE GRADUATE
  - 5 GRADUATE TRAINING
32. Which of the following best describes your father's level of education?
- 1 LESS THAN HIGH SCHOOL GRADUATE
  - 2 HIGH SCHOOL GRADUATE
  - 3 SOME COLLEGE
  - 4 COLLEGE GRADUATE
  - 5 GRADUATE TRAINING
33. Where was your home before you began at UTK?
- 1 EAST TENNESSEE
  - 2 MIDDLE TENNESSEE
  - 3 WEST TENNESSEE
  - 4 OTHER SOUTHEASTERN STATE
  - 5 NORTHEAST
  - 6 MIDWEST
  - 7 SOUTHWEST
  - 8 WEST OR NORTHWEST
  - 9 OUTSIDE THE US
34. Where is your home now?
- 1 EAST TENNESSEE
  - 2 MIDDLE TENNESSEE
  - 3 WEST TENNESSEE
  - 4 OTHER SOUTHEASTERN STATE
  - 5 NORTHEAST
  - 6 MIDWEST
  - 7 SOUTHWEST
  - 8 WEST OR NORTHWEST
  - 9 OUTSIDE THE US
35. Was your home less than, or greater than 30 miles from UTK when you began there?
- 1 CLOSER THAN 30 MILES
  - 2 GREATER THAN 30 MILES
36. What was the size of the community where you spent most of your life before you were sixteen?
- 1 A FARM
  - 2 RURAL AREA, BUT NOT A FARM
  - 3 TOWN LESS THAN 2,500
  - 4 TOWN 2,500 - 24,500
  - 5 SMALL CITY 25,000 - 100,000
  - 6 LARGE CITY OVER 100,000
37. Please circle the number next to each activity in which you participated.
- |                      |                          |
|----------------------|--------------------------|
| 1 STUDENT GOVT.      | 8 HONOR SOCIETIES        |
| 2 HONORS PROGRAM     | 9 FRATERNITY OR SORORITY |
| 3 CO-OP PROGRAM      | 10 INTERNSHIP IN MAJOR   |
| 4 CLUB IN YOUR MAJOR | 11 VARSITY SPORTS        |
| 5 ART/MUSIC/DRAMA    |                          |
| 6 INTRAMURAL SPORTS  |                          |
| 7 EDUCATIONAL TRAVEL |                          |
38. Had a member of your immediate family attended UTK before you began?
- 1 NO
  - 2 YES
39. Outside of class, approximately how many hours did you spend on campus each week while you were attending UTK?
- 1 LESS THAN TEN
  - 2 TEN TO TWENTY
  - 3 TWENTY TO THIRTY
  - 4 GREATER THAN THIRTY

If you have any other comments to make about your experience at The University of Tennessee, Knoxville, and its effect on your personal or professional life, please use the space below.

Please take a few minutes and check that you have answered all the questions on every page. Once you have completed the questionnaire, please refold it and mail it to us in the enclosed postage-paid envelope. Thank you very much for your help.



**THE STUDENT EXPERIENCE  
AT U.T.K.  
—A LOOK BACK—**

LEARNING RESEARCH CENTER  
The University of Tennessee, Knoxville

THE STUDENT EXPERIENCE AT THE  
UNIVERSITY OF TENNESSEE, KNOXVILLE

You were a student at UTK, but decided not to return. In order to improve the experiences of all students at UTK, we are interested in finding out why you decided to leave the University. In answering the following questions, please think back to your experience both in and out of the classroom. Please circle the number corresponding to the response with which you most agree.

- 1a. Did you consult with your faculty advisor before leaving? ----->
- 1 YES
  - 2 NO
  - 3 NO, I DIDN'T KNOW MY FACULTY ADVISOR
- b. Was your faculty advisor helpful?
- 1 YES, VERY HELPFUL
  - 2 YES, SOMEWHAT HELPFUL
  - 3 NO, NOT PARTICULARLY HELPFUL
  - 4 NO, NOT AT ALL HELPFUL
  - 5 I DID NOT CONSULT WITH MY ADVISOR
- 2a. Did you consult with any other faculty about your decision? ----->
- 1 YES
  - 2 NO
- b. Did you find them to be helpful?
- 1 YES, VERY HELPFUL
  - 2 YES, SOMEWHAT HELPFUL
  - 3 NO, NOT PARTICULARLY HELPFUL
  - 4 NO, NOT AT ALL HELPFUL
  - 5 I DID NOT CONSULT WITH ANY FACULTY
- 3a. Did you consult with any university official other than faculty members about your decision to leave? ----->
- 1 YES (WHO DID YOU TALK TO MOST?)
  - 2 NO \_\_\_\_\_
- b. Was this person helpful?
- 1 YES, VERY HELPFUL
  - 2 YES, SOMEWHAT HELPFUL
  - 3 NO, NOT PARTICULARLY HELPFUL
  - 4 NO, NOT AT ALL HELPFUL
  - 5 I DID NOT CONSULT WITH ANY OFFICIAL
- 4a. Did you consult any student about your decision to leave? ----->
- 1 YES
  - 2 NO
- b. Did you find them to be helpful?
- 1 YES, VERY HELPFUL
  - 2 YES, SOMEWHAT HELPFUL
  - 3 NO, NOT PARTICULARLY HELPFUL
  - 4 NO, NOT AT ALL HELPFUL
  - 5 I DID NOT CONSULT WITH ANY STUDENTS
- 5a. Did you consult with any member of your family about your decision? ----->
- 1 YES
  - 2 NO
- b. Did you find them to be helpful?
- 1 YES, VERY HELPFUL
  - 2 YES, SOMEWHAT HELPFUL
  - 3 NO, NOT PARTICULARLY HELPFUL
  - 4 NO, NOT AT ALL HELPFUL
  - 5 I DID NOT CONSULT WITH ANY FAMILY MEMBER
6. Which of the following best describes the length of time involved in your decision? ----->
- 1 IT WAS MADE GRADUALLY OVER A FEW MONTHS.
  - 2 IT WAS MADE GRADUALLY OVER A FEW WEEKS.
  - 3 IT WAS MADE SUDDENLY.
7. When you first enrolled at UTK, did you intend to continue at UTK until you graduated?
- 1 NO                      2 YES
8. Which of the following best describes your leaving UTK? ----->  
(Please circle only one response.)
- 1 UTK JUST WAS NOT THE COLLEGE FOR ME
  - 2 COLLEGE JUST WASN'T FOR ME
  - 3 I DID NOT HAVE THE MONEY TO CONTINUE
  - 4 PERSONAL CIRCUMSTANCES (OTHER THAN MONEY) KEPT ME FROM ATTENDING COLLEGE
9. Would you recommend UTK to a friend considering college?
- 1 NO, UNDER NO CIRCUMSTANCES
  - 2 NO, PROBABLY NOT
  - 3 YES, WITH RESERVATIONS
  - 4 YES, WITHOUT RESERVATIONS

10. Please circle the response which best fits the way you feel about each of the following reasons for your leaving UTK.

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
a. I left UTK because I disliked the social atmosphere	1	2	3	4	5
b. I left UTK because I felt the academic program was not challenging to me	1	2	3	4	5
c. I left UTK because I felt the academic program was too difficult	1	2	3	4	5
d. I left UTK because I felt that the faculty did not care for students	1	2	3	4	5
e. I left UTK because I could not get the advice I needed about courses and programs	1	2	3	4	5
f. I left UTK because I decided to take a job instead	1	2	3	4	5
g. I left UTK because I had to handle personal problems	1	2	3	4	5
h. I left UTK because I had family problems	1	2	3	4	5
i. I left UTK because I did not like the program there in my area of interest	1	2	3	4	5
j. I left UTK because I did not like living in Knoxville	1	2	3	4	5
k. I left UTK because I did not like my living arrangements	1	2	3	4	5
l. I left UTK because I faced unexpected financial difficulties	1	2	3	4	5
m. I left UTK because I couldn't get in the classes I wanted	1	2	3	4	5
n. I left UTK because I found my classes to be boring	1	2	3	4	5
o. I left UTK because I found my classes to be poorly taught	1	2	3	4	5
p. I left UTK because I felt people like me did not belong	1	2	3	4	5
q. I left UTK because I had accomplished what I had intended	1	2	3	4	5

YOUR EDUCATIONAL EXPERIENCE AT UTK

11. Please circle the response that best reflects the way you feel about each item.

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
a. My education at UTK was giving me the practical skills to obtain employment in my field	1	2	3	4	5
b. My general education at UTK was giving me the skills to understand all types of people	1	2	3	4	5
c. My social experience at UTK was giving me the skills to get along with all types of people	1	2	3	4	5
d. My education at UTK was giving me the skills to grow and learn as a person	1	2	3	4	5
e. My education at UTK was giving me the skills to adjust to new job demands	1	2	3	4	5
f. The most important thing I was receiving at UTK was the practical learning in my major	1	2	3	4	5
g. Most of the electives I took outside my major were valuable to me	1	2	3	4	5
h. My education at UTK was giving me self-confidence in expressing my ideas	1	2	3	4	5

12. With how many faculty at UTK did you develop a close personal relationship?  
(Such that you feel you could ask them for a letter of recommendation)

- 1 NONE
- 2 ONE
- 3 TWO
- 4 THREE OR MORE

13. With how many students at UTK did you develop a close personal relationship?

- 1 NONE
- 2 ONE
- 3 TWO
- 4 THREE OR MORE

14. Outside of class, approximately how many hours did you spend on campus each week?

- 1 LESS THAN TEN
- 2 TEN TO TWENTY
- 3 TWENTY TO THIRTY
- 4 GREATER THAN THIRTY

15. In general how satisfied were you with your overall experience at UTK?
- 1 VERY DISSATISFIED                      2 DISSATISFIED                      3 SATISFIED                      4 VERY SATISFIED
16. When you reflect upon your time at UTK, were you challenged to do the very best you could do?
- 1 NEVER                      2 SELDOM                      3 SOMETIMES                      4 OFTEN
17. Which of the following best describes your attitude toward UTK before you started your first quarter?
- 1 I WAS NOT ENTHUSIASTIC ABOUT BEGINNING  
2 I WAS SOMEWHAT ENTHUSIASTIC ABOUT BEGINNING  
3 I WAS VERY ENTHUSIASTIC ABOUT BEGINNING
18. How would you rate each of the following at UTK?
- |                              | POOR | FAIR | GOOD | EXCELLENT |
|------------------------------|------|------|------|-----------|
| a. Your academic experience? | 1    | 2    | 3    | 4         |
| b. Your social experience?   | 1    | 2    | 3    | 4         |
| c. Your overall experience?  | 1    | 2    | 3    | 4         |
19. Which of the following best represents how you feel about a degree from UTK?
- 1 I FEEL IT IS A DEGREE OF LOW QUALITY  
2 I FEEL IT IS A DEGREE OF AVERAGE QUALITY  
3 I FEEL IT IS A DEGREE OF HIGH QUALITY
20. Which of the following best represents how you think others feel about a degree from UTK?
- 1 THEY FEEL IT IS A DEGREE OF LOW QUALITY  
2 THEY FEEL IT IS A DEGREE OF AVERAGE QUALITY  
3 THEY FEEL IT IS A DEGREE OF HIGH QUALITY
21. Are you now attending another university or college?
- 1 NO, AND I DO NOT PLAN TO  
2 NO, BUT I PLAN TO ENROLL IN THE NEXT YEAR  
3 NO, BUT I PLAN TO IN THE NEXT FEW YEARS  
4 YES
22. Where would you be likely to attend if you decided to return to college?
- 1 I WILL NOT RETURN TO COLLEGE  
2 I WOULD RETURN TO UTK  
3 I WOULD ATTEND A COMMUNITY COLLEGE  
4 I WOULD ATTEND A SMALLER STATE COLLEGE  
5 I WOULD ATTEND ANOTHER LARGE STATE UNIVERSITY  
6 I WOULD ATTEND A PRIVATE UNIVERSITY  
7 I WOULD ATTEND A SMALL LIBERAL ARTS COLLEGE  
8 I WOULD ATTEND A TECHNICAL INSTITUTE OR TRADE SCHOOL

In this section we would like to ask you questions about programs in your major area. Thinking about your intended major, that is what you would have liked most to major in, please rate the quality of each service. If you did not decide on a major, please circle the "DON'T KNOW" category.

23. What was your major, or intended major? \_\_\_\_\_

24. How would you rate the quality of service you received?

	POOR	FAIR	GOOD	EXCELLENT	DON'T KNOW
a. Availability of my advisor	1	2	3	4	5
b. Willingness of my advisor to help	1	2	3	4	5
c. Quality of courses for providing a good general education	1	2	3	4	5
d. Quality of courses for preparing me for employment	1	2	3	4	5
e. Fairness of grading in my courses	1	2	3	4	5
f. Quality of instruction in my courses	1	2	3	4	5
g. Opportunities for interaction with faculty	1	2	3	4	5

25. Please circle the response that best reflects the way you feel.

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
a. Most of my classes at UTK were stimulating	1	2	3	4	5
b. Most of my professors at UTK were good teachers	1	2	3	4	5
c. Many of my classes at UTK were too large	1	2	3	4	5
d. Most of my teachers at UTK were available outside of class to help students	1	2	3	4	5
e. Too many of my classes at UTK were taught by graduate students	1	2	3	4	5

BACKGROUND INFORMATION

Your responses to these questions will help us in comparing your experience at UTK to those of others. All your answers are completely confidential.

26. Where did you live for the greatest amount of time when you attended UTK?
- 1 DORMITORY
  - 2 HOME WITH PARENTS
  - 3 APARTMENT IN CAMPUS AREA
  - 4 APARTMENT AWAY FROM CAMPUS
  - 5 FRATERNITY HOUSE
27. Which of the following best describes your intended program at UTK?
- |                                 |                   |
|---------------------------------|-------------------|
| 1 BUSINESS                      | 9 EDUCATION       |
| 2 NURSING                       | 10 ARCHITECTURE   |
| 3 ENGINEERING                   | 11 HOME ECONOMICS |
| 4 AGRICULTURE                   | 12 OTHER          |
| 5 COMMUNICATIONS                |                   |
| 6 LIBERAL ARTS - HUMANITIES     |                   |
| 7 LIBERAL ARTS - SCIENCES       |                   |
| 8 LIBERAL ARTS - SOCIAL SCIENCE |                   |
28. What is your marital status?
- |           |             |
|-----------|-------------|
| 1 SINGLE  | 3 SEPARATED |
| 2 MARRIED | 4 DIVORCED  |
29. Have you transferred more than 36 quarter hours of credit to UTK from another college?
- 1 NO
  - 2 YES
30. Most of the time while you were a student at UTK, did you attend part time or full time?
- 1 PART TIME
  - 2 FULL TIME
31. Do you now live in the same community where you went to high school?
- |      |       |
|------|-------|
| 1 NO | 2 YES |
|------|-------|
32. Please circle each of the services at UTK which you used when you were enrolled
- 1 COUNSELING CENTER
  - 2 INTRAMURALS
  - 3 STUDENT HEALTH CENTER
  - 4 BLACK CULTURAL CENTER
  - 5 CAMPUS FILMS OR PLAYS
  - 6 FRESHMAN ORIENTATION
  - 7 CAREER PLANNING AND PLACEMENT
  - 8 STUDENT EMPLOYMENT
  - 9 UNIVERSITY STUDIES 1000
33. Did you work while you were attending UTK?
- 1 NO
  - 2 YES - SOME OF THE TIME ON CAMPUS
  - 3 YES - SOME OF THE TIME OFF CAMPUS
  - 4 YES - FULL TIME OFF CAMPUS
  - 5 DON'T KNOW/ CAN'T REMEMBER
34. In what state did you live most of your life before you were sixteen?
- STATE \_\_\_\_\_
35. What was the size of the community in which you spent most of your life before you were sixteen?
- 1 A FARM
  - 2 RURAL AREA, BUT NOT A FARM
  - 3 TOWN LESS THAN 2,500
  - 4 TOWN 2,500 - 24,999
  - 5 SMALL CITY 25,000 - 100,000
  - 6 LARGE CITY OVER 100,000
36. What is the size of the community where you now live?
- 1 A FARM
  - 2 RURAL AREA, BUT NOT A FARM
  - 3 TOWN LESS THAN 2,500
  - 4 TOWN 2,500 - 24,999
  - 5 SMALL CITY 25,000 - 100,000
  - 6 LARGE CITY OVER 100,000
37. What was the highest level of school completed by your mother?
- 1 LESS THAN HIGH SCHOOL
  - 2 HIGH SCHOOL GRADUATE
  - 3 SOME COLLEGE
  - 4 COLLEGE GRADUATE
  - 5 GRADUATE TRAINING
  - 9 DON'T KNOW/NOT APPLI.
38. What was the highest level of school completed by your father?
- 1 LESS THAN HIGH SCHOOL
  - 2 HIGH SCHOOL GRADUATE
  - 3 SOME COLLEGE
  - 4 COLLEGE GRADUATE
  - 5 GRADUATE TRAINING
  - 9 DON'T KNOW/NOT APPLI.

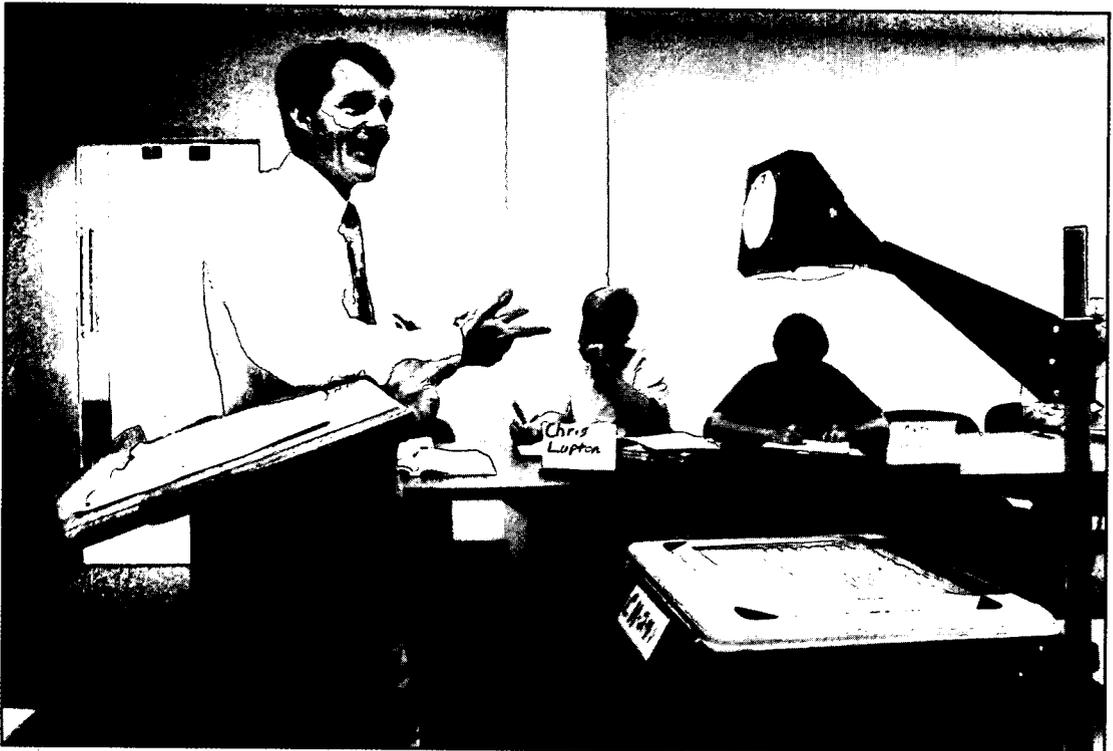
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If you have any other comments to make about your experience at the University of Tennessee - Knoxville, and why you decided to leave, please use the space below.

Please take a few minutes and check that you have answered all the questions on every page. Once you have completed the questionnaire, please refold it and mail it to us in the enclosed postage-paid envelope. Thank you very much for your help.



# Appendix VI: Tenure and Promotion Statements and Procedures from UNC Institutions



## GUIDELINES FOR PROMOTION AND TENURE

### DEPARTMENT OF GEOGRAPHY AND PLANNING APPALACHIAN STATE UNIVERSITY

ADOPTED OCTOBER 25, 1989

Because decisions of promotion and tenure are so important, they should be guided by explicit and generally accepted criteria, so as to insure uniformity and encourage fairness. This document provides broad guidelines for faculty performance appraisal in the Department of Geography and Planning. They supplement the standards outlined in the ASU Faculty Handbook and are not intended to be applied rigidly.

Any system for evaluation should be based upon an individual's total contribution to the department and the university. Criteria should reflect the fact that individuals have differing strengths, but everyone is expected to contribute in each of the areas of teaching, scholarship, and service. Furthermore, it is recognized that not all areas of activity are equally important, or that these areas are independent of each other. At Appalachian State University, teaching is generally accepted to be the most important function of most faculty members. The major purposes of research/scholarly activities and service activities are to support quality instruction and to serve the needs of the people in the region. However, teaching and scholarship can not be completely separated; therefore, it is important that individuals maintain an on-going research agenda to remain current in their chosen fields, and to contribute to our understanding of important problems in geography and planning. Service to the region and university is considered an equally important component of a faculty member's professional development. As the career of a faculty member evolves, he/she may choose to change his/her emphasis among teaching, research and service. These changing weightings should be discussed with the chairperson during one's annual spring goal-setting conference. At times, the individual may be engaged in an activity which does not fit into any of these three categories, but which is deemed important to the department and the university.

Given individual differences in skills and interests and differing stages of career development, individual faculty members reflect differing combinations of contributions to these three dimensions of performance. The sections that follow are devoted to discussing general guidelines for each of the three dimensions of performance. This is followed by brief discussions of the relation among these guidelines and career development, promotion, and tenure.

## DIMENSIONS OF PERFORMANCE

The three major dimensions of performance are: 1) instruction and student development; 2) scholarship, research, and publication; and 3) service to the institution, the profession, and external constituencies. The criteria for each dimension are divided into two categories: "indicators of effectiveness" and "indicators of excellence." This document is not intended to prescribe a single stereotype of effective performance. Rather, the intent is to suggest examples of excellence and effectiveness that will serve as benchmarks for individual planning and goal setting, and evaluation of performance. The list of indicators is not intended to be exhaustive.

### 1. Instruction and Student Development

All faculty members are expected to contribute in the area of instruction and student development, to be effective in the classroom, to continuously strive to improve their teaching effectiveness, and to contribute to the development of our instructional programs. Effectiveness in instruction is an important but not solely sufficient component in promotion and tenure decisions.

#### Examples of Indicators of Effectiveness in Instruction and Student Development

Service on master's committees;  
Directing independent student research and independent studies;  
Completing programs/workshops resulting in improved teaching methods;  
Developing a new course(s) or major revisions of existing courses;  
Significant self-development activities leading to enhanced instructional effectiveness;  
Satisfactory evaluations of teaching performance as indexed by standardized surveys and other documentation;  
Effective working participation in academic advising;  
Working with student organizations.

## Examples of Indicators of Excellence in Instruction and Student Development

Chair of master's thesis committee;  
Development of innovative pedagogical methodologies and materials;  
Excellent evaluations of teaching performance as indexed by standardized surveys and other documentation;  
Publication of widely adopted or well-received instructional materials (e.g., readings, books, simulations or videos);  
Contribution to new instructional program development.

## 2. Scholarship, Research, and Publication

All faculty are expected to maintain a program of research and scholarly activity. Research on problems in geography and planning is an important function for two reasons. First, faculty who conduct research may contribute to the understanding of important problems in geography and planning. Second, and equally important, maintaining an on-going research program helps faculty remain current in their chosen disciplines. There is no necessary conflict between emphasis on scholarship and emphasis on quality instruction. Scholarship is an integral and necessary part of university education; it is an important activity which keeps the content of classroom instruction current, pertinent, and challenging to students and faculty. It is very difficult for faculty to remain abreast of new developments and to be effective in the teaching and training of students unless they pursue research in their fields of interest.

Both quality and quantity of scholarship, research, and publication are important. However, quality of contribution to the body of knowledge is the more important criterion. Indices of quality include: publication in refereed academic journals of the relevant discipline; peer recognition via research or publication awards; membership on editorial boards; and significant external funding for research. Effectiveness in scholarship, research, and publication is an important but not solely sufficient component in promotion and tenure decisions.

### Examples of Indicators of Effectiveness in Scholarship, Research, and Publication

Publications in journals and books in appropriate disciplines;  
Publication of textbooks(s);  
Publication of technical reports or monographs;  
Presentation of papers at international, national, regional, or state meetings of appropriate disciplines;  
Clear contribution to the research of others;  
Significant self-development activities leading to increased research and publication effectiveness.

### Examples of Indicators of Excellence in Scholarship, Research, and Publication

Publications in refereed academic journals of appropriate disciplines;  
Publication of scholarly book(s);  
Publication of often cited book(s) and/or articles;  
Editorship of a refereed academic journal;  
Member of Board of Editors of a refereed academic journal(s);  
Recognition from peers in the field (e.g., Fellow, research awards, publication awards);  
Grant reviewer for international or national research organizations (e.g., NSF);  
Significant external funding for research.

### 3. Service

All faculty are expected to contribute in the service area. Geography and planning are regional/spatial disciplines, and as Appalachian is a regional university, faculty members must effectively serve the Appalachian region along with the academic profession and the university. The amount and nature of the service contribution is likely to differ as a function of individual skills, interests, and stage of career development. Service is an important but not solely sufficient component in promotion and tenure decisions.

### Examples of Indicators of Effectiveness in Service

Committee chair of international, national, regional, or state professional organizations or meetings;  
Service on university, college, and/or departmental task forces and committees;  
Advisor to student organizations;  
Presentations at public service programs;  
Administrative roles within the department and/or college;  
Presentations and/or consulting for external organizations;  
Significant self-development activities leading to enhanced service effectiveness.

### Examples of Indicators of Excellence in Service

Officer in an international, national, regional, or state professional organization;  
Program chair of international, national, regional, or state meetings;  
Service on a government commission, committee, task force, or board;  
Attraction of significant external development support.

### PROMOTION, TENURE, AND CAREER DEVELOPMENT

The nature of a faculty member's contribution is expected to vary as a function of skills, interests, and stage of career development. Promotion and tenure are based on expectations of continued growth and the potential for future performance rather than being simply a reward for past accomplishments. It is expected that faculty members seeking promotion and/or tenure will present the Departmental Personnel Committee appropriate "hard copy" evidence of his/her activities in teaching, scholarship, and service (e.g., teaching evaluations, off-prints/photocopies of publications, etc.).

#### Assistant Professors

Assistant Professors must have an earned Doctorate from an accredited institution. Individuals appointed to the rank of Assistant Professor should place primary emphasis on developing effectiveness in instruction; on establishing a productive pattern in scholarship, research, and publication in refereed journals; and service contributions which generally focus on departmental, college academic affairs until scholarly and instructional competencies are well established. Promotion to Associate Professor will be based on assessment of performance, with particular emphasis on effectiveness in instruction and an appropriate balance between scholarship, research and publication; and service.

### Associate Professors

Associate Professors must have an earned Doctorate from an accredited institution. Individuals appointed or promoted to the rank of Associate Professor should place continued emphasis on effectiveness in instruction. Associate Professors, relative to Assistant Professors, will be expected to contribute in one or more of the areas of scholarship, research, and publications; or service. For Associate Professors aspiring to promotion to tenure and Professor, excellence in instruction must be combined with significant service and/or a record of scholarship, research, and publication that demonstrates continuing development and represents a significant contribution to the field as judged by peers.

### Professor

Professors must have an earned Doctorate from an accredited institution. Promotion to the rank of Professor is the highest academic honor bestowed in the academic community. Leadership in the pursuit of excellence and regional/national prominence be demonstrated by Professors. Such leadership can be manifested in a variety of ways, such as continued major contributions to the body of knowledge; contribution to the development of junior faculty; leadership in one or more of the areas of excellence in instruction and student development. Individuals promoted to the rank must be judged as effective in each area of performance, and in addition, must be judged as having an excellent reputation in at least one of the following: teaching, research, or professional service to the university, public, and/or the region.

# Criteria for Permanent Tenure and Promotion

## College of Arts and Sciences

### East Carolina University

#### I. TEACHING

*Teaching*--(1) the articulation of the salient aspects of a discipline in a rigorous but accessible manner; and (2) other contributions towards the University's fundamental mission of transmitting knowledge, including academic consulting with students and participation in curriculum development.

Documentation of teaching contributions requires the faculty member's willingness to participate in teaching assessment. Expectations regarding these contributions increase as the faculty member's career progresses. The minimum required for tenure or promotion depends upon rank.

##### A. For Permanent Tenure:

1. Lucid, carefully written course objectives, requirements, formats, procedures, instructional materials, grading procedures, and evaluation materials for students.
2. Active role in consulting with students regarding course and laboratory work, program choices, and career planning.
3. Active role in unit discussions regarding curriculum and program development.
4. Active role in the achievement of overall program goals of the unit.
5. Maintenance of a level of student performance consistent with unit standards.
6. Documentation of teaching effectiveness using instruments and procedures approved by the unit.
7. Achievement and maintenance of the level of teaching effectiveness specified by the unit.

##### B. For Promotion to Associate Professor:

The teaching criteria for promotion to Associate Professor include those for permanent tenure: See I. A., above. Additional criteria include, but are not limited to, the following:

1. Leadership efforts in curriculum and program development.

2. Leadership efforts in the enhancement of teaching effectiveness.
3. Advisory role with probationary-term faculty regarding teaching effectiveness.

**C. For Promotion to Professor:**

The teaching criteria for promotion to Professor include those for promotion to Associate Professor: See I.B., above. Additional criteria include, but are not limited to, the following:

1. Leadership achievements in curriculum and program development.
2. Leadership achievements in the enhancement of teaching effectiveness.

## II. RESEARCH / CREATIVE ACTIVITY

**Research**--(1) serious inquiry, examination, or experimentation aimed at the discovery and interpretation of knowledge, revision of accepted theories or laws in the light of new knowledge, or practical application of such new or revised theories or laws; and (2) the dissemination of such discovery, interpretation, or revision through refereed scholarly publications. *Applies to most academic disciplines, such as those with learned journals.*

**Creative Activity**--the act of bringing into existence *ex nihilo*, as in composing a poem or play, scoring an opera, or sculpting a statue; or the act of giving a rendition of an art work, such as directing or acting in a play or performing a musical composition. *Applies only to select inventive or performing disciplines.*

The candidate must have consistent achievements of high quality in research/creative activity before permanent tenure and promotions can be awarded.

**A. For Permanent Tenure:**

**Research Faculty.** The candidate's publications must reveal a significant and developing research agenda in the area of specialization. The publications must be of high quality in content and style and reveal consistent research efforts. They should take the form of articles in recognized refereed journals or books published by university presses, scholarly societies, or other presses held in high regard by the scholarly community. Only those textbooks shall count as research that have a significant impact on one's peers within the discipline. In those disciplines where single-authored articles and books are the norm, whether a publication is single- or multiple-authored shall be an evaluative consideration.

Secondary considerations shall include, where appropriate, such activities as securing grants from agencies in support of the candidate's research program and publishing papers in conference proceedings. Papers read at professional meetings, while often important, shall usually warrant less consideration.

A candidate who reveals little promise for promotion to Associate Professor shall not be granted permanent tenure.

**Creative Activity Faculty.** The candidate's creative or performance record must reveal a significant and developing achievement in the area of specialization. The achievement must be of high quality and reveal consistent efforts. Only those achievements shall count that have gained widespread recognition among one's professional peers.

A candidate who reveals little promise for promotion to Associate Professor shall not be granted permanent tenure.

**B. For Promotion to Associate Professor:**

The research/creative activity criteria for promotion to Associate Professor are the same as those for permanent tenure: See II. A., above.

**C. For Promotion to Professor:**

**Research Faculty.** The research/publications criteria for promotion to Professor include those for permanent tenure: See II. A., above. In addition:

The candidate must have earned national recognition in the discipline or specialization, principally through a number of articles in the discipline's refereed journals or through books published by university presses, scholarly societies, or other presses held in high regard by the scholarly community. In addition to the *prima facie* evidence of the publications themselves, evidence of such recognition may include references to the candidate's work in the research publications of peers, favorable reviews published in learned periodicals, or creditable awards bestowed in honor of the candidate's work. Evaluation of the quality and quantity of the candidate's corpus by specialists at other institutions shall be used in the evaluation at the department and college level.

A candidate whose national recognition as an important scholar in the discipline or specialization is not clearly established through publications shall not be promoted to Professor.

**Creative Activity Faculty.** The creative activity criteria for promotion to Professor include those for permanent tenure: See II. A., above. In addition:

The candidate must have earned national recognition primarily through achievement in the discipline or the area of specialization. The candidate's work must reveal high achievement in professional arenas external to East Carolina University. In addition to the *prima facie* evidence of the works themselves, evidence of recognition may include favorable reviews published in national media or creditable awards bestowed in honor of the candidate's work. Evaluation of the quality and quantity of the candidate's corpus by specialists at other institutions shall be used in the evaluation at the department and college level.

A candidate whose national recognition as an important artist or performer is not clearly established shall not be promoted to Professor.

### III. SERVICE

**Service** --formal and informal assignments or activities on behalf of the department, College, University, the community at large, and the profession.

Expectations regarding service contributions increase as a faculty member's career progresses. The minimum required for permanent tenure and promotion therefore depends upon rank.

#### A. For Permanent Tenure:

Service is essential for gaining permanent tenure, but no candidate should be so committed to service functions that inadequate time has been devoted to teaching and research/creative activity. While it is possible for a very strong research/creative activity or teaching record to compensate for a weak service record, it is not possible for an especially strong service record to compensate for a record of weak teaching or weak research/creative activity.

Although service is accorded the least weight in the tenure evaluation, it is nevertheless an important component of the candidate's professional commitment. A smoothly functioning department and university depend upon individuals giving their time and energy to a wide variety of committees and other service activities. This service is, among other things, a means of learning about the department, the University, and the profession as a collegial process. Therefore, a reasonable record of departmental and University service is expected of any faculty member under consideration for tenure. There is no precise way to define "reasonable" here because different committees and tasks require significantly different amounts of time and effort, but a candidate for tenure is expected to have established a solid record of effective involvement in this area. The quality rather than the quantity of service is of primary importance.

It is expected that most of the faculty member's early service contributions will be internal. During subsequent years, the faculty member should strive to make service contributions to the college and University as a whole and eventually to the community at large and to the profession. Examples of such contributions may include, but would not be limited to, the following:

1. **Unit** --Department committee participation as specified by unit codes; administrative duties; special assignments from the chair; student advising and registration.
2. **College** --Participation in college-level committees and assignments.
3. **University** --Participation in University-level committees and assignments.
4. **Community** --Participation in regional, national, or international community activities directly related to the faculty member's profession, such as lectures and presentations, news media interviews, and professional advice to nonprofit agencies. (Because of the differences among the professions represented in the College, the community service role will vary in importance from department to department.)

5. **Profession** --Participation in service functions of professional organizations, especially officerships; writing or editing books or resource manuals that are essentially compilations of previously available materials (whereas books or resource manuals that advance or make a significant contribution to the discipline and that contain a significant amount of original research material shall count as research).

**B. For Promotion to Associate Professor:**

The criteria for promotion to Associate Professor include those for permanent tenure: See III. A., above. In addition, the candidate must show evidence of consistent initiatives to obtain leadership roles in the service areas described in III. A., items 1. through 5., above.

**C. For Promotion to Professor:**

The criteria for promotion to Professor include those for promotion to Associate Professor: See III. B., above. In addition, the candidate must show evidence of leadership in the various service areas described in III. A., items 1. through 5., above.

[Unanimously approved by the College of Arts and Sciences Department Chairs,  
23 February 1989.]

## FACULTY EVALUATION

AN ANNUAL EVALUATION OF EACH FACULTY MEMBER OF ELIZABETH CITY STATE UNIVERSITY BY HIS/HER DEPARTMENTAL CHAIRPERSON IS REQUIRED. THIS EVALUATION SHALL SERVE AS ONE IMPORTANT FACTOR TO BE CONSIDERED DURING THE PROCESSING OF ANY NON-AUTOMATIC PERSONNEL ACTION AT THIS INSTITUTION. THESE FACULTY EVALUATIONS SHALL FOLLOW PROCEDURES OUTLINED IN A MEMORANDUM SENT FROM THE CHANCELLOR'S OFFICE ON MARCH 10, 1975, AND SHALL BE CONSIDERED WHEN RECOMMENDING SALARY INCREASES, TENURE, PROMOTIONS, TRANSFER TO PERMANENT POSITIONS, AND OTHER FACULTY PERSONNEL ACTIONS THAT MIGHT BE ANTICIPATED.

### CRITERIA FOR FACULTY EVALUATION

#### I. TEACHING EFFECTIVENESS

- A. ABILITY TO MAKE STUDENTS FEEL COMFORTABLE
- B. ABILITY TO STIMULATE STUDENTS INTERESTS
- C. THOROUGH PREPARATION FOR CLASSES
- D. ACHIEVEMENT OF STUDENTS
- E. KNOWLEDGE OF SUBJECT MATTER

#### 2. SCHOLARSHIP

- A. ACADEMIC BACKGROUND
- B. CONTRIBUTION TO HIS FIELD THROUGH WRITING, RESEARCH, CONSULTATION, TALKS, RECITALS, EXHIBITS, ETC.
- C. ACTIVITY IN PROFESSIONAL OR SCIENTIFIC ASSOCIATIONS
- D. ASSISTANCE IN THE DEVELOPMENT OF THE LIBRARY
- E. ADVANCED STUDY

3. RAPPORT OR RELATIONSHIP WITH STUDENTS
  - A. INFORMAL CONVERSATIONS WITH STUDENTS
  - B. STUDENT REQUEST FOR COUNSELING OR ASSISTANCE
  - C. PARTICIPATION IN STUDENT ACTIVITIES
  - D. DEMONSTRATION OF RESPECT FOR STUDENTS AS INDIVIDUALS
  
4. INVOLVEMENT IN UNIVERSITY AND COMMUNITY ACTIVITIES
  - A. CONTRIBUTION WHEN SERVING ON FACULTY COMMITTEES
  - B. PARTICIPATION IN STUDENT ORGANIZATIONS
  - C. INVOLVEMENT IN PUBLIC SCHOOLS AND OTHER LOCAL ORGANIZATIONS
  
5. FACULTY ATTITUDE
  - A. COOPERATION WITHIN DEPARTMENT
  - B. PROMPT AND REGULAR MEETINGS OF CLASSES
  - C. INITIATIVE IN IMPROVING DEPARTMENTAL PROGRAMS
  - D. SENSE OF RESPONSIBILITY WITHIN DEPARTMENTS
  - E. RAPPORT OR ASSOCIATION WITH FELLOW FACULTY MEMBERS
  - F. PERFORMANCE ON COMMITTEES AND AS ADVISORS TO STUDENT ORGANIZATIONS

THESE ATTRIBUTES MAY BE VERIFIED BY THE CHAIRPERSONS THROUGH THE USE OF THE FOLLOWING:

1. OCCASIONAL CLASSROOM OBSERVATIONS
2. FREQUENT INFORMAL, OUT-OF-CLASSROOM OBSERVATIONS
3. REVIEW OF COURSE OUTLINES, EXAMINATIONS, GRADES
4. STUDENTS' INFORMAL COMMENTS
5. STUDENTS' FORMAL EVALUATIONS
6. CONFERENCES WITH INDIVIDUAL FACULTY MEMBER
7. FACULTY MEETINGS
8. REVIEW OF INSTITUTIONAL REPORTS AND PROFESSIONAL LITERATURE

TENURE POLICIES AND REGULATIONS OF  
FAYETTEVILLE STATE UNIVERSITY

SECTION 1. FREEDOM AND RESPONSIBILITY IN THE  
UNIVERSITY COMMUNITY

Fayetteville State University is dedicated to the transmission and advancement of knowledge and understanding. Academic freedom is essential to the achievement of these purposes. This institution, therefore, supports and encourages freedom of inquiry for faculty members and students, to the end that they may responsibly pursue these goals through teaching, learning, research, discussion, and publication, free from internal or external restraints that would unreasonably restrict their academic endeavors.

Fayetteville State University shall protect faculty and students in their responsible exercise of the freedom to teach, to learn, and otherwise to seek and speak the truth.

Faculty and students of this institution shall share in the responsibility for maintaining an environment in which academic freedom flourishes and in which the rights of each member of the academic community are respected.

SECTION 2. ACADEMIC FREEDOM AND RESPONSIBILITY OF  
FACULTY

It is the policy of Fayetteville State University to support and encourage full freedom, within the law, of inquiry, discourse, teaching, research, and publication for all members of the academic staffs of this institution. Members of the faculty are expected to recognize that accuracy, forthrightness, and dignity befit their association with this institution and their position as men and women of learning. They should not represent themselves, without authorization, as spokesmen for Fayetteville State University.

Fayetteville State University will not penalize or discipline members of the faculty because of the exercise of academic freedom in the lawful pursuit of their respective areas of scholarly and professional interest and responsibility.

### SECTION 3. ACADEMIC TENURE

#### A. GENERAL

Academic tenure refers to the conditions and guarantees that apply to a faculty member's employment. More specifically, it refers to the protection of a faculty member against involuntary suspension or discharge from employment or reduction in rank by Fayetteville State University except upon specified grounds and in accordance with the procedures provided in Section 4 and against termination of employment except as provided for in Section 6.

Academic tenure for faculty members is intended to secure their academic freedom and to help the institution attract and retain faculty members of high quality. While academic tenure may be withheld on any grounds except those specifically stated to be impermissible under Section 5.A, a recommendation of permanent tenure requires that the faculty member's demonstrated professional competencies, his potential for future contributions, and institutional needs and resources be assessed.

#### B. IN RELATION TO FACULTY RANKS

Academic tenure, as herein described, pertains exclusively to the employment of faculty members by appointment to specified faculty ranks. Such appointments may be for fixed terms of employment, automatically terminable when they expire (fixed term appointment); or they may be for probationary terms (probationary term appointment); or they may be continuous until retirement, death, or resignation (appointment with permanent tenure).

The faculty ranks to which appointments may be made and the incidents of academic tenure applicable to each are:

(1) **Instructor.** The rank of instructor is appropriate for one who is appointed to the faculty in the expectation that in the normal course he will progress to professorial rank in this or another institution but lacks, when appointed, one or more qualifications expected by his department for appointment to professorial rank. When he meets all those qualifications, the faculty member will usually be promoted to assistant professor or given a terminal appointment of one academic year.

The initial appointment to the rank of instructor is for a probationary term of one year. The instructor may be reappointed successively for six further one-year terms, a total of seven such terms. At least 90 days before the end of the first term and 180 days before the end of the second consecutive term, the instructor shall be given written notice whether, when his current term expires, he will be reappointed at the rank of instructor for another term, promoted to the rank of assistant

professor, appointed to a fixed term as provided in Section 3.B(5), or not reappointed. During the last 180 days of the second consecutive year of employment, the institution may notify the instructor that his employment will be terminated at the end of the third year of employment. Before the end of the third consecutive term, an instructor who has not been notified that his employment will be ended in that year as provided in the preceding sentence shall be given a written decision whether, when his current term expires, he will be reappointed to a fourth consecutive term, promoted to the rank of assistant professor, appointed to a fixed term as provided in Section 3.B(5), or offered a terminal appointment of one academic year. Decisions shall be made with respect to these same options before the end of the fourth, fifth, and sixth consecutive years' employment at that rank. The failure to give the required notice of a decision not to reappoint at any point herein required has the same effect as a decision at that time to offer a terminal appointment at the same rank for one academic year. The decisions herein required shall be made as provided in Section 3.C.

An instructor may be promoted to the rank of assistant professor at any time. Such action shall constitute an initial appointment at the latter rank, with the incidents described in Section 3.B(2).

(2) **Assistant Professor.** The initial appointment to the rank of assistant professor shall be for a probationary term of one year. Unless at any point the assistant professor is not reappointed, he shall be reappointed to a second one-year term and then to a two-year term followed by a three-year term before a decision is made to recommend permanent tenure at the same or higher rank or to give notice of a terminal appointment of one academic year. At least 90 days before his first one-year appointment ends, the assistant professor shall be given written notice whether, when his current term expires, he will be reappointed at the rank of assistant professor for another one-year term or not reappointed. At least 180 days before the end of his second consecutive one-year appointment, he shall be given written notice whether, when his current term expires, he will be reappointed at the rank of assistant professor to a two-year term or not reappointed. Before the end of the two-year term as assistant professor, he shall be given written notice whether, when his current term expires, he will be reappointed to a three-year term or be offered a terminal appointment of one academic year. Before the end of his three-year term as assistant professor, he shall be given written notice whether, when his current term expires, he will be reappointed with permanent tenure at the same or higher rank or be offered a terminal appointment of one academic year.

The failure to give the required notice of a decision not to reappoint at any point herein required has the same effect as a decision at that time to offer a terminal appointment at the same rank for one academic year. The decisions herein required shall be made as provided in Section 3.C.

Promotion at any time from the rank of assistant professor to that of associate professor constitutes an initial appointment to the three-year term at the latter rank, with the incidents described for that term in Section 3.B(3).

(3) **Associate Professor.** When a faculty member's initial appointment by the institution is to the rank of associate professor, the appointment shall be to a probationary term of one year. Unless at any point the associate professor is not reappointed, he shall be reappointed to a second one-year term and then to a three-year term before a decision is made whether to recommend permanent tenure at the same or higher rank or to offer a terminal appointment of one academic year. At least 90 days before the end of his first one-year appointment, the associate professor shall be given written notice whether, when his current term expires, he will be reappointed at the rank of associate professor for another one-year term or not reappointed. At least 180 days before the end of his second consecutive one-year appointment, he shall be given written notice whether, when his current term expires, he will be reappointed at the rank of associate professor for a three-year term or not reappointed.

Before the end of the second year of his three-year term, he shall be given written notice whether he will be recommended for permanent tenure at the same or higher rank when his current term expires or not reappointed.

Failure to give the required notice of a decision not to reappoint at any point herein required has the same effect as a decision at that time to offer a terminal appointment at the same rank for one academic year. The decisions herein required shall be made as provided in Section 3.C.

A promotion at any time from the rank of associate professor to that of professor confers permanent tenure from the effective date of the promotion. Since this promotion confers tenure, it must be finally approved by the President and the Board of Governors of the University of North Carolina.

(4) **Professor.** When a faculty member's initial appointment by the institution is to the rank of professor, the appointment is to a probationary term of one year. The professor may be reappointed successively for two further one-year terms, a total of three such terms. At least 90 days before the end of his first term and 180 days before the end of his second consecutive one-year term, the professor shall be given written notice whether, when his current term expires, he will be reappointed to another term or not reappointed. During the last 180 days of the second consecutive year, the institution may notify the professor that his employment will be terminated at the end of the third year of employment. If the professor is reappointed to a third one-year term, before the end of that term, he shall be given written notice

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whether, when his current term expires, he will be recommended for permanent tenure or be offered a terminal appointment of one academic year. No reappointment to the rank of professor may be made after three years' employment at that rank unless permanent tenure is granted. The failure to give the required notice of a decision not to reappoint at any point herein required has the same effect as a decision at that time to offer a terminal appointment of one academic year. The decisions herein required shall be made as provided in Section 3.C.

(5) **Special Faculty Appointments.** Appointments may be made to fixed term faculty ranks with title designations "lecturer," "artist in residence," "writer in residence," and any of the faculty rank designations provided in paragraphs (1) through (4) of this subsection with the prefix-qualifier "adjunct," "clinical," or "research" under the conditions and with the incidents herein provided. Such an appointment, using any of the foregoing title designations, is appropriate for one who has unusual qualifications for teaching, research, academic administration, or public service but for whom neither the professorial ranks nor the instructor rank is appropriate because of the limited duration of the mission for which appointed, or because of concern for continued availability of special funding for the position, or for other valid institutional reasons.

Initial appointment may be for a fixed term of from one to three years. Subsequent appointments to fixed terms of one to five years' duration may be either in direct succession or at intervals. Each is considered an initial appointment. Fayetteville State University shall not be obliged to give any notice before a current term expires as to whether appointment will be offered for a succeeding term. But the appropriate departmental chairman, upon the faculty member's written request made not later than 90 days before a current term expires, shall within 20 days after he receives the request give the faculty member a written decision whether an offer of reappointment will be made and, if so, its terms.<sup>1</sup> Failure to communicate a decision shall constitute notice that no offer will be made.

The decisions herein required shall be made as provided in Section 3.C.

### C. GENERAL PROVISIONS

(1) **Initiation, Review, and Approval of Appointments, Promotions, and Reappointments.** Each initial appointment with a fixed or probationary term, each promotion in rank, each reappointment to a fixed term, and each reappointment of an instructor, assistant professor,

1. "Department" is used herein as a generic term for departments and any other academic units to which faculty appointments are made. "Chairman," as a generic term for department chairman and any other heads of academic units to which faculty appointments are made.

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associate professor, or professor, whether or not the reappointment recommends the conferral of permanent tenure shall be initiated by recommendation of the chairman of the department concerned. In making a recommendation, the chairman shall consult with the department's assembled tenured faculty members. If the department has too few tenured faculty members to give a representative view of departmental opinion, the chairman shall consult with the senior members of the department who are familiar with the work of the candidate being considered.

The chairman's recommendation shall be sent to the division chairman, who shall forward it with his recommendations to the Provost/Vice Chancellor for Academic Affairs. The Provost/Vice Chancellor will attach his recommendation and then forward all recommendations to the Chancellor. The Chancellor, in arriving at his decision, shall consult with the Committee on Tenure, Promotion, Appointments, and Reappointments.<sup>2</sup>

If the Chancellor decides not to recommend reappointment, promotion, or permanent tenure, he shall give the faculty member being considered a simple, unelaborated, written statement of the decision. This decision is final except as it may later be reviewed in accordance with the provisions of Section 5. If the Chancellor concurs in a recommendation that will confer permanent tenure, he shall consult with the Board of Trustees and, unless dissuaded, forward the recommendation to the President and Board of Governors for final approval. All other favorable recommendations by the Chancellor in regard to appointments, reappointments, and promotions shall be forwarded by him to the Board of Trustees for final approval unless that Board delegates the authority to give final approval.

**(2) Decision Not to Reappoint Upon Expiration of Probationary Terms.** The decision not to reappoint when a probationary term appointment as instructor, assistant professor, associate professor, or professor expires shall be made by the chairman of the department concerned after consulting with the department's assembled tenured faculty. If the department has too few tenured faculty members to give a representative view of departmental opinion, the chairman shall consult with senior members of the department who are familiar with the work of the candidate for reappointment. The chairman's decision is final except as it may be later reviewed in accordance with the provisions of Section 5. The chairman shall notify the faculty member of his decision by a simple, unelaborated statement that the faculty member will not be

2. See the current constitution of the Fayetteville State University Senate for the composition of this Committee.

reappointed. Each decision not to reappoint shall be communicated for information through the administrative channels prescribed for review had the decision been to reappoint.

**(3) Early Promotion and Tenure.** The Chancellor may recommend permanent tenure and/or promotion of a faculty member at any time.

**(4) Visiting Faculty Members.** Persons other than regular members of the faculty may be appointed as visiting members of the faculty with rank designations, prefixed by the word "visiting," appropriate to their status in their regular employment. Such appointments shall be for a term of not more than one year. Appointments are made in accordance with the procedures for appointing an instructor, except that Fayetteville State University shall not be obliged to give any notice before a current term expires whether an appointment will be offered for a second term. During terms of appointment the visiting faculty member may not be suspended or discharged except upon the grounds and by the procedures provided in Section 4.

**(5) Terms and Conditions of Appointments.** The terms and conditions of each appointment and each reappointment to the faculty shall be set out in writing. A copy of the terms, signed by the Chancellor, shall be delivered to the faculty member, and the Chancellor shall retain a copy. The general terms and conditions of such appointments, including those provided herein, shall be either set out in the document of appointment or incorporated therein by clear reference to specified documents that shall be readily available to the faculty member.

Any special terms and conditions shall be clearly stated in the written appointment. Except as herein provided, no special terms or conditions may be included that vary with the general terms and conditions stated herein. The responsibility for initiating the inclusion of special terms and conditions in documents of appointment shall be with the chairman who recommends the appointment.

**(6) Continued Availability of Special Funding.** The appointment, reappointment, or promotion of a faculty member to a position funded in whole or in substantial part from sources other than continuing state budget funds or permanent trust funds shall specify in writing that the continuance of the faculty member's services, whether for a specified term or for permanent tenure, shall be contingent upon the continuing availability of such funds. This contingency shall not be included in a faculty member's contract in either of the following situations:

(a) In a promotion to a higher rank if, before the effective date of that promotion, the faculty member had permanent tenure and no such condition was attached to the tenure.

(b) If the faculty member held permanent tenure in the institution on 1 July 1975 and his contract was not then contingent upon the continuing availability of sources other than continuing state budget or permanent trust funds.

(7) **Provisions for Less Than Full-Time Employment.** Special terms for less than full-time employment with commensurate compensation, or for relief from all employment obligations for a specified period, may be included in an appointment or reappointment to any faculty rank or may be added by a written memorandum of amendment during the term of an appointment. For compassionate reasons of health, or requirements of childbirth or child care, or similar compelling reasons, such terms may, with the concurrence of the faculty member, include extensions of the period of a current probationary term of appointment to coincide with the extent and duration of the relief from the full-time employment obligation. Such special terms must be expressly stated in initial appointment documents or, if added by a memorandum of amendment, must be approved by signature of the Chancellor and the faculty member, with a copy to be retained by each. Except as may be otherwise expressly provided in the documents of appointment, all appointments to any faculty rank are on the basis of a full-time employment obligation and confer the full incidents of academic tenure pertinent to the particular appointment.

These provisions do not apply to informal temporary adjustments of the regularly assigned duties of faculty members by the department chairman who is responsible for their direct supervision, or to the University's granting of extended leaves of absence with or without compensation.

#### D. RESIGNATION

A faculty member shall give prompt written notice of his resignation with its effective date to his department chairman. A professor or associate professor should ordinarily give not less than four months' notice and an assistant professor or instructor not less than three months' notice of resignation.

#### SECTION 4. DUE PROCESS BEFORE DISCHARGE OR THE IMPOSITION OF SERIOUS SANCTIONS

A. A faculty member, who is the beneficiary of institutional guarantees of tenure, shall enjoy protection against unjust and arbitrary application of disciplinary penalties. During the period of such guarantees the faculty member may be discharged or suspended from employment or diminished in rank only for reasons of incompetence, neglect of duty, or misconduct of such a nature as to indicate that the individual is unfit to continue as a member of the faculty.<sup>3</sup> These penalties may be imposed only in accordance with the procedures prescribed in this section. For purposes of these regulations, a faculty member serving a stated term shall be regarded as having tenure until the end of that term. These procedures shall not apply to nonreappointment (Section 5) or termination of employment (Section 6).

B. The Chancellor or his delegate shall send the faculty member by registered mail, return receipt requested, a written statement of intention to discharge him. The statement shall include notice of the faculty member's right, upon request, to both written specification of the reasons for the intended discharge and a hearing by an elected standing faculty committee on hearings.

C. If, within ten days<sup>4</sup> after he receives the notice referred to in subsection B above, the faculty member makes no written request for either a specification of reasons or a hearing, he may be discharged without recourse to any institutional grievance or appellate procedure.

D. If, within ten days after he receives the notice referred to in subsection B above, the faculty member makes written request, by registered mail, return receipt requested, for a specification of reasons, the Chancellor or his delegate shall supply such specification in writing by registered mail, return receipt requested; within ten days after

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3. Retirement for reason of disability shall be in accordance with North Carolina statutes and regulations governing retirement for faculty who are members of the state retirement system. A faculty member who is not a member of the state retirement system and who is mentally or physically disabled but refuses to retire may be discharged because of that disability only in accordance with the procedures of this section.

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4. The word "day" as used in Sections 4.5, and 6 shall mean, except where calendar day is specified, any day except Saturday, Sunday, or an institutional holiday. In computing any period of time, the day in which notice is received is not counted but the last day of the period so computed is to be counted.

GUIDELINES FOR TENURE AND PROMOTION OF FACULTY

THE ARCHITECTURAL ENGINEERING DEPARTMENT

North Carolina A&T State University

1989

Introduction:

The Architectural Engineering program is unique in the School of Engineering in that it is a five year, professional degree program. The emphasis on the professional degree is significant in that most graduates will find employment with architectural firms, the size of which averages (nationally) fifteen employees. The Architectural Engineering program goes beyond the traditional four year engineering programs in that we seek to develop the students' technical skills in addition to their engineering knowledge. Therefore our faculty must be experienced practitioners who can go beyond design theory and teach state-of-the-art design practice. With this kind of knowledge our graduates will not require a year of non-productive on the job training which most architectural firms can not afford. Instead, the A&T graduate will become productive within a few weeks of employment, a attribute that will make future graduates even more highly recruited.

Teaching, Research & Service:

The purpose of these Guidelines is to provide clarification of the requirements presented in the Faculty Handbook as would be appropriate for a faculty member in the Architectural Engineering Department. The criteria of teaching, research, and service as described in the Faculty Handbook are retained.

Assistant Professor:

Employment Qualifications:

- a. A Ph.D. in Engineering and at least two years of practical experience in an engineering office. Candidate must become a Registered Professional Engineer within two years of employment.
- b. An undergraduate degree in Architecture and a Master's Degree in architecture or an associated field with five years of professional experience. Candidate must become a Registered Architect within two years of employment.

Requirements for Continued Employment:

- a. Demonstrated evidence of promise as a teacher, including preparation of lesson plans, visual aids, and willingness to work with students outside of class and to assist in the development of new laboratory experiments and/or demonstrations.
- b. Demonstrated evidence of promise in research and/or creative activity. The faculty member must maintain and expand his level of professional proficiency so as to be informed about the state-of-the-art design methods and building codes that effect the practice of Architectural Engineering. The evidence may include conferences attended but must also include research papers or refereed presentations, and/or honors and awards recieved, and/or paid professional-level consultancies on non-routine design or construction projects. Memberships in professional organizations is required.
- c. The faculty member should demonstrate a willingness to serve on University, School and Departmental committees. Service to the community through organizations such as the United Way, the Girls Scouts and the Boy Scouts is also worthy of recognition. Service to the community might include workshops, seminars and audits conducted for local industries or schools.

Associate Professor:

Requirements for Employment:

- a. The Associate Professor shall meet all of the requirements of an Assistant Professor and, in addition, the individual must meet the Requirements for Continued Employment as an Associate Professor.

#### Requirements for Continued Employment:

- a. Must have an established, good record of teaching at the University level for a period of not less than five years.
- b. Must have an established record of continuing professional growth.
- c. Must have an established record of service to the University, School, Department and/or community.
- d. In addition to establishing a continuing, good record in each of the above areas, the Associate Professor shall excel in at least ONE area (teaching, research or service). This excellence must be demonstrated on a REGULAR basis and might include some of the following: outstanding teacher awards, refereed publications and/or presentations to state-wide or national audiences (technical or educational), directing funded research projects, serving on state-wide or national committees, conducting workshops, energy audits, etc. for local industries.

#### Full Professor:

##### Requirements of Employment:

- a. The candidate must be a Registered Engineer or Architect and must have an exemplary record of teaching and research/professional development including at least ten years of experience in a teaching and/or research environment.

##### Requirements for Continued Employment:

- a. The individual must have an established record in the areas of teaching, research/professional development, and community service.
- b. The individual must excel in at least TWO of the above areas (teaching, research and service) on a CONTINUOUS basis.

#### Tenure:

A positive tenure recommendation by the Department indicates that the candidate has maintained a solid record of professional growth, developed into an effective teacher, and has the demonstrated capability to be successful according to the criteria listed above. The candidate must be a registered architect or engineer.

#### Promotion:

A positive recommendation for promotion by the Department indicates that the candidate has exceeded the requirements of his/her present rank and has the demonstrated capability to be successful at the next higher rank according to the criteria listed above.

**ARIZONA CHRISTIAN UNIVERSITY**  
**DEPARTMENT OF NURSING**

**INDICATORS**

**INSTRUCTOR**

**FACULTY RANKS**  
**ASSIST. PROFESSOR**

**ASSOC. PROFESSOR**

**PROFESSOR**

INDICATORS	INSTRUCTOR	ASSIST. PROFESSOR	ASSOC. PROFESSOR	PROFESSOR
Academic degrees	Masters in Nursing: Is accumulating in doctoral studies	Earned doctorate or engaged in dissertation.	Earned doctorate	Earned doctorate Post-doctoral studies
Experience	Evidence of clinical competencies and meets board's requirement.	At least three years in baccalaureate education.	Integrate competencies in research, etc. into teaching. Experience in graduate/undergraduate instruction	At least two years experience. Demonstrate expertise at high level.
Teaching Effectiveness	Meets criteria -- Form 1	Demonstrates versatility resulting from breadth and depth of knowledge. Promotes critical thinking	Develops course materials at level of creativity. Collaboratively applies principles to improve program.	Incorporates scholarly endeavors, nationally or internationally in course offerings. Documents excellent student outcomes.
Research	Incorporate research findings of others into instruction.	Integrates research with teaching. Actively engaged in research	Contributes to research as principle or co-principle investigator.	Recognized expert in defined research area.
Publication	Express commitment to publication.	Published at least 3 articles in refereed journal.	Extra-curricular research has published book or equivalent.	Has 1 recognition for a defined research area. Published research reports, invitation for presentation nationally.
Contribution to the Department	Carries out all assigned responsibilities effectively.	Makes valuable contributions to program development	Assumes leadership role for goal development and implementation. Initiates change.	Provides framework for futuristic planning. Assumes leadership role for maintaining quality.

INDICATORS	INSTRUCTOR	ASSTT. PROFESSOR	ASSOC. PROFESSOR	PROFESSOR
Professional and Community Activi-	Participates in relevant community/professional/academic organizations.	Participates in CE program Serves in leadership role in the community	Conducts workshops Serves on Boards, etc.	Awarded by university, national, etc. for service
Contributions to University	Participates on department committees	Participates on university committees, chairs departmental committees	Chairs and provides leadership on university committees	Serves as consultant Represents university in committees, national and international.
Advisement	Participate actively in departmental advisement	Provides effective advice for the students with special problems	Thesis advisement/Assist with program development and evaluation	Dissertation advisement

# FACULTY EVALUATION PROCEDURES

Division of General Studies

North Carolina  
School of the Arts

December 6, 1979

Amended Oct. 28. & Nov. 4, 1981  
With editorial changes, Nov. 11, 1987

## I. Introduction

The Employment Policy of the North Carolina School of the Arts establishes that effective teaching is the fundamental criterion in employment considerations throughout the School. Provisions are established in the policy for thorough, careful and systematic review of the faculty member's performance and establishes that this review shall include evaluation by the faculty member's students, departmental peers, and by the Dean or Director of the department/school.

The following procedures for implementing the Employment Policy have been established by the Division of General Studies and reflect our commitment to maintaining a high standard of instruction and professional growth, to assuring that a thorough and satisfactory consideration of teaching effectiveness and professional growth be included in all matters relating to employment, including salary and other incentives, and to safeguarding the legitimate interests and rights of the teaching faculty in relation to the purposes of the North Carolina School of the Arts.

## II. Criteria for Evaluation of Full-Time Faculty

Evaluation is best practiced as a daily, on-going process, not tied to particular personnel decisions, within an atmosphere dedicated to growth and learning. Full-time faculty members in General Studies will be evaluated in relation to evidence of the following:

### A. Effective teaching

1. Knowledge of Subject (e.g., educational background, degrees, research projects, other developmental activities, efforts to keep aware of current trends and developments, investigation of the interrelationships of the arts to the individual's fields of specific interest and training).
2. Effective Communication of Knowledge (e.g., evidence of belief in the value of one's subject coupled with persistence and imagination in awakening student interest; evidence that design of course, choice of text, assignments, and examinations are appropriate to the purposes of the course and the General Studies program; effective lecture and/or handling of classroom discussion, and availability for extra help).

- B. Professional growth and development in a specific field and in General Studies (e.g., investigation of the interrelationships of the arts to the individual's field(s) of specific interest and training, reading and studying in the teacher's field and related arts fields, summer programs, advanced degree work, preparation of new courses, learning more about the arts, exchange with colleagues, professional meetings, publication). NOTE: As one way of assisting professional growth and sharing knowledge and skills, faculty members are encouraged to invite members of the division to visit their classes.
- C. Involvement in the broader life of NCSA through which the individual communicates an interest in the arts and a conviction of their importance (e.g., service on committees when given the opportunity; development of curriculum related to the goals of the school; exchange between various schools and departments; encouragement and support of both students and colleagues in teaching, learning, and performing in relation to the arts and general studies; attendance at arts performances).

Supporting evidence for the above criteria will be provided through student evaluations, assessments by colleagues, and at least one annual conference with the Dean of General Studies. Throughout this on-going process, emphasis will be placed on honest, shared assessment, on efforts to assist the individual faculty member to grow in each of the areas. Each faculty member shall maintain a file (in the office of the Division of General Studies) which will include:

1. Basic information concerning courses (e.g., syllabus, stated goals and objectives, and two sets of completed student evaluation questionnaires each year; after these questionnaires have been on file for one year, they will be summarized by the Dean of General Studies, in cooperation with the individual faculty member, and will be returned to that faculty member; each year's summary will be kept in the faculty member's file in the office of General Studies) NOTE: The faculty member may use any evaluation form which seems best to serve the purpose of the course and the technique of instruction. This form is to be discussed with and approved by the Dean.
2. Descriptive information about the faculty member's other activities which further show career development and potential for future contribution to the school community (e.g., performance, publication, research, committee service, membership and participation in professional organizations, community service, grants, awards). Included in the faculty member's file will be yearly copies of the Review of Professional Activities, Part I.

### III. Procedures for Faculty Evaluation in Relation to Contract Renewal

When faculty members are scheduled to be formally evaluated for purposes of contract renewal, they will be so informed by the Dean of General Studies one calendar year in advance. Using the criteria listed in II (above), the General Studies Faculty Evaluation Committee will review the overall performance of those members of the General Studies faculty who are under consideration for contract renewal. The committee is composed of the following General Studies faculty and staff:

2 faculty members whose primary teaching duties are in the high school program, and who shall serve for a period of two years, during which time they are not scheduled for a renewal of contract

2 faculty members whose primary teaching duties are in the college program, and who shall serve for a period of two years, during which time they are not scheduled for a renewal of contract

The Assistant Dean of General Studies, High School  
The Assistant Dean of General Studies, College

Faculty members of this committee are elected by the General Studies faculty from among eligible junior and senior faculty. These appointments will be made for staggered terms so that only two new members are added at any one time. The Dean of General Studies will emphasize to the committee the need for fairness and confidentiality in all deliberations. As soon as possible after its appointment the committee will meet to elect a chairperson.

During the two terms preceding the evaluation decisions, at least three voting members of the General Studies Faculty Evaluation Committee (including the Assistant Dean in whose program the teacher under consideration has primary instructional duties) will visit at least one class session taught by the faculty member. If the committee does not include a person who has content knowledge of the faculty member's field, the Dean may recommend that additional evaluation be made by one or more persons with knowledge of the field and familiarity with the purposes of NCSA. Selection of additional evaluators will be made by the faculty member in consultation with the Dean and the committee chairperson.

1. Committee member will confer with the instructor being evaluated prior to the class visit, to examine syllabi, discuss goals of the course and of the particular class session.
2. Committee member will attend the class.
3. As soon after the class as possible, the committee member will communicate the results of the observations to the Dean of General Studies and to the faculty member being evaluated.

The faculty member may also request other colleagues in General Studies and/or the Arts to visit classes and to submit written evaluations to the Dean of General Studies.

The faculty member will obtain evaluations from the majority of students in at least two of the courses or sections taught by that faculty member within a calendar year prior to the date of evaluation for contract renewal. Persons teaching year-long courses may obtain these evaluations in the spring; persons teaching in summer school may also submit evaluations from that (or those) course(s).

#### IV. Evaluation Materials for Faculty Evaluation in Relation to Contract Renewal

The following materials will be submitted to the office of the Dean of General Studies by the first day of classes in the fall for faculty being evaluated in the fall, and by the last day of Winter Term classes for faculty members being evaluated in the spring.

- A. Self-evaluation (an assessment of professional goals, accomplishments, difficulties, enthusiasms, especially in relation to the criteria listed in II above)
- B. Student Evaluations (already on file in the division; see II C. 1, above; faculty members may submit additional student evaluations if they wish)
- C. Optional: Supporting letters from colleagues who are not members of the General Studies Faculty Evaluation Committee

When all evaluation materials have been submitted, the Dean will so inform the members of the committee, who will then carefully and individually study the material. This material will also be reviewed by the Assistant Dean of General Studies in whose program the teacher under consideration has primary teaching duties. The appropriate Assistant Dean will serve in an advisory capacity to the Dean in his evaluation. When all members of the committee have reviewed the material, the Dean will meet with the committee, listen to observations by committee members, and then share with them his reasons and decision in regard to contract renewal. The committee will retire to private session to vote to agree or disagree with the Dean's decision. If a majority of the members of the committee disagree with the Dean's recommendation, and the disagreement cannot be resolved through discussions with the Dean, the committee will submit to the Dean and eventually to the NCSA Faculty Evaluation Committee a written statement expressing the dissenting opinion and specific reasons for it. If the decision is not to renew a faculty member's contract, the faculty member will be given an opportunity by the Dean to respond to the

recommendations. After additional consideration by the Dean and the committee, the Dean will inform the faculty member of the departmental decision no less than thirty days prior to the submission of the recommendation to the NCSA Faculty Evaluation Committee. If there is disagreement between the Dean and the committee, the Dean will so inform the faculty member at that same time. The faculty member can then, in the case of a recommendation not to renew (from either the Dean or a member of the committee) gather and submit additional evidence to the Dean, General Studies Faculty Evaluation Committee, and NCSA Faculty Evaluation Committee. For information concerning school-wide policies regarding contract renewal and appeal processes, see Appendix F, NCSA Faculty Manual.

V. Material to be Submitted to the NCSA Faculty Evaluation Committee

- A. The faculty member's self-evaluation
- B. A summary of student evaluations (the actual evaluation forms will be made available to the NCSA Faculty Evaluation Committee upon request). This summary will be prepared by the Dean, with the approval of the General Studies Faculty Evaluation Committee and in cooperation with the faculty member being evaluated.
- C. Recommendation from the General Studies Faculty Evaluation Committee. This will be a brief statement, signed by each member of the committee, recording his or her recommendations regarding renewal or non-renewal of contract. All members must be in attendance when the committee's final vote is taken. If the committee's decision is not to renew, or is not unanimous for renewal, a more detailed statement will be necessary (see IV. C. above).
- D. Recommendation from the Dean of General Studies, based on the criteria listed in II, summarizing areas of strength and areas needing improvement, as well as an assessment of departmental and institutional needs.
- E. Supporting letters from other colleagues (optional)

The Dean of General Studies and a member of the General Studies Faculty Evaluation Committee (chosen by the committee to represent that committee) will attend and vote in the NCSA Faculty Evaluation Committee session at which General Studies faculty members are being considered for renewal of contracts.

VI. All General Studies file materials on the evaluation of an individual faculty member will be readily available to that faculty member.

VII. Amendment Provision

Request for changes in or amendments to these procedures may be made to the General Studies Faculty Evaluation Committee. Any suggested changes will be distributed promptly to the General Studies faculty at least two weeks prior to formal discussion of them. When approved by a vote of 2/3 majority of the full-time General Studies faculty, such recommendations will be forwarded by the Dean of General Studies to the Chancellor. NOTE: The faculty member will be evaluated under the evaluation policy in effect at the time of his/her notification by the Dean (i.e., one year in advance; see III above).

STATEMENT OF CRITERIA USED BY  
MEAS FULL PROFESSORS IN VOTING  
ON PROMOTION AND TENURE DECISIONS

Character of the Faculty

Marine, Earth and Atmospheric Sciences is a composite department containing personnel and programs in geology/geophysics, meteorology and oceanography. Geology/Geophysics and Meteorology offer both undergraduate and graduate degrees. Oceanography offers graduate degrees only. The relative amounts of time that individual faculty members devote to teaching, research and other activities such as service varies among individuals and between programs within the department.

Primary Credentials for Promotion and Tenure

All tenure track faculty in MEAS are involved in teaching and student advising and are expected to do a good job in these activities. All are expected to regularly publish results of research in nationally/internationally-distributed, refereed journals and be professionally active and recognized in their respective science fields. Thus, our recommendations for promotion and tenure are based mostly on evaluations of the above mentioned activities.

Criteria for Promotion and Tenure

Attachment I outlines more specifically the criteria utilized by the full professors in their recommendations for promotion and tenure. This is distributed to junior faculty and to all candidates for vacant faculty positions. As can be seen, the "criteria" are not straight-jacketed by specifics but serve to outline the areas to be evaluated.

Standards for Evaluating Achievements

Guided by job requirements and personal motivations, individual faculty members in MEAS devote different amounts of time and, on personal philosophical bases, view differently the relative importance of achievements within the broad areas of teaching, advising, research and professional activities. Consequently, when it comes time to evaluate specific achievements of candidates for promotion and tenure and vote on recommendations, the full professors often have difficulties agreeing on the relative importance of specific achievements. They may also differ

on what constitutes "distinguished" achievements or "potential" for distinguished achievements.

### Internal Review

Candidate files with updated vita, listing of activities in rank, reprints of publications, letters from outside reviewers, and, often, statements from junior faculty members and from present and former graduate students are available and expected to be carefully reviewed by all the full professors prior to presentation of the case, deliberations and voting on recommendation.

### Outside Reviewers

Because it is difficult for persons within one MEAS science discipline to evaluate scholarly contributions and professional reputations of a candidate in another discipline, considerable reliance is placed on feedback from highly-qualified outside professionals in the candidate's field. A minimum of four outside reviewers are selected; two from a list provided by the candidate and two or more from a list provided by MEAS full professors within the candidate's discipline. The reviewers selected from the full professors' list are from programs within the discipline of equal or greater stature than the one within MEAS. We are also sensitive to the fact that a candidate may have an "enemy" somewhere who doesn't agree with scholarly contributions made by the candidate and we will avoid asking this person for a review if the situation is known.

## Attachment 1

### MEAS CRITERIA FOR PROMOTION AND TENURE

The following list of important areas represents a consensus of what the present senior faculty members consider to be most important in their evaluations for promotion and tenure. Obviously there is not a unanimity of opinion on which of the items are the most significant but, in general, the more significant factors are listed first.

#### Research Activities

It is expected that faculty members will be regularly engaged in applied and/or basic research within their fields and that the findings of this research will be published in appropriate, refereed, nationally/internationally recognized journals. It is generally assumed that faculty members with smaller teaching commitments should be publishing at a substantially higher rate than by those members who have the heavier teaching loads. Although the quality and number of papers are obviously important for professional development (the senior faculty will inspect Citation Indices), the critical criterion is the personal commitment of a faculty member to integrate into routine professional activities the publishing of his or her research findings. Publishing results of thesis/dissertation investigations with the responsible graduate students is also very important.

Another measure of the quality/impact of a faculty member's research activity is the ability to secure external funding from competitive grants/contracts at a level and success rate that is commensurate with their field. Such grant awards, on a regular basis, are a clear sign of the faculty member's recognition as a productive research scientist by his peers and it also provides important support for personnel and facilities necessary for conducting research.

A strong and viable graduate program requires faculty members who are in the forefront of their field so that they are able to provide the guidance and resources necessary to carry out thesis research. It is necessary to provide financial support for students and facilities if we are to compete favorably with other institutions in student recruitment. Although the Department can provide for teaching assistantships and a very limited number of research assistantships, it is also a responsibility of the faculty to provide support of graduate students within the

Department. Overall support of the graduate program requires meaningful contributions from each faculty member.

### Teaching Activities

It is expected that faculty members should devote the time and energy necessary to prepare adequately for the courses that are assigned to them. It is further expected that the course content be continuously adjusted to keep abreast of new research findings, particularly in the more advanced courses.

A faculty member's contribution and performance in teaching will be judged on the basis of his or her average teaching load (commensurate with level of research activity), new courses developed, upgrading of present courses, semester-end students' evaluations, the number of students advised and the quality of the advising. Additional factors that are considered are possible review of course materials by selected senior faculty members, out of classroom interaction with students, coordination of courses with other faculty members and impressions of past graduates about the faculty member's teaching abilities.

The quality and degree of interaction of faculty with graduate student advisees are especially important. Criteria by which this is measured include the number of students attracted and supported and that successfully complete advanced degrees, the involvement of graduate advisees with the faculty advisor in proposal writing, professional society activities (eg, presenting papers on thesis/dissertation research) and in publishing results of research in peer-reviewed, nationally/internationally distributed journals.

### External Evaluation

The quality and quantity of a faculty member's published works, as well as professional reputation, will be partly evaluated based on letters received from external referees. These referees will be selected from a list of distinguished disinterested scholars in the faculty member's field of endeavor. They will be disinterested in the sense that, insofar as possible, they will have had little direct involvement with the faculty member. The external reviews are important in that given the degree of specialization in our Department, we feel that sometimes the full professors are not in the position to judge the significance of every faculty member's work.

### Professional Activities

Faculty members are expected to participate in professional activities outside the Department and School.

Service as a professional society officer, program organizer, Journal/monograph editor, article, book, proposal reviewer, awards for scholarly achievements, and similar activities will be recognized as they reflect on the professional competence and the reputation of the faculty member.

### Service Related Activities

There are a number of service-related activities in which members contribute their efforts but which are not primarily related to the scholarly activities in which they are typically engaged. Examples of these activities are advising groups, student committee activities within the Department, School and University, activities related to external organizations, consulting activities for local, state and federal agencies and other service-related activities. Although these types of activities are not the primary duties of the faculty, they contribute to the functioning of the Department, School and University as well as meet our service obligations to external organizations.

## 3-12 TENURE AND PROMOTION CRITERIA

(On November 2, 1988, the Faculty Senate unanimously approved the following criteria to be used in tenure and promotion considerations.)

Recognizing that the quality of an institution rests largely on the quality of its faculty, it is imperative that there be at least minimal criteria to assist in tenure and promotion decisions. Faculty members need to be informed and to understand from the beginning of their employment that neither tenure nor promotion is a right or an automatic consequence of years of service, that each is earned through demonstrated excellence. In tenure decisions consideration must be additionally given to the faculty member's potential for future contribution and institutional needs and resources. The terminal degree is required for all professorial ranks beginning with the assistant professor level. While the criteria for tenure and promotion are largely the same, and while tenure and promotion decisions might be made at the same time, it should be understood that they are separate decisions.

Criteria for Tenure and Promotion

Candidates for tenure and/or promotion will be evaluated using the criteria of scholarship and professional growth, university and community service, and, most importantly, excellence and effectiveness in teaching. As a minimum standard, candidates should be evaluated as satisfactory or above in all categories. So far as possible, evidence of performance in these areas is to be objective and documented, with evaluations conducted by the candidates' peers and appropriate administrators. Each department's ranking of each of the following categories of evaluation will be used.

Scholarship and Service to Profession -- University professors are, ideally, teacher-scholars who engage in research to advance knowledge and to keep themselves current in their disciplines. Scholarly, professional activity includes research, publications, professional memberships and activities, grant acquisitions, recitals, shows, exhibitions, consulting, and other related activities.

University Service -- As a criterion for tenure and promotion, the concept of service includes but goes beyond routine duties such as advising students, committee work, and teaching classes.

Community Service--Candidates should show evidence of participation and leadership in projects on and off the campus which contribute to advancing the mission of the university, of service to one's discipline, and of community involvement.

Teaching -- Though teaching is, in many ways, a highly individualized profession and though there are continuing debates over the most effective techniques, there is little disagreement over the importance of exceptional teaching as the major criterion for tenure and/or promotion. Clearly, exceptional teachers will show command of their subject, be creative and imaginative, be enthusiastic, promote critical thinking, stimulate their students to improved performance, engage in and use research, and be outstanding communicators.

Plans for Professional Activities and Future Development--Each faculty member will engage in activities that contribute to professional growth and development, and refinement of his/her expertise.

Promotion Standards

## Assistant Professor:

It is generally recognized that promotion to the rank of Assistant Professor is based on potential.

1. Unless extenuating circumstances, a terminal degree in the appropriate field;
2. Evidence of effectiveness in teaching;
3. Evidence of scholarship and professional growth;
4. Evidence of university and community service;
5. Essentially positive evaluations;
6. A minimum of three years experience in higher education, unless cumulative achievement deemed equivalent.

## Associate Professor:

It is generally recognized that promotion to the rank of Associate Professor is based upon both demonstrated performance and potential.

1. Unless extenuating circumstances, a terminal degree in the appropriate field;
2. Evidence of superior teaching;
3. Evidence of scholarship and professional growth;
4. Evidence of university and community service;
5. Essentially positive evaluations;
6. A minimum of seven years experience in higher education, unless cumulative achievement deemed equivalent.
7. A minimum of four years in rank of Assistant Professor at Pembroke State University, unless cumulative achievement deemed equivalent.

Professor:

It is generally recognized that promotion to the rank of Professor is based upon one's having achieved professional and scholarly distinction.

1. Unless extenuating circumstances, a terminal degree in the appropriate field;
2. Evidence of outstanding teaching;
3. Evidence of significant scholarship and professional growth;
4. Evidence of university and community service;
5. Positive evaluations;
6. A minimum of ten years experience in higher education, unless cumulative achievement deemed equivalent;
7. Five years in rank of Associate Professor at Pembroke State University, unless cumulative achievement deemed equivalent;
8. Evidence of leadership in fulfilling collegiate responsibilities.

It is strongly recommended that a candidate not receiving promotion should not be considered the following academic year.

It is recommended that these basic criteria are to be used at all levels of the evaluation process.

TEACHING: STUDENT EVALUATIONS

Department of Sociology and Social Work

1 Unsatisfactory	Below 3.0 *
2 Needs Improvement	3.0 - 3.49 *
3 Satisfactory	3.5 - 3.99 *
4 Superior	4.0 - 4.49 *
5 Distinguished	4.5 or above *

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\* Based on administering the "Student Evaluation of Instruction" 15-item questionnaire to all Fall Semester classes. Overall score on each item equals the total number of scores divided by the number of students responding to each item. If deemed useful, each class may be scored individually.

Scale:	"Strongly Agree"	= 5
	"Agree"	= 4
	"No Opinion"	= 3
	"Disagree"	= 2
	"Strongly Disagree"	= 1

APPENDIX D

TEACHING: PROFESSIONAL DEVELOPMENT

1 Unsatisfactory	No evidence of improvement in teaching over time.
2 Needs Improvement	Some evaluation and revision (where needed) of notes, textbook selections, assignments and tests
3 Satisfactory	Regular evaluation and revision (where needed) of notes, textbook selections, assignments and tests; some evidence of evaluation and revision (where needed) of teaching methods
4 Superior	Regular evaluation and revision (where needed) of notes, textbook selections, assignments and tests; regular evaluation and revision (where needed) of teaching methods
5 Distinguished	Regular evaluation and revision (where needed) of notes, textbook selections, assignments and tests; frequent evaluation and revision (where needed) of teaching methods

APPENDIX E

PROFESSIONAL AND SCHOLARLY COMPETENCE:

PARTICIPATION IN PROFESSIONAL SOCIETIES

1 Unsatisfactory	No evidence of involvement
2 Needs Improvement	Membership in one or more professional societies
3 Satisfactory	Active membership in two or more professional societies; occasional attendance at annual meetings
4 Superior	Active membership in two or more professional societies; regular attendance at annual meetings; occasionally contribute *
5 Distinguished	Active membership in two or more professional societies; regular attendance at annual meetings; regularly contribute *

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\* Contribute means to serve as an officer, chair a session, be a discussant, do a roundtable, or related activities.

APPENDIX F

PROFESSIONAL AND SCHOLARLY COMPETENCE:

PUBLICATIONS AND PAPERS

1  
Unsatisfactory

No professional publications\* or papers  
presented at the annual meetings of  
professional societies

2  
Needs Improvement

Presented at least one paper at the annual  
meeting of a professional society or one  
professional publication

3  
Satisfactory

Several papers presented at the annual  
meetings of professional societies; at least  
one professional publication

4  
Superior

Two or more professional publications \*

5  
Distinguished

Frequent professional publications \*

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\* Professional publications refers to publications in refereed  
professional journals, professional monographs or books.

APPENDIX G

SERVICE TO THE UNIVERSITY: COMMITTEE & RELATED WORK

1 Unsatisfactory	No evidence of involvement
2 Needs Improvement	Membership on at least two committees
3 Satisfactory	Membership on more than two committees; occasionally hold an office on a committee
4 Superior	Membership on more than two committees; regularly hold an office
5 Distinguished	Membership & regular service on more than two committees; evidence of significant contributions to major issues confronted by the University and its sub-units (Departments, etc.)

APPENDIX H

SERVICE TO THE UNIVERSITY: EXTRACURRICULAR INVOLVEMENT

1 Unsatisfactory	No evidence of involvement
2 Needs Improvement	Occasional attendance at University-sponsored activities
3 Satisfactory	Occasional attendance at University-sponsored activities; major involvement in at least one extracurricular activity
4 Superior	Regular attendance at University-sponsored activities; major sponsorship of at least one extracurricular activity
5 Distinguished	Frequent attendance at University-sponsored activities; major involvement in or sponsorship of at least two extracurricular activities

APPENDIX I

SERVICE TO THE COMMUNITY

1  
Unsatisfactory

No evidence of involvement

2  
Needs Improvement

Membership in one community organization

3  
Satisfactory

Membership in more than one community organization; regular involvement in the activities of at least one community organization

4  
Superior

Membership and regular involvement for several years in more than one community organization; have held at least one office in at least one community organization

5  
Distinguished

Membership and regular involvement for several years in more than one community organization; have held more than one office in community organizations

## THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE

REAPPOINTMENT, TENURE, PROMOTION  
GUIDELINES FOR FORMAL APPLICATION

Chairmen or Program Directors who wish to recommend candidates for reappointment, tenure or promotion should submit the following documents, in the order listed, to the Vice Chancellor for Academic Affairs.

## I. The Candidate's Statement

(a) Purpose: The Candidate's Statement should be viewed as a cover letter to the Vice Chancellor for Academic Affairs, similar to the cover letter one sends when applying for an academic position. It provides an opportunity for the candidate to integrate, expand, explain, and draw attention to information in the Annual Faculty Records. In addition, the statement can be used to discuss factors affecting the candidate's performance, factors not ordinarily covered in the listing of activities by categories.

(b) Format: The Candidate's Statement should be written in narrative form. The specific orientation or focus of the statement is the candidate's choice. What follows are some possible issues to address in the various categories of evaluation. The list in no way implies that lengthy statements are expected (1-2 pages is sufficient), or that all categories need be addressed. It is simply a sampling of the types of points one could imagine seeing in a cross-section of Candidates' Statements.

Teaching

- \* philosophies of
- \* methods employed (examples of)
- \* noteworthy accomplishments (curricular innovations, student projects)
- \* future plans
- \* factors to consider regarding performance in these areas (e.g. required v. elective courses, lower v. upper division courses, teaching within discipline v. outside discipline, major v. service courses, advising freshman v. majors, etc.)

### Scholarship/Professional Development

- \* noteworthy accomplishments
- \* work completed but not published or presented
- \* grant activity, including grants pending and grants applied for but denied
- \* work in progress
- \* future plans
- \* factors to consider regarding performance in these areas (e.g. competitiveness/stature of journals/conferences in one's discipline, changes in one's line of research, obligations in other areas, such as teaching, etc.)

### Service/Advising

- \* noteworthy accomplishments
- \* benefits to one's department, to the University, to student-faculty relations
- \* factors to consider regarding performance in these areas (e.g. opportunities for service, obligations in other areas, such as teaching or scholarship)

## II. The Curriculum Vitae

(a) Purpose: The vitae (usually 2-3 pages) puts the candidate's work at UNCA into perspective relative to the individual's career in general. This permits the committee to assess the individual's activities at UNCA in light of his/her previous level of activity. This is particularly useful for candidates new to UNCA.

(b) Format: The vitae should be written in the format appropriate to applying for an academic position. It should include information about the candidate's education, degrees, awards and honors, professional employment, and most important papers/publications/artistic activities, grant activity, or professional consultancies.

## III. Chairman's Evaluation and Recommendation

(a) Purpose: The Chairman's Evaluation has always been central to decisions concerning reappointment, tenure, and promotion. It is a summative evaluation which, when viewed together with the evaluations appended to the Annual Faculty Record, provides an historical account of the candidate's progress in the eyes of his or her chairman.

(b) Format: The Chairman's Evaluation should be written in simple narrative form, addressing all issues listed below that are relevant for the candidate in question. (For example, comments on supervision of student projects may not be relevant for all candidates.)

### Teaching

- \* appropriateness of candidate's training and expertise to departmental and institutional needs
- \* evaluation of teaching with corroborative data
  - an interpretation of student evaluations in an historical context should be included (data on a single course or single semester is usually insufficient); chairmen should provide data which show trends, patterns, or tendencies; the data should be interpreted in light of the nature of the courses surveyed (major/service/general education, required/elective, upper division/lower division); comparison should be made to others in the department or others teaching similar courses with similar loads
  - a representative sampling of student comments may be included
  - in addition to student evaluations, other methods by which candidate's teaching has been evaluated should be provided (e.g. senior exit interviews, class visitation by chairman, interviews of colleagues who have observed the candidate's teaching)
- \* comments on textbooks, exams, syllabi/course policies, curricular/pedagogical innovations, supervision of student projects by candidate
- \* when problems exist in teaching/advising, factors likely to be influencing performance (e.g. types of courses, types of students), and recommendations chairman has made to candidate, if any

### Scholarship/Professional Activity

- \* significance of candidate's activities to his or her teaching, to the department, to the University, to knowledge in his or her field; basis on which the candidate's work is being evaluated (e.g. chairman's appraisal, consultation with colleagues familiar with the work within or outside the institution); indicate number of tenured faculty consulted in the department, and summarize their judgment
- \* the quality of the candidate's work, along with corroborative data and/or specific examples
- \* when activities in this area are minimal, factors likely to be influencing productivity (e.g. competitiveness of

journals, conferences, etc. in the candidate's scholarly/professional area, teaching obligations) and recommendations chairman has made to candidate, if any

#### Service/Advising

- \* basis on which candidate's work is being evaluated (e.g. chairman's appraisal, interviews of colleagues and/or community members with whom the candidate has worked)
- \* significance of the candidate's work to the department, the institution, the community
- \* quality of the candidate's work, including corroborative data and/or specific examples
- \* when activities in this area are minimal, factors likely to be responsible (e.g. opportunities for service, obligations in other areas) and recommendations chairman has made to candidate, if any

(c) Recommendation: The Chairman's Evaluation should conclude with a clear recommendation. If the chairman desires reappointment, tenure, or promotion for his or her candidate, there should be no equivocity. Half-hearted statements will be interpreted as an indication of lack of support for the candidate. In turn, a chairman's recommendation for denial of reappointment, tenure, or promotion should be firm and well reasoned. If nothing else, the chairman's position must be clear as a matter of courtesy to the candidate.

Note: all other supporting documents, such as raw data from student course evaluations, syllabi, course outlines, sample exams, samples of scholarly or artistic work, testimonials, and written comments on student evaluation forms, should be retained by the candidate. Should the Committee of the Tenured Faculty desire more information, it will contact the Vice Chancellor for Academic Affairs who will request the materials from the appropriate Chairman.

#### IV. Annual Faculty Records

Upon receipt of the above three items (Candidate's Statement, Curriculum Vitae, Chairman's Evaluation/Recommendation), the Vice Chancellor will assemble in order, the following Annual Faculty Records for the candidate:

- \* for promotion to full professor: all records since promotion to associate professor; if hired as associate, all since hiring
- \* for promotion to associate professor, tenure, reappointment as assistant professor or as instructor: all since hiring

\* reappointment as lecturer: those since last appointment.

(a) Purpose: Annual Faculty Records are the primary means of providing information about the candidates' activities at UNCA. They will provide an historical account of the progress of the candidate.

(b) Format: activities are to be listed in three broad categories: teaching, scholarship/professional development, and service/advising. Records should be comprehensive but should not be diluted with expected and ordinary activities (e.g. met several times with students outside of class, took notes on possible article for future presentation, met with chairman about teaching Saturday class).

## V. Merit Evaluations

(a) Purpose: as an attachment to the Annual Faculty Record, the chairman's annual evaluation and recommendation for or against a merit increase provides an historical record of the candidate's progress in the eyes of his or her chairman. Second, they provide a collective corroboration for the chairman's summative evaluation, submitted at the time of the faculty member's candidacy for reappointment, promotion or tenure.

(b) Format: as specified by the Vice Chancellor for Academic Affairs.

## VI. Complete Folder

Once complete, the Candidate's folder will contain in order, the following documents for the Vice Chancellor for Academic Affairs and Committee of the Tenured Faculty to review:

- a. The Candidate's Statement (submitted by candidate)
- b. The Curriculum Vitae (submitted by candidate)
- c. The Chairman's Evaluation and Recommendations (submitted by chairman)
- d. All appropriate Annual Records (collected by VCAA)
- e. All appropriate Merit Evaluations (collected by VCAA)

Department of English  
UNC-Chapel Hill  
PROCEDURES FOR PERSONNEL DECISIONS

The Department of English subscribes to the criteria of appointment as stated in the Affirmative Action Plan of The University of North Carolina at Chapel Hill (Revised August, 1978):

- a) The needs of the department.
- b) The resources (chiefly salary funds) of the department.
- c) The professional characteristics of the candidate, qualitatively and quantitatively measured, including:
  - [1] Education and training.
  - [2] Experience.
  - [3] Skills.
  - [4] Accomplishments.
  - [5] Reputation and recognition.
  - [6] Potential for growth and achievement.
  - [7] Competitive demand for a person of the qualifications needed.
- d) Personal qualities of the candidate, including:
  - [1] Integrity.
  - [2] Good judgment.
  - [3] Initiative.
  - [4] Industry.
  - [5] Self-reliance.
  - [6] Capacity for cooperation.
- e) But not race, color, sex, religion, or national origin.

All procedures and policies relating to decisions affecting faculty in the Department of English conform with statements regarding these matters set forth in the following university publications. In cases of conflict, the most recent edition of each document takes precedence.

- A. The Code, Board of Governors, UNC, July 1975 (as amended through May 1987).
- B. Trustee Policies and Regulations Governing Academic Tenure, UNC-CH, June 18, 1976 (as amended through June 1987).
- C. Affirmative Action Plan, UNC-CH. as revised January 1, 1987.
- D. Administrative Guide for the Processing of Personnel Action in the College of Arts and Sciences, UNC-CH. Most recent edition.

The following criteria and guidelines do not repeat all these policies and procedures; they are intended to conform to them. This statement is supplemental to and subject to the above policies. Each faculty member has a responsibility to become familiar with their provisions.

#### I. PROCEDURES FOR MAKING INITIAL TENURE TRACK APPOINTMENTS

- A. After consultation with members of the Department to determine the needs of the program, and after consultation with the Dean of the College, who must authorize any search, the Chairman shall appoint a search committee or search committees, depending upon the number of positions to be filled and the rank of the appointments. The committee or committees shall include members who represent both the specialty of the position and the general interests of the Department. All searches will be conducted with the goals of Affirmative Action clearly in mind.

- B. The search committee or committees shall be responsible for advertising the position, screening applications from prospective candidates, and selecting the best-qualified applicants to be asked to submit their dossiers and other supporting materials for consideration. In the case of senior appointments, the committee shall at an early stage consult a panel of distinguished scholars and ask them to recommend appropriate candidates. The committee shall also seek nominations from within the Department.
- C. The committee shall, after careful analysis of the dossiers of applicants and other supporting materials, choose an appropriate number of the applicants to interview at the annual meeting of the South Atlantic Modern Language Association (when appropriate) in November or the annual meeting of the Modern Language Association in December.
- D. The Chairman of the Department, along with as many members of the search committee and the Department as possible, shall conduct these interviews.
- E. Early in the spring semester, the interviewers shall present reports on the candidates they saw to the rest of the search committee, and the committee shall choose an appropriate number of candidates to invite to the campus. During his or her visit, each candidate shall be given ample opportunity to visit with members of the Department. Candidates for junior positions will be asked to give a presentation in their area of specialization to faculty and graduate students. Candidates for senior positions will meet with graduate students for informal discussion at a session not open to faculty. The professors may request that candidates for a senior position also make a presentation to the faculty.
- F. Following the interviews on campus, the search committee shall review the merits of the various candidates and shall prepare a recommendation. Recommendations involving appointment to the rank of full professor shall go to the professors; although each member of the search committee shall be present for the discussion, only professors shall vote. Voting shall be by written ballot. Recommendations for assistant and associate professors shall be made to an assembly of the tenured faculty. Voting will be by written ballot, and the chairman will report the vote of the full professors as well as the total vote in any recommendation he or she might make to the Dean.

## II. PROCEDURES FOR MAKING FIXED TERM APPOINTMENTS

- A. The Chairman traditionally nominates about eight one-year appointments at the Instructor level, called Lectureships. The Lecturers are specially qualified graduate students from the Department who have finished their courses and examinations for the Ph.D., have taught in the Department, and are making substantial progress on their dissertations. Graduate students make application, and the faculty is invited to review and comment on all applicants. The Chairman convenes a special committee made up of the Chairman, the Assistant Chairman, the Director of Graduate Studies, and the Director of Composition to review the scholastic records, faculty evaluations, and teaching evaluations (by faculty and students) of the applicants. These appointments are not renewable. No applicant is eligible whose degree will be completed for May commencement of the year in which application is made.
- B. The Department uses fixed term appointments regularly to staff a large part of its creative writing program. One such appointment is full-time and is for a five-year term; a second appointment is part-time and is for a five year period. Otherwise, the appointments are on a yearly basis. Before recommending any lecturer for a five-year term (or renewal of a five-year term), the Chairman shall consult the assembled full professors.

Several appointments in the creative writing program are part-time and made on a yearly basis. The Chairman relies strongly on the advice of the Director of Creative Writing in making those appointments. The Director consults the senior creative writing staff before making recommendations to the Chairman and discusses with the Chairman the merits of the prospective appointment. Before recommending any such lecturer for a third appointment, the Chairman shall consult the assembled full professors.

### III. PROCEDURES AND CRITERIA FOR REVIEW FOR REAPPOINTMENT, TENURE, OR PROMOTION

The Department of English subscribes to the criteria of reappointment, tenure, or promotion as stated in the Affirmative Action Plan of the University of North Carolina at Chapel Hill (Revised August, 1978):

- a) The needs of the department.
- b) The resources (chiefly salary funds) of the department.
- c) The professional characteristics of the candidate, qualitatively and quantitatively measured, including:
  - [1] Education and training.
  - [2] Experience.
  - [3] Skills.
  - [4] Accomplishments.
  - [5] Reputation and recognition.
  - [6] Potential for growth and achievement.
  - [7] Competitive demand for a person of the qualifications needed.
  - [8] Contributions to the department.
  - [9] University-sponsored public service.
  - [10] Contributions through extra-departmental service to the University.
  - [11] Length of service.
- d) Personal qualities of the candidate, including:
  - [1] Integrity.
  - [2] Good judgment.
  - [3] Initiative.
  - [4] Industry.
  - [5] Self-reliance.
  - [6] Capacity for cooperation.
- e) Rank and tenure patterns within the school or department.
- f) But not race, color, sex, religion, or national origin.

This list does not imply ranking of items, but the Department weighs the general criteria--research, teaching, and service--for tenure decisions as follows:

1. Demonstration of excellence in scholarly research is a prerequisite for consideration for tenure.
2. Excellence in teaching is a prerequisite for consideration of any tenure decision, and while distinguished teaching will not bring tenure, its absence may be sufficient to deny tenure.
3. Service to the University and to one's academic profession as appropriate is a further, additional consideration in the overall assessment of a faculty colleague. But service is not deemed a substitute for excellence in research and excellence in teaching.

The following shall be the Departmental procedure.

- A. Early in the summer, the Chairman shall review personnel files to determine which of its members University regulations require the Department to take action on during the coming year. To their names the Chairman may add others that for good reason merit a review.
- B. The Chairman shall formally and in writing notify each faculty member to be reviewed for possible reappointment, tenure, or promotion at least three months prior to the scheduled review. The Chairman shall indicate the data required of the candidate and inform the candidate of the options open to the Department.

- C. Early in the fall semester the voting members of the Department shall elect from the ranks of the full professors a Committee on Rank and Tenure. The Chairman shall meet with the committee to inform them of the persons to be reviewed, the options open, and to review the evaluative process.
- D. Members of the Committee on Rank and Tenure shall treat all discussion relative to the evaluation of the person under review in the strictest confidence. All materials handled by the committee shall be kept in a secure location. Materials that are circulated shall be circulated in sealed envelopes marked "Strictly Confidential." All materials shall be returned to the Chairman of the Department after the full professors have received the Committee reports.
- E. All information that the Committee needs on the persons being reviewed shall be requested only through the Chairman of the Department.
- F. Tenured assistant professors shall face mandatory review every third year, although the review may be abbreviated as described in G a), [1].

The new associate professor with tenure will be reviewed in the fifth year, but may elect to abbreviate the review. Anyone electing to abbreviate the first review must discuss the matter with the Chairman and must, if his or her decision is then firm, write a formal letter to that effect to the Chairman. The Chairman shall inform the Committee on Rank and Tenure of the decision and discuss the curriculum vitae of the candidate with the Committee. When the full professors meet, the Chairman shall inform them of the candidate's decision for the abbreviated review. The associate professor will be reviewed every third year thereafter; the review may be abbreviated as described in G a), [1], except that the in-house review must include class visitations as described in I at least every other review.

G. In reviewing the candidates, the Rank and Tenure Committee shall proceed as follows:

- a) Reviews of tenured associate professors and non-mandatory reviews of assistant and untenured associate professors.

[1] First, the committee reviews the vita and progress of the faculty member. The committee may decide that there is not sufficient evidence to justify a full-scale review for promotion, or for a tenure decision in case of non-mandatory tenure reviews for assistant and associate professors. The shortened review for an associate professor is in order if at the time of the first mandatory review the candidate for promotion has not had time to complete a major project, or if in a subsequent review there has been no substantial change in the record. In the case of non-mandatory reviews for assistant or untenured associate professors, there should be tangible evidence of scholarly achievement for the faculty member to merit the full-scale review.

[2] If the committee decides on a full-scale review, it next decides on outside evaluators to review the scholarship of the candidate. In consultation with the committee, the Chairman shall select at least two names from a list of five provided by the candidate and add two of his own, for a minimum of four outside evaluations. The dissertation director of the colleague in question should not be among the evaluators. In selecting outside evaluators, attention should be given to the reputation of the reviewer and what, if any, previous contact (professional or personal) the individual may have had with the colleague under review. The Chairman should consult with faculty members in the area of the candidate's specialty to get their recommendations concerning reviewers. In all instances, the outside evaluations, once received by the Department, become a part of the dossier of the candidate. No candidate may veto the selection of an outside evaluator, nor may the Department delete any evaluation once received. The current state laws allowing the candidate access to such evaluations remain in operation, although the candidate may waive the right of review. All letters of evaluation shall be open to the full professors for review as a part of the personnel dossier.

- b) For mandatory reviews of assistant professors, the committee shall proceed as follows:

[1] For the first mandatory review, the committee studies the vita and the progress of the faculty member. Since the candidate is at an early stage of his or her career, there may

be little or no published research, making an outside review of the scholarship inappropriate. The committee shall decide on the basis of (1) review of work in progress and whatever publications there may be, and (2) the advice of the senior faculty in the candidate's area of specialization, whether progress in research is sufficient to merit reappointment without tenure. If sufficient progress in research is evident, the committee shall then proceed to evaluate teaching and service as described below. In any case where the committee recommends early promotion, however, there must be an outside evaluation.

[2] For the mandatory review of assistant professors who have already been reappointed, the committee shall follow the outside review procedures for tenured associate professors described above in a), [2].

- H. The committee shall conduct its own detailed review of the candidate's scholarly achievements independent of the outside reviews. Scholarly achievements shall be understood to include all scholarly publications, materials accepted for publication, submitted for publication, or in a state of substantial progress. The latter two categories are often essential in reviews involving tenure; in instances involving promotion to professor, the committee shall not evaluate work prior to its acceptance for publication. To be considered in any review, though given less importance, is the editing of scholarly journals or series, the authorship of textbooks, bibliographies, book reviews, and other such contributions to professional literature.
- I. The Chairman and a full professor shall visit two successive classes of the candidate and write independent reports of their visits. The visitors will come at a time agreeable to the candidate and will be present for the entire class periods.
- J. The Department requires that all faculty conduct written evaluations of at least one course during each semester; hence there is a sizeable record of course evaluations for each candidate. The committee shall read student evaluations of representative course sections.
- K. The committee shall consider active participation in professional and scholarly forums, meetings, and associations, as well as offices held and services rendered.
- L. The committee shall consider significant evidence of administrative ability, activity in faculty government, service on Departmental, college, and university committees.
- M. After the committee has completed its review, the Chairman shall schedule a meeting of the full professors to receive the committee's report. The full dossier shall be available for inspection by the professors for at least one week prior to the meeting.
- N. The meeting of the full professors shall be confidential. At the meeting the chairman of the Committee on Rank and Tenure shall review the work of the committee and present the committee's recommendations.
- O. In the application of criteria, as the "Affirmative Action Plan" concedes, "few judgments about faculty members" can be made by means "that require no subjective judgment or opinion and that produce results on which reasonable persons could not differ." The full professors of the English Department not only often disagree in their assessment of a candidate's achievements in a given area but also differ in the relative weight they give to scholarship, teaching, or service. Certain general statements about departmental decisions, can, however, probably stand as valid:
  - a) Each level of review has a different emphasis, the Committee on Rank and Tenure focusing chiefly on the activities and qualities of the individual, the full professors and Chairman putting these in the balance with Departmental needs, and the College of Arts and Sciences judging the recommendations in comparison with those coming from all departments.
  - b) The Department gives greater weight than higher reviewing bodies do to the less easily quantifiable aspects of the candidate (to excellence in teaching as shown by other evidence than awards, to scholarship in progress, to qualitative evaluation of the scholarship, to the energy, judgment, and cooperativeness displayed in Departmental assignments, and to promise for the future as teacher, scholar, and administrator).

- c) The full professors give considerable weight to the opinion of full professors in the candidate's subject group, as the persons most competent to judge the candidate's work and usefulness to the group.
  - d) Relative weighing of the criteria will differ, depending upon whether the person is being reviewed for advancement to associate professor or to full professor. For the latter, greater weight is given to research, publications, prominence in national professional organizations, and other activities that promise to strengthen the graduate program. Weakness as a teacher (as evidenced by repeated adverse student evaluations and especially by recurrent complaints to the Chairman) seriously affects the chances for reappointment and promotion.
  - e) The Department ideally seeks excellence in the three areas of scholarship, teaching, and service, but recognizes that no faculty member is a universal prodigy. Many Departmental decisions are therefore made after a weighing of weaknesses against strengths. In a difficult decision, the quality and quantity of scholarship and the scholarly potential usually carry the greatest weight.
- P. The Chairman shall seek the advice of the professors both orally and by secret ballot.
- Q. University regulations delegate the authority for recommending an appointment, reappointment, or promotion to the Department Chairman "after consultation with the assembled full professors of that department" ("Trustee Policies," p. 7). The vote of the full professors is not binding upon the Chairman, but it is normally followed and the nature of the vote is always forwarded with the Chairman's recommendation to the Dean of the College of Arts and Sciences. A unanimous or strongly supporting vote by the full professors carries weight in the higher reviews of the recommendation.
- R. Whatever his recommendation, whether positive or negative, the Chairman shall in all cases forward the completed dossier to the Subcommittee on Instructional Personnel and shall inform the candidates of the nature of the recommendation.
- S. Before it makes its final report each year, the Committee on Rank and Tenure shall advise the Chairman of any recommended changes in these personnel procedures, and the Chairman shall present the same to the full professors.

DEPARTMENT OF MARKETING  
UNC-Charlotte  
PROMOTION AND TENURE CRITERIA

The criteria for promotion and tenure in the Department of Marketing are contained herein. These criteria are based on the premise that the attainment of a leadership position in education for Marketing comes as the result of contributions in the areas of (a) teaching; (b) scholarly activity; and (c) service.

The Criteria

The three dimensions of faculty activity on which promotion and tenure shall be based are:

Teaching  
Scholarly Activity  
Service

The primary function of the University and the Department of Marketing is teaching; therefore, effectiveness in teaching must be demonstrated before a faculty member will be promoted or granted tenure. In addition, each faculty member shall demonstrate significant performance in a second area (with scholarly activity or service) and compile at least a satisfactory record of accomplishment in the third area.

In the application of the criteria, every effort will be made to evaluate each faculty member's total contribution to the mission of the Department, College and the University.

Illustrations of the Criteria

Activities which may be considered in each of these broad areas of performance are described below. This list of illustrations may not be exhaustive. The interpretation and application of the criteria will require the exercise of sound judgment.

Effectiveness in teaching may be demonstrated by: evidence based on student evaluations; evidence based on peer evaluation; course, curriculum and program development; development of new teaching aids; development of new teaching approaches; teaching awards and/or nominations for teaching awards; and fostering and facilitating teaching effectiveness of colleagues.

Scholarly activity may be demonstrated by: articles; books; monographs; research reports; published cases; presentation of papers at meetings of professional associations; publication of papers in proceedings of professional association meetings; discussion of papers at meetings of professional associations; preparation of successful research proposals; service as editor, referee, or reviewer; and fostering and facilitating scholarly activity.

Service may be demonstrated by: work on Department committees; work on College committees; work on University committees; professionally oriented public service with community groups and organizations in the community; chairperson at meetings of professional associations; officer of a local, regional, or national association; and speeches on professional topics.

## Applications of the Criteria

The following are levels of importance rankings for teaching and scholarly activity. No priority ranking is intended within each level.

- I. Effectiveness in teaching may be demonstrated by the following levels of usual priority:
  - 1st Level: Teaching awards and/or nominations for teaching awards; evidence based on student and peer evaluations.
  - 2nd Level: Course, curriculum and program development; development of new teaching techniques.
  - 3rd Level: Fostering and facilitating teaching effectiveness of colleagues.
- II. Scholarly activity may be demonstrated by the following levels of usual priority:
  - 1st Level: Refereed articles; books; grant research reports.
  - 2nd Level: Non-refereed articles; monographs; published cases; presentation of papers at professional meetings; publication of papers in proceedings; service as an editor, referee or reviewer.
  - 3rd Level: Discussion of papers at professional meetings; preparation of successful research proposals; fostering and facilitating scholarly activity.

### Notes

1. Progression through the ranks is based on a progression in a faculty member's accomplishments. Therefore, a more substantial record of accomplishment is required for promotion to the rank of Professor.
2. Consulting is not listed separately as one of the activities for which promotion and tenure consideration will be given. It is expected that any consulting activity which would be a factor in promotion and tenure decisions will contribute to more effective teaching, some form of scholarly activity, and/or some type of service. This contribution may be demonstrated where appropriate.

Approved by the Marketing Faculty 1/26/88

UNC-Greensboro  
Department of Clothing and Textiles

School of Home Economics

General Guidelines and Criteria for Appointment, Reappointment, Promotion,  
Tenure (and Merit Salary Increases)

Evaluations within the Department of Clothing and Textiles will be made according to the following criteria: (1) teaching effectiveness, (2) research and publications, and (3) leadership and service. Although each faculty member will be expected to contribute in all three areas, flexibility in evaluations will take into account special faculty assignments and special faculty talents. In this way the department intends to maintain and strengthen its program through a division of responsibilities which recognizes and rewards people for performance in those areas where they make the best contribution to the overall strength of the faculty and the program.

Different levels of performance and effectiveness are expected at the different faculty ranks. The statement of general guidelines and criteria describes the manner in which the criteria would apply at these different ranks. To achieve tenure at any rank, faculty members must show evidence of national prominence and peer recognition of their work.

The specific criteria that are listed in this document are intended to guide the evaluation process and will not be applied inflexibly. For example, a candidate for appointment or promotion may have achieved national stature in a professional area without having a doctorate. It should therefore be noted that the stated educational requirements (or any other specific requirements) are not intended to be applied in an absolute and inflexible manner.

6/22/81

### Teaching Effectiveness

The following kinds of information will be used in order to evaluate a faculty member's effectiveness as a teacher. It is recognized that not all of this information will be available in each case, and that judgments will be informed by such factors as the relative difficulty of the subject matter, class size, and any other special considerations.

1. Evaluations from undergraduate and graduate students.
2. Evaluations from faculty colleagues.
3. Copies of course outlines, reading lists, and other materials distributed to students.
4. Evidence of former doctoral and master students' (major advisees') subsequent accomplishments.
5. Advising of undergraduate and graduate students, serving on thesis and dissertation committees, and directing students in special problems (directed studies) courses.
6. Evidence of special teaching honors or awards.
7. Information on special teaching materials, techniques, or other creative endeavors that contribute to student learning.
8. Evaluation of course organization designed for departmental, state, national or international student audiences.
9. Evaluation of organization and direction of field activities.

### Research and Publications

The following kinds of information will be used to evaluate a faculty member's effectiveness in the area of research and publications. Emphasis will be placed upon the extent to which a faculty member's endeavors contribute toward the development of new knowledge. The publication record of a faculty member should generally be assessed over a period of three to five years, with more emphasis being given to publications since the last promotion or appointment.

1. Publication in refereed journals.
2. Published books.
3. Evidence of the use and influence of a faculty member's work, writing, and research through citations or reprints in edited works.
4. Papers presented at professional meetings.
5. Other evidence of research activity such as research grants, technical bulletins, research reports, etc.
6. Especially in the case of long-term research, information on work in progress.
7. Quality of directed research of graduate and undergraduate students.

### Leadership and service

The following kinds of information will be used to evaluate a faculty member's leadership and service contributions to the university, community, and professional organizations.

1. Effective service to the department, school, and university through administrative responsibilities, committee memberships and chairmanships, and other special responsibilities.
2. Effective service to the community through lectures, committee work, media appearances, consultations, etc. This type of service must stem from the faculty member's special competence in a professional field in order to be considered. The community served may be on the local, state, regional, national, or international level.
3. Effective service to professional organizations through committee memberships, holding office, refereeing papers, etc. These organizations may be local, state, regional, national, or international.

## INSTRUCTOR

### For Appointment and/or Reappointment

#### Education:

Master's Degree

#### Experience:

Teaching and/or research at the Junior College Senior College, University, or Secondary School level; industry, business, professional or government service.

#### Teaching:

Recommendations providing evidence of successful teaching.

#### Research and Publication:

Demonstrates interest in research and/or participation in student and ongoing research. Shows promise of professional growth.

#### Professional Projects:

Planning and management of peer recognized professional and student projects

#### Leadership and Service:

Effective service to the department, school and university:

advising students  
committee membership  
student organizations  
advising

Effective service to the community in a professional capacity.

Active membership in professional organizations  
Committee membership

### Promotion and/or Tenure

#### Completion of Doctoral

Degree or terminal degree in field of expertise

#### Teaching:

Recommendations providing evidence of successful teaching: Letters from students; tenured staff

#### Research and Publications:

Participates in research; has publications which have contributed new knowledge.

#### Professional Projects:

Planning and management of peer recognized professional and student projects

#### Leadership and Service:

Effective service to the department, school and university, e.g.,

advising students  
committee membership  
student organizations  
advising

Effective professional service to the community, state, or nation

Active membership in professional organizations, committee membership.

ASSISTANT PROFESSOR

or Appointment and/or  
Reappointment

Education:

Doctoral Degree requirements completed or holds terminal degree in field.

Experience:

Teaching and/or Research experience at the College or University level. Pertinent field experience and/or research in industry, business, or government service.

Evidence of achievement in teaching.

Evidence of success in directing student research (theses).

Projects:

Research experience, research papers professional projects for initial appointment; further evidence of research experience publications, professional reappointment.

Teaching:

Evidence of successful teaching  
From undergraduate students  
From graduate students

Research and Publications:

Evidence of success in directing student research and theses.

Leadership and Service:

Effective service to department, school, and university:

Advising students  
Advising student organizations  
Committee membership  
Committee chairmanship

Effective service to community, state, and nation.

Active membership in professional organizations; holding office or committee membership.

Promotion and/or  
Tenure

Teaching:

Evidence of successful teaching  
From senior and/or tenured staff

From Undergraduate students  
From Graduate students  
From professionals outside the university  
From field projects.

Research and Publications:

Recommendations providing:  
Evidence of competence as a researcher.

As a director of Master's and Doctoral research.  
Evidence to use research in teaching and extended services.  
Has membership as approved graduate faculty.

Has publications which have contributed new knowledge.

Leadership and Service:

Effective service to department, school, and university:

Advising undergraduate students  
Advising master's students  
Advising student organizations  
Committee membership  
Effective administration of academic matters  
Effective service to the community state, and nation.  
Effective management of externally funded research or field projects.  
Active membership in Professional organizations; holding office or committee membership.

ASSOCIATE PROFESSOR

For Appointment and/or  
Reappointment

Promotion and/or  
Tenure

**Educational:**

Doctoral Degree or terminal degree in field.

**Experience:**

Teaching, Research and field experience at the college, university level, industrial, business or government level.

Experience at the Assistant Professor level.

Recommendations providing evidence of excellence in teaching.

Recommendations providing evidence of success in directing student research, theses, and/or dissertations.

**Teaching:**

Recommendations providing evidence of successful teaching:

From Undergraduate students  
From Graduate Students  
From Senior Staff  
From field experience and projects

**Research and Publications:**

Evidence of research productivity, with a contribution to new knowledge, and with peer recognition for excellence.

**Leadership and Service:**

Effective service to department, school, and university

Advising Students  
Advising Student organizations

Committee membership  
Committee chairmanship

Effective professional service to community, state, and nation.

Active membership in professional organizations; holding office or committee membership.

Sensitivity to academic problems and opportunities with sub and cross cultures.

**Teaching:**

Evidence of successful teaching.  
From senior and/or tenured staff

From Undergraduate students

From Graduate students

From Senior Staff

From Professionals outside the University.

**Research:**

Continuing evidence of research productivity, with a major contribution to new knowledge, and with the achievement of national recognition.

Peer recognized field and project attainments.

**Leadership and Service:**

Evidence of state and national recognition in professional

Effective service to the department, school and university

Advising Undergraduate Students

Advising Master's Students and Doctoral Students

Advising Student Organizations

Committee membership

Administrative competence (academic)

Effective service to the community, state and nation in a professional capacity.

## FULL PROFESSOR

### For Appointment

#### Educational Requirement:

Doctoral Degree, or in unusual cases terminal degree in field with national recognition of excellence.

#### Experience:

Recommendations providing evidence of excellence in teaching and research.

Successful experience at the Assistant and Associate Professor levels.

Evidence of success in directing student research, theses, and/or dissertations.

Experience in conducting and reporting research. Continuing evidence of research productivity, with a major contribution to new knowledge.

#### Professional/Achievements

Professional recognition at the national or international level

Evidence of professional recognition, at least at the national level, for research and projects related to business, industry or government service.

Evidence of academic and organizational administrative competence through service in Department and University Committees as an officer or chairperson.

Evidence of professional recognition through service in professional organizations as an officer or chairperson.

Criteria for Reappointment, Promotion,  
and Tenure Recommendations

- I. For reappointment as an Assistant Professor: evidence of teaching potential and promise of growth in the areas of professional development, scholarly or artistic activity (as appropriate to one's program assignments), and service
  - a. Teaching potential may be evidenced by areas of strength suggested in student evaluations and in peer review of course materials and classroom visitation and by teaching-related comments in the annual self-evaluation.
  - b. Promise of growth in professional development may be evidenced by membership in professional organizations as well as by participation in new-faculty orientation/training workshops.
  - c. Promise of growth in scholarly or creative activity may be evidenced by articulation of short- and long-range goals for research and/or artistic achievement, as well as by work in progress.
  - d. Promise of growth in service may be evidenced by attendance at departmental meetings and support for departmental activities, as well as by the ability to work well with others and to cooperate with colleagues in addressing departmental concerns; it may also be evidenced by attendance at faculty meetings and other official University functions.
  
- II. For tenure as Assistant Professor: teaching effectiveness, in addition to a pattern of growth in the areas of professional development, scholarly or artistic activity (as appropriate to one's program assignments), and service
  - a. Teaching effectiveness may be evidenced by increasing areas of strength suggested in student evaluations and in peer review of course materials and classroom instruction, by teaching concerns voiced in annual self-evaluations, and by involvement in curriculum development and review.
  - b. Growth in professional development may be evidenced by membership in professional societies; participation in state, regional, and/or national professional meetings; and participation in departmental program-interest studies and workshops.

- c. Growth in scholarly activity may be evidenced by presentation of papers at state, regional, or national professional meetings and/or the writing of book reviews for professional journals; publication of at least one article in a refereed scholarly journal, and progress on a larger-scale research project (as reflected in the receipt of a university research grant or departmental scholarly appointment, or in participation in NEH seminar(s) or other competitive, outside research-study programs).

Growth in artistic achievement may be evidenced by publication of at least three short works of creative prose or ten short poems in recognized national periodicals or by a recognized non-vanity press; significant progress on a book-length creative manuscript; and public readings of creative work at state, regional, or national conferences or by invitation from other campuses or from arts institutions in the greater community; or the writing of book reviews for periodicals; or receipt of a juried artistic grant, fellowship, or other honor from the University or from local, regional, or national arts organizations.

- d. Growth in service may be evidenced by attendance at department meetings and active promotion of departmental programs and activities; ability to work well with others and to cooperate with colleagues in addressing departmental concerns; active, constructive involvement in departmental committees; effective advising of undergraduate majors and/or graduate students; attendance at University faculty meetings; involvement in University functions or committees; and some participation in community service (public lectures or readings, assistance with charity drives, workshops for teachers, memberships or offices in organizations, etc.).

III. For tenure as or promotion to Associate Professor: Teaching effectiveness and a continuing pattern of research or artistic achievement (as appropriate to one's program assignments), of regular professional service and of scholarship and professional development

- a. Teaching effectiveness may be evidenced by continuing strengths noted in student evaluations and in peer review of teaching materials and classroom instruction and by such contributions to curriculum development as the design of new courses, internships, and/or independent study, honors, or thesis projects; it will also be evidenced in annual self-evaluations by one's ongoing concern for teaching excellence.

- b. A continuing pattern of professional development may be observed in ongoing memberships in professional societies, as well as attendance at and participation in state, regional, or national professional meetings; active participation in departmental program-interest studies and/or workshops; and some recognition by professional organizations and/or colleagues on the state, regional, or national level (such as awards, consultancies, invitations to present or to referee papers or creative works, to review manuscripts, or to hold a visiting teaching appointment on another campus).
- c. A continuing pattern of scholarly activity may be evidenced by presentations of a minimum of three papers at state, regional, and/or national professional meetings; publication of at least two articles in juried scholarly journals; and the editorship/co-editorship or authorship/co-authorship of one book or a major contribution to at least one book edited by others.

A continuing pattern of artistic activity may be evidenced by publication of a book-length creative work by a recognized non-vanity press; and public readings of creative work at state, regional, and national conferences or by invitation from other campuses or from art institutions in the greater community, or editorship or co-editorship of an anthology of creative writing or publication of five short works of creative prose or 15 short poems in recognized periodicals that solicit nationally.

- d. A continuing pattern of service may be evidenced by attendance at department meetings and active promotion of departmental programs and activities; efforts to work harmoniously with colleagues in addressing departmental concerns; effective mentoring of new faculty and/or teaching assistants and/or undergraduate majors; direction/coordination of program area or advising of English Club/student publications or active participation in departmental committees; effective advising of undergraduate majors and/or graduate students; attendance at University faculty meetings; active support of official University functions or involvement in University committees; and some participation in community service--such as lectures or readings, workshops, clubs or organizations, or charity drives, etc.

- IV. For tenure as or promotion to Professor: Distinguished accomplishment in teaching, a tangible record of research or artistic achievement, and a significant record of service--should have a reputation as an excellent teacher and be recognized as a scholar or artist within his/her professional field
- a. Distinguished accomplishment in teaching may be evidenced by significant strengths noted over time in student evaluations and in peer reviews of teaching materials and classroom performance; a record of leadership in curriculum development on the undergraduate and/or graduate level; a demonstrated commitment to student excellence; and evidence of on-going concern for teaching excellence.
  - b. A tangible record of professional development will reflect continuing memberships in professional societies and participation in state, regional, and/or national professional meetings; leadership of departmental program-interest studies and workshops; and increasing recognition by state, regional, or national professional organizations and colleagues (such as major consultancies, invitations to present papers or read works at prestigious forums or to contribute to major scholarly or artistic publications, editorship of a leading professional journal, or elected or appointed offices in state, regional, or national professional organizations).
  - c. A tangible record of scholarly activity will include a minimum of four juried publications in major scholarly journals, one single-author book, and a minimum of six presentations at state, regional, or national professional meetings. A tangible record of artistic achievement will include publication during career of at least two book-length works of creative writing by recognized non-vanity presses, as well as career activity in readings; editorships, or writing of short works and/or reviews.
  - d. A significant record of service will reflect leadership in departmental programs and activities through the chairmanship of committees, the direction of program areas, efforts to mediate departmental differences for the purpose of achieving faculty unity and strengthening departmental morale, and the mentoring of faculty and students alike. It will also show evidence of commitment to the university community and of concern for the community at large through leadership positions within the University and involvement in specific community affairs.

Western Carolina University

**DEPARTMENT OF ENGLISH  
TENURE, PROMOTION, AND REAPPOINTMENT CRITERIA  
AND  
ANNUAL FACULTY EVALUATION GUIDELINES AND PROCEDURES**

Year(s) Effective: 1990-1991

**I. Tenure, Promotion, and Reappointment**

A. Introduction

The criteria, guidelines, and procedures contained herein are supplementary to Section 4 of the current Faculty Handbook and the WCU Tenure Policies and Regulations as approved by the Board of Governors, the provisions of which shall prevail on any matter not covered herein by further allowable specification or on any point wherein this departmental document is inconsistent with those provisions.

B. Criteria for Reappointment, Promotion and Tenure

1. Earned Academic Degrees

Departmental requirements are the same as those stated in the Faculty Handbook (Section 4.02.4 A).

2. Professional Preparation and Experience

a. Years of College-level Teaching Experience

(1) For appointment/reappointment, or promotion in rank

The minimal departmental requirements are the same as those stated in the Faculty Handbook (Section 4.02.4 B).

(2) For Tenure

The maximum number of years of continuous full-time probationary service shall be seven years except as provided by Sections 4.02.5 and 4.02.51 of the Faculty Handbook.

b. Other Experience and Professional Preparation

The requirements are the same as those stated in the Faculty Handbook (Section 4.02 4C). Quality will be assessed as described in IID1 and IIE, except the Tenure, Promotion, and Reappointment Committee, rather than the Annual Faculty Evaluation Committee, will have the responsibility for evaluation.

3. Quality and Effectiveness of Teaching

Quality and effectiveness of teaching will be assessed as described in IID1 and IIE, except the Tenure, Promotion, and Reappointment Committee, rather than the Annual Faculty Evaluation Committee, will have the responsibility for evaluation.

4. Evidence of Professional Development

a. Research and Publications

b. Creative Works and Projects

c. Professional Activities, including Participation, Contributions, and Recognition of Achievement

d. Other Evidence of Professional Growth and Leadership

e. Professional development will be assessed as described in IID1 and IIE, except the Tenure, Promotion, and Reappointment Committee, rather than the Annual Faculty Evaluation Committee, will have the responsibility for evaluation.

5. Quality of Role in, and Special Contributions to Institutional Affairs

a. Off-campus instruction and Regional Service

b. Work with Students

c. Activities at the Departmental, School, and University Levels

d. Contributions to institutional affairs will be assessed as described in IID1 and IIE, except the Tenure, Promotion and Reappointment Committee, rather than the Annual Faculty Evaluation Committee, will have the responsibility for evaluation.

6. Promise for Sustained Future Professional Achievement

In its consideration of each candidate, the department shall assess and be guided by the individual's promise for sustained future professional achievement based upon the cumulative record in all of the categories listed above. Recommendations for appointment/reappointment and promotion shall be consistent with the provisions of Section 4.02.4 C of the Faculty Handbook. A recommendations for the conferral of permanent tenure must be based on a thorough assessment of the candidate's cumulative record and promise for sustained achievement.

7. Institutional Needs and Resources

All recommendations on tenure, promotion, and appointment/reappointment shall be consistent with the needs and resources of the department.

C. Composition of the Departmental Tenure, Promotion, and Reappointment Committee

The departmental advisory committee shall be constituted in a manner consistent with the provision of Section 4.03.1 of the Faculty Handbook. Faculty being considered for promotion shall be ineligible for service on the committee; replacements shall be elected as necessary.

D. Procedures

1. Preparation of the Files of the Candidates

Files on each candidate shall be prepared according to university guidelines.

2. Procedures of the Departmental Advisory Committee on Tenure, Promotion, and Reappointment (supplementary to Section 4.03.2 of the Faculty Handbook)

Faculty members serving specified-term appointments will be evaluated each year by the departmental T&PR Committee. Consideration for reappointment at the faculty member's current rank will be based on the guidelines listed in IB above. Normally, faculty members on fixed-term appointments will not be considered for reappointment after the third year of service.

3. Other procedures during and at the end of the Annual Consideration Process

a. A quorum shall consist of the full membership of the committee; in the event an elected member is unable to serve, the substitute shall be the person receiving the next highest number of votes in the latest election.

b. An appeal of a negative decision (request for reconsideration) may be initiated at the conclusion of the consideration process as provided in Section VI of the WCU Tenure Policies and Regulations.

## II. Annual Faculty Evaluation

### A. Purposes

1. To assist faculty members to know how their work is being evaluated.
2. To assist faculty members to bring their work to a high level of professional quality.
3. To promote the continuing professional development of faculty members.
4. To provide a professional basis for assessments when decisions regarding the status of the faculty member are being made.

### B. General Guidelines

1. Supplemental to the annual tenure, promotion, and appointment/reappointment process, the department shall complete an evaluation of its faculty members each spring semester.
2. As a minimal condition each faculty member in the department shall be evaluated on the same criteria and by the same processes.

### C. Criteria for Evaluation

1. The criteria by which the faculty members will be evaluated are these:
  - a. Effectiveness as a teacher
  - b. Effectiveness as a creative artist, performer, researcher, and producer of scholarly works (as applicable to the discipline and each member's area(s) of specialization)
  - c. Service to the university at the several levels and to students
  - d. Service to the community and region
  - e. Other skills, abilities, contributions, or roles that are highly valued by the department
    - (1) Participation in professional organizations and activities

### 2. Criteria Emphases

The department traditionally emphasizes criteria a, b, c, and e.

D. Methods or approaches to be used for evaluation of the faculty member on each of the criteria

1. Design of the evaluation plan

NOTE: Letters in parentheses refer to criteria in IIC1 addressed by each element of the evaluation. Each faculty member in March submits to the AFE Committee the University's Annual Report of Faculty Activities (a, b, c, d, e), Self-Evaluation Statement (a, b, c, d, e), Teaching Evaluations from each English class, and any other materials believed to be pertinent; these will include such materials as examples of student writing (a), examinations (a), syllabi (a), and copies of papers read (b), of publications (b), or of letters of commendation (a, b, c, d, e). Upon the individual's request, interviews with the AFE Committee (a, b, c, d, e) and classroom visits (a) may be arranged. Based on this information the AFE Committee writes a prose summary (a, b, c, d, e) of each faculty member's activities in the past year. A copy of this summary is signed by all members of the AFE Committee and shown to the faculty member whom it concerns. It is the traditional position of the department that evaluation is essentially an administrative task and therefore the burden of the evaluation and determining what to emphasize in making it devolves on the department head, who also prepares a summary statement (a, b, c, d, e) for each faculty member.

2. Instruments to be used in carrying out the plan

- a. The instruments include the Annual Report of Faculty Activities, the Self-Evaluation Statement, Teaching Evaluation Questionnaires, and any other supplementary material the faculty member chooses to supply.
- b. The instruments described in D2a above are to be summarized by the AFE Committee and by the Department Head, as outlined in D1 above and also in E below.
- c. Neither the AFE Committee nor the TP&R Committee will provide formal evaluation scales. However, the department head may use information provided by these committees to develop an evaluation scale for purposes of recommending salary adjustments and/or tenure, promotion, and reappointment.

E. Procedures

The Review Committee will be composed of three tenured members of the English Department, as follows:

One professor, who will serve as Chairman of the Review Committee.

One associate professor.

One assistant professor.

Members of the Review Committee are to be elected annually by full-time members of the department, and, unless unusual conditions exist, none is eligible for consecutive election.

The duties of the Review Committee are as follows:

1. The Review Committee will conduct an annual evaluation of all members of the English Department.
2. The Review Committee will review each faculty member's Annual Report of Faculty Activities, Self-Evaluation Statement, and Teaching Evaluation Questionnaires, and other materials submitted by the individual faculty member. The Annual Report of Faculty Activities will itemize activities, contributions, and honors in the areas of teaching, scholarship and publications, grants and fellowships, service on departmental and university committees, and activities in professional organizations. In the Self-Evaluation Statement, members of the English faculty will be asked to supplement their Report Sheet by reviewing in concise narrative form their contributions in four categories: teaching, scholarship, professional activities, and service to the department, university and community at large during the designated year. It is hoped that faculty members will not overlook many valuable services, such as summer school teaching, participation as directors and readers on thesis committees and final orals, contributions to the make-up and grading of graduate comprehensives, elderhostelling, public lecturing, consulting, teaching special courses and other academic services, including notable experiments aimed at improving teaching. A Teaching Evaluation Questionnaire devised and approved by the department is provided to faculty. Individuals will use this form in all English classes for student evaluation of the effectiveness of their teaching and will submit their evaluations to the AFE Committee and the department head.

3. The Review Committee will meet with each faculty member who requests an interview, or whom the Committee may wish to meet with for clarification or explanation.
  4. The Review Committee will send forward to the department head a well-considered statement and the documentation on which it is based, describing the contributions of each faculty member for the designated year.
  5. The Chairman of the Review Committee will also forward a summary statement to the department head describing the procedures the Committee employed in the evaluation.
  6. The department head will also write an annual evaluation of each faculty member's work, taking into account the AFE Committee's evaluation and all materials submitted by the individual faculty member.
- F. Consultation with the faculty member about the AFE results
- At the conclusion of the evaluation process each year the department head will consult with each member of the faculty to review the results of his or her evaluation and discuss ways to improve performance. A written summary of this consultation shall be prepared by the department head and shared with the faculty member. As a minimal requirement the faculty member should sign the summary to indicate receipt of it, but should be provided the added opportunity of replying to indicate acceptance of it or of providing a rebuttal to be attached to the department head's summary. Copies will be kept on file in the department, and a faculty member will be able to see his evaluation upon request.
- G. A summary of the year's AFE results in the department shall be prepared and submitted to the dean by the end of the spring semester.

### III. Preparation and Implementation

#### A. Preparation and Approval

1. Departmental guidelines shall be prepared or reviewed and revised each spring semester for the next academic year. The current Tenure, Promotion, and Reappointment and Annual Faculty Evaluation committees will review the appropriate parts of the current guidelines and recommend any revisions to the department for final approval.
2. On the timetable announced by the dean, the departmental document shall be submitted to the dean for review. The dean shall endorse the document or recommend revisions. The dean should forward the approved documents to the VCAA for review, only when the dean is satisfied as to the quality and completeness of the document. The VCAA will approve the document or recommend revisions and return it to the dean and department head. When revisions are needed, the department head will resubmit the revised document for approval through channels as before.

#### B. Implementation

1. This document becomes effective for the 1990-1991 year immediately following its preparation or revision upon endorsement of the dean and approval of the VCAA.
2. This document shall guide the department's consideration of candidates during the year within the framework of the timetable announced by the VCAA.

APPROVED:

\_\_\_\_\_  
Department Head

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean

\_\_\_\_\_  
Date

\_\_\_\_\_  
Vice Chancellor for Academic Affairs

\_\_\_\_\_  
Date

Section II. ACADEMIC FREEDOM AND RESPONSIBILITY OF FACULTY

A. It is the policy of Winston-Salem State University to support and encourage full freedom, within the law, of inquiry, discourse, teaching, research, and publication for all members of the academic staff of this institution. Members of the faculty are expected to recognize that accuracy, forthrightness, and dignity befit their association with this institution and their position as men and women of learning. They should not represent themselves, without authorization, as speaking for Winston-Salem State University.

B. Winston-Salem State University will not penalize or discipline members of the faculty because of the exercise of academic freedom in the lawful pursuit of their respective areas of scholarly and professional interest and responsibility.

Section III. ACADEMIC TENURE

A. In General

Academic tenure refers to the conditions and guarantees that apply to a faculty member's employment. More specifically, it refers to the protection of a faculty member against involuntary suspension or discharge from employment or reduction in rank by Winston-Salem State University except upon specified grounds and in accordance with the procedures provided in Section IV and against termination of employment except as provided for in Section V.

Academic tenure for faculty members is intended to secure their academic freedom and to help the institution attract and

retain faculty members of high quality. While academic tenure may be withheld on any grounds except those specifically stated to be impermissible under Section VI.A, conferring tenure requires that institutional needs and resources be assessed along with the faculty member's competence and potential for future contribution.

B. In Relation to Faculty Ranks

Academic tenure, as herein defined, pertains exclusively to the employment of faculty members by appointment to specified faculty ranks. Such appointments may be for fixed terms of employment, automatically terminable when they expire (fixed term appointment); or they may be for probationary terms (probationary term appointment); or they may be continuous until resignation, retirement, or death (appointment with permanent tenure).

The faculty ranks to which appointments may be made and the incidents of academic tenure applicable to each are:

1. Instructor. The rank of instructor is appropriate for one who is expected, upon appointment, to progress to the professorial rank in this or another institution but who lacks, when appointed, one or more qualifications expected by the department or division for appointment to a professorial rank. Upon meeting all those qualifications, the instructor will usually be promoted to assistant professor or offered a terminal appointment of one academic year.

The initial appointment to the rank of instructor is for a probationary term of one year. The instructor may be reappointed successively for six further one-year terms, a total

of seven such terms. At least 90 days before the end of the first term and 180 days before the end of the second consecutive term, a written decision shall be given the instructor whether, when the current term expires, he or she will be reappointed at that rank for another term, promoted to the rank of assistant professor, appointed to a fixed term as provided in Section III.B.5, or not reappointed. During the last 180 days of the second consecutive year of employment, the institution may notify the instructor that employment will be terminated at the end of the third year of employment. Before the end of the third consecutive term, the instructor who has not been notified that his/her employment will be ended in that year as provided in the preceding sentence shall be given notice whether, when the current term expires, he or she will be reappointed to a fourth consecutive term, promoted to the rank of assistant professor, appointed to a fixed term as provided in Section III.B.5, or offered a terminal one-year appointment at the end of the current term. Decisions shall be made with respect to these same options before the end of the fourth, fifth, and sixth consecutive terms. No reappointment to the rank of instructor may be made after seven consecutive years' employment at that rank. The failure to give the required notice of a decision at that time is to offer a terminal appointment for one academic year at the same rank. The decisions herein required shall be made as provided in Section III.C.

Promotion at any time from the rank of instructor to that of assistant professor constitutes an initial appointment at the latter rank, with the incidents described in Section III.B.2.

2. Assistant Professor. The initial appointment to the rank of assistant professor is for a probationary term of one year. Unless at any point reappointment is denied, the assistant professor usually will be reappointed to a second one-year term and to three successive two-year terms before a decision is made to recommend permanent tenure at the same or higher rank or not reappointed. At least 90 days before the end of the first one-year appointment, the assistant professor shall be given written notice whether, when the current term expires, he or she will be reappointed for another one-year term or not reappointed. At least 180 days before the end of the second consecutive one-year appointment, the assistant professor shall be given written notice whether, when the current term expires, he or she will be reappointed at that rank to the first two-year term or not reappointed. Before the end of the first year of the first two-year term, an assistant professor shall be given written notice whether, when the current term expires, he or she will be reappointed to a second two-year term or not reappointed. Before the end of the first year of the second consecutive two-year term, an assistant professor shall be given written notice whether, when the current term expires, he or she will be reappointed to a third two-year term or not reappointed. Before the end of the first year of the third consecutive two-year term, an assistant professor shall be given written notice whether, when the current term expires, he will be reappointed with permanent tenure at the same or higher rank or not reappointed. Permanent tenure may be conferred only by

action of the President and the Board of Governors of The University of North Carolina.

The failure to give the required notice of a decision not to reappoint at any point herein required has the same effect as a decision at that time to offer a terminal appointment for one academic year at the same rank. The decisions herein required shall be made as provided in Section III.C.

Promotion at any time from the rank of assistant professor to that of associate professor constitutes an initial appointment to the three-year term at the latter rank, with the incidents described for that term in Section III.B.3.

3. Associate Professor. When a faculty member's initial appointment by the institution is to the rank of associate professor, the appointment is to a probationary term of one year. Unless at any point he or she is not reappointed, the associate professor usually will be reappointed to a second one-year term and then to a three-year term before a decision is made whether to recommend permanent tenure at the same or higher rank or not to reappoint. At least 90 days before the end of the first one-year appointment, the associate professor shall be given written notice whether, when the current term expires, he or she will be reappointed at that rank for another one-year term or not reappointed. At least 180 days before the end of the second consecutive one-year appointment, the associate professor shall be given written notice whether, when the current term expires, he or she will be reappointed at that rank for a three-year term or not reappointed. Before the end of the second year of the three-year term, the associate professor

shall be given written notice whether, when the current term expires, he or she will be recommended for reappointment with permanent tenure at the same or higher rank, or not appointed.

The failure to give the required notice of a decision not to reappoint at any point herein required has the same effect as a decision at that time to offer a terminal appointment of one academic year at the same rank. The decisions herein required shall be made as provided in Section III.C.

4. Professor. When a faculty member's initial appointment by the institution is to the rank of professor, the appointment is to a probationary term of three years. Before the end of the second year of the three-year term, the professor shall be given written notice whether, when the current term expires, he or she will be recommended for reappointment with permanent tenure or not reappointed.

The decision shall be made in the manner provided in Section III.C. If a decision not to grant tenure is made but not communicated as herein required, the Chancellor shall offer a terminal appointment of one academic year.

5. Special Faculty Appointments. Appointment may be made to fixed-term faculty ranks with title designations "lecturer," "artist in residence," "writer in residence," and any faculty rank designation provided in paragraphs 1 through 4 of this subsection with the prefix-qualifier "adjunct," "clinical," or "research" under the conditions and with the incidents herein provided. Such an appointment, using any of the foregoing title designations, is appropriate for one who has unusual qualifications for teaching, academic administration, or public



# Appendix VIII: Literature from Faculty Development Centers





# EMPHASIS

## TEACHING and LEARNING

Volume I, No. 1

November 1, 1991

**WELCOME**  
by  
Ted Emigh

Welcome to **EMPHASIS: Teaching and Learning**, a publication of the Teaching Effectiveness and Evaluation Committee (TEEC), with support and funding by the Provost's Office. The TEEC has produced the Handbook for Teachers for several years. While it is valuable to have the various University rules and regulations in an accessible place, there is more to teaching than knowing the rules.

New teachers have a multitude of small questions, e.g., what a course outline should contain. More seasoned teachers have other questions or may just need a shot in the arm to try something wild. We can all benefit by seeing how others deal with problems or issues. Rather than produce yet another Handbook, the TEEC decided that a more dynamic solution was desirable.

At about that time, the budget situation silenced "*Emphasis on Teaching*," a newsletter published by Marshall Brain. The solution was obvious (even to a committee), and we are now starting a joint venture -- **EMPHASIS: Teaching and Learning**, with Marshall Brain as the Editor.

The intent of this publication is to reaffirm NCSU's emphasis on teaching and the learning process. In the coming months, we will publish articles that are designed to support your growth as a teacher. **EMPHASIS** will cover teaching strategies (both for new and seasoned teachers), issues surrounding teachers on campus, people at NCSU (their teaching styles or their research into teaching and learning), and activities that are of interest to teachers on this campus (such as the Teaching Effectiveness Workshop held every Fall Semester). The goal is to support you as an academician in a University where teaching has an important role. It is our hope that **EMPHASIS** will stimulate your thinking about your teaching and about the learning process undertaken by your students.

**EMPHASIS** will be published three times per semester. In addition to articles written by teachers about the teaching and learning process, we will carry several regular features. The particular features will evolve over time. In this issue we have a report of a teacher from a

Student Perspective. In the future, look for Letters to the Editor and a forum for airing questions about teaching -- from mechanics to philosophy.

While the editorial board of **EMPHASIS** is taking the initiative to publish this newsletter, it will not succeed without the support of teachers at NCSU. You can support this venture by submitting articles, suggesting topics of discussion, writing Letters to the Editor, or, simply, by trying some of the ideas presented. With some effort, we will be able to say that there is truly an **EMPHASIS** on Teaching and Learning at NCSU.

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**"Intelligence isn't so much what you know, rather, it is what you do when you don't know." Elliot Eisner**

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**Students  
Are People**  
by  
Marshall Brain

[This is an adaptation of a presentation given at the NCSU's 1991 Teaching Effectiveness Workshop.]

For some reason it is easy to forget that students are people. Perhaps it is because students are generally young and inexperienced, or because we deal with large groups of them at once, or perhaps it is because teachers do a majority of the talking while students do a majority of the listening. But it is common and easy to treat students in unproductive ways that ignore the fact that they are human beings.

This point was brought home to me this past summer when I sat in on a class taught by a colleague. By all measures but one, it was a horrible lecture. The instructor spoke for two hours in a constant monotone, without a break, without a question, without any acknowledgement of the audience, with almost no eye contact, without a joke or a pause or an interruption. It was numbing. The instructor had succeeded in transmitting a huge amount of information in the two

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A Publication of the NCSU Teaching Effectiveness and Evaluation Committee and The Office of the Provost

---

hour period, and in that sense he was "successful". But transmission and reception are two different things, and he had completely forgotten the receiving side of the equation.

Why is it that teachers frequently forget the most important variable in the education equation: the audience? No civil engineer ever "forgets" about the basic nature of concrete. No French teacher ever "forgets" all of the rules of French grammar and starts speaking gibberish. But it is very easy for teachers to forget the basic rules of human communication and behavior and end up creating a lecture (or even a complete teaching style) that accomplishes far less than it could.

By keeping human nature in mind when preparing a lecture, and by remembering a few basic facts about the world around us, it is possible to create far more effective lectures, homework assignments and labs. The following list summarizes some of these facts: facts that must be remembered when trying to communicate with any human being.

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***"Students are people, and they respond to personal attention just like everybody else."***

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### 1) People get bored.

Watch David Letterman's show one night and ask yourself this: Why do students watch and love this show, and in fact stay up late so they can see it, but fall asleep within five minutes in many lectures?

David Letterman is interesting. There is something inherently interesting about a man covered in velcro leaping onto a wall covered in the opposing velcro, and about a dog that sings the national anthem, and about watermelons thrown off of a ten story building. These just can't be compared with a monotone derivation of the Fast Fourier Transform equations on a dusty blackboard.

And why is that? The FFT equations should be far more "interesting" because they are useful. They can be used to solve a huge range of problems. But students don't know that, and therein lies the problem.

If something is presented to students in a boring way, the students react by getting bored. When a student gets bored, s/he stops receiving data, and as soon as that happens the teacher has failed. There are many things that can be done to keep lectures from being boring:

*Show useful applications of what is being taught - demonstrate how students will use the material in their own lives or careers.*

*Make students work problems in class, so that their brains are actually processing the material.*

*Change subjects frequently. Do a monologue like Johnny Carson's mid-class if you must, but break things up somehow.*

*When you notice that people are completely drained, stop class and have them stand up and stretch.*

If you have to do something that you know will be incredibly boring, let the students know that you understand. For example, you may need to spend 30 minutes deriving the FFT equations. Say, "Look, I know this is going to be boring, but it is important that you know it because...".

### 2) People love stories.

All people love stories from the time they are children. Our brains are wired to store stories (note the name similarity there!) much more efficiently than other types of data. Tell stories from your real-world experiences that relate to the concept that you are teaching. Tell stories about the people who developed the concept. Tell stories about your research and how it uses the concept.

### 3) People respond to personal attention.

Given a choice between two banks, two grocery stores, two gas stations, etc., people will tend to gravitate toward the establishment that offers personal attention. Would you rather buy your gas from a knowledgeable person who knows your name and waves to you when you drive in, or from a zoned-out teenager watching a soap opera?

Students are people, and they respond to personal attention just like everybody else. Students work harder for someone who knows them. There are many ways to give personal attention to people, even in a large class:

*Know the names of your students. In a small class (less than 50) there is no excuse not to know all names. In a large class do your best: know the names of those who come to office hours, and tell students that you are doing that.*

*Say hello to your students when you see them. Take time to stop and talk to students. Come to class early and talk to people. When you see recognizable faces in the hall, stop and talk.*

### 4) People respond better to praise than to criticism.

Would you rather be praised or criticized? All humans (and in fact horses, dogs, and even pigeons in a Skinner's box) respond better to praise than to criticism. But it is interesting to note that most classes are set up to

efficiently deliver punishment. Points are taken off. Papers are graded by marking all of the mistakes. It is easy to "lose a letter grade" on an assignment, but how often can you gain one back?

People respond best to personal and pertinent praise. A rubber-stamped "Good Job!" is meaningless. Therefore, you have to work to catch occasions when you are dealing with someone personally and that person is doing something right. Do this during office hours ("I really like the way you've done this portion of the problem. Now let's look at what you are doing over here and see if we can't make that look just as good..."), or when someone asks a good question in class ("You know, that's a really good question because..."), or during lab ("You are using good technique there...").

Try to make test and assignment grading schemes incremental rather than decremental.

The book The One Minute Manager by Kenneth Blanchard, published by Morrow, 1982 has a superb section on praise and its effects.

#### **5) People will make good use of constructive criticism if delivered in a positive environment.**

Within an environment where they feel comfortable (for example, one in which praise is the norm rather than the exception), students learn a great deal from constructive criticism. A simple question can often be enough to deliver the criticism, without the student ever even realizing it. For example, you might say, "I see what you are trying to do here, but is there a more efficient way to solve that problem?"

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*"People respond best to personal and pertinent praise. A rubber-stamped 'Good Job!' is meaningless."*

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#### **6) People have natural curiosity.**

Given the freedom to explore and try things, people will take advantage of it. This trait is the basis of the research process and should therefore be encouraged at all cost.

Cookbook labs kill curiosity. They are boring and routine. Boring, number-crunching and meaningless homework assignments are just as bad. Work to create assignments and labs that give students the chance to explore, try new things, and invent.

#### **7) People make mistakes.**

Part of being human is making mistakes, so as a teacher you might as well make the best of it. Mistakes, it turns out, are one of the best learning moments possible--something learned directly as the result of making a mistake will be retained forever in many cases.

There are three types of mistakes: errors, blunders, and unforgivables. It is important to understand the differences among them. An error is a mistake made in ignorance: the person didn't know any better. A blunder is a repeated or stupid (as opposed to ignorant) error: a person knowledgeable enough to know better did something wrong. An unforgivable is a mistake that simply is not allowed (cheating is a good example). Blunders should be reprimanded (again see The One Minute Manager), and unforgivables should be dealt with appropriately.

But mistakes are learning experiences if they are handled correctly. Here is an example: A student sent me E-mail last semester to complain about something and make a suggestion on improving the situation. The student had a valid point and a good solution, but he went further to say approximately, "You are an idiot for doing this". He insulted both me and another student in the class.

Clearly the student made a mistake. There were many possible ways to react, and the situation could have become rather sticky. What I did was reply to the student with the following: "Look, I got your message, and it contains a valid point. However, you've wrapped a lot of other stuff around it that I find quite insulting. Think about how you would feel if you received something like this, and how you would react to it. Look at what you are trying to accomplish, and see if you can't reword the message so that the tone of it is different. I think it will be more productive that way, and you will be better able to accomplish your goal."

I received a rewritten and very useful E-mail message the next day and the original message was forgotten. Several months later the student commented to me that he learned a great deal from the experience.

#### **8) People have physical limitations.**

There are limits to what people can do. For example:

*A person's brain can only absorb so much in a given period of time. That is, there is a limit on the absorption rate.*

*A person's brain can only absorb so much information at once. There is a limit on the absorbed quantity.*

*People can only sit so long before they need to use the rest room.*

Keeping these limits in mind helps you to avoid wasting time.

### 9) 99% of the population is honest.

Most people are honest. 1% are not. This 1% cheats or lies. However, the creation of rules, procedures, walls, etc. that try to deter the 1% causes problems for the vast majority of your students. Oppressive rules or attitudes that deter cheating often: a) waste time, b) cause distrust, and c) break down student respect for you. It is probably better to gear policies toward the 99% rather than the 1%, and deal with the 1% separately when the need arises.

### 10) First impressions stick.

Students will remember the impressions that you make in the first class or two for an extremely long period of time. Therefore, you need to actively decide what sort of impression and message you want to convey to your students and make that impression stick early. Decide what you expect from students, decide on your standards for performance and responsibility, decide on the tone of the class and the general learning environment that you want to create, and then impress those things upon students quickly.

Saying, "I expect you to act like adults" during the first class is one strategy to try. Start there, and see what else you come up with. Stating your expectations and goals early on can be extremely productive.

Students work harder for a teacher they like and respect. The best way to earn your students' respect is to respect your students. Remembering that your students are people is a good way to start earning their respect.

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*"Wise teachers...realize that there is more to truly effective teaching than being able to follow a formula. They know that good teachers model and learn with their students. They are flexible yet direct, with honest appreciation of their students as individual human beings. They share a spirit of camaraderie and openness while urging and encouraging their students. And, most important, they have fun watching their students explore, learn, and become independent."*

*Carol Pope, College of Education and Psychology, NCSU in "Indirect Teaching and Assessment: Are they Mutually Exclusive?" NASSP Bulletin, Sept. 1990.*

### **Student Perspective**

by  
Ron Nicely  
Junior-EE

When I came to NCSU I knew there was a lot of hard work ahead of me. I was competing with nearly 6,000 students in a well-recognized undergraduate school in engineering. Staying up late and getting up early to meet all my responsibilities were part of the deal I accepted when I signed on.

Because the College of Engineering is so large, it presents students with a number of hurdles. First, they can feel anonymous in large lecture classes where they may not even know the names of their classmates. Second, they can become overwhelmed with the large amount of information which they must digest in a relatively short period of time. Third, the setting for learning and the information are both new, compounding their effects. I could have been overloaded very fast if it had not been for an instructor who remembered how it felt to learn the subject of engineering in large college classes for the first time.

Dr. Ben O'Neal has set up a unique opportunity for his students to get personal attention in a safe environment. Once a week, we must attend a problem session for an hour and fifty minutes. In this session we are given problems to work on similar to those assigned in homework and in tests. We work in groups of four to five students, so that we get to know each other while we struggle to master the information.

Every problem is addressed in the lectures and reinforced in our reading assignments, yet I find I remember the most from the small group interaction sessions where we get to talk freely with our classmates. In this non-threatening atmosphere we are free to practice, make mistakes, ask questions and show our ignorance. We can also get one-on-one help from Dr. O'Neal or a graduate student.

Graduates from the NCSU College of Engineering really know their subject matter. I think it is instructors such as Dr. O'Neal which make such learning happen.

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# Faculty Forum

*From the Faculty Center for Teaching Excellence*

WESTERN CAROLINA UNIVERSITY

CULLOWHEE, NORTH CAROLINA

Vol. 2, No. 14

April 1, 1990

## Research and Teaching

There seems to be an anti-research attitude among some faculty members, particularly those who contribute to the Forum. The thesis has been advanced that research (interpreted broadly as scholarship, publication, and creative endeavors not immediately linked to classroom teaching) does not contribute and may detract from the teaching mission of the university. That is, the critics seem to be saying that faculty members engaged in research should instead be putting that effort into teaching, which the critics believe is the near-exclusive role of a university like Western Carolina.

I would like to offer an opposing viewpoint. My frame of reference is the natural sciences, but the argument should have general application. First, let us admit that learning involves both the advancement of knowledge and its transmission to succeeding generations. The university is our society's principal institution for higher learning. According to criteria established by the State of North Carolina, Western Carolina is in fact a university. Thus it follows that research and scholarship are appropriate functions of our institution. It should not be necessary to keep saying these things, but apparently it is.

Does research enhance teaching? In general, I think it does. Research is a strong incentive for keeping abreast of current thinking and the current literature in one's field of study, and for maintaining enthusiasm for the discipline. Those opposed to research argue that most research areas are so narrow that there is little that carries over into the classroom, particularly in introductory courses. For example, if Professor X's specialty is the classification of fungus beetles, how often does she or he have the opportunity to utilize that knowledge in the classroom? This sort of reasoning is deceptive. Faculty members engaged in research, who read the current literature in their own specialty, are drawn to related disciplines and to the more general literature. I expect that Professor X would read not only the Coleopterists' Bulletin, but also Systematic Zoology and Evolution, and Science and Nature as well. Such efforts would be expected to inform and enhance the professor's performance in the classroom as well as at the laboratory bench.

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### STEERING COMMITTEE: FACULTY CENTER FOR TEACHING EXCELLENCE

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Terry Nienhuis, Faculty Fellow
Charles Stevens, Faculty Fellow

In the sciences it is difficult over the long run for faculty members who are not doing research to maintain a level of competency needed for university teaching in the sciences. The stimulation and encouragement provided by the larger professional discipline are absent. The motivation to "keep up" is lacking. Of course, there are exceptional individuals at Western Carolina, and it is not my intent to malign their accomplishments in teaching. In most cases, however, no matter what the pedagogic skills or classroom charisma, one simply cannot be a complete science teacher at the university level without familiarity with current developments, and without continued practice in doing real science. At WCU several faculty members involved in research encourage participation by undergraduate students.

The reasoning presented above should apply to fields other than the sciences, though I realize that "research" is not always the right word. The idea is simply that a faculty member should pursue scholarly interests appropriate to the discipline, which, though separate from his/her formal teaching responsibilities, will serve in the long run to better the individual's performance as a teacher.

In our graduate programs, some of the graduate degrees require a thesis based on original research and scholarship. Directing the thesis research of graduate students is a form of teaching and requires continuing research experience on the part of the thesis supervisor. This is a serious problem in some departments where there is a division between non-researchers and researchers. The result is that some important areas of the discipline are not represented in the graduate program.

How can the teaching-research problem be resolved? It may be helpful to consider the advice given some years ago by the great Yale scholar, G. Evelyn Hutchinson. In commenting on the antithesis between teaching and research, Hutchinson suggested that the University be "regarded primarily as a place of learning, and not as a place of teaching." He went on to propose that "there is no antithesis between learning and research, because if the teacher is not learning himself, he can never teach by example." This, to me, is the essence of the argument.

**Richard C. Bruce, Biology**

Hutchinson, G. E. 1943. A note on the function of a university. Reprinted in Hutchinson, G. E. 1970, *The itinerant ivory tower: scientific and literary essays*. Books for Libraries Press.



# Faculty Forum

From the Faculty Center for Teaching Excellence

WESTERN CAROLINA UNIVERSITY

CULLOWHEE, NORTH CAROLINA

Vol. 2, No. 16

May 1, 1990

*Last month we had an overflow response to Dick Bruce's opinion piece on research and teaching, so we are continuing the responses in this, our last issue for the academic year. We believe that the Forum has gotten stronger this year and we look forward to making it even better next year. Our goal is to make the Forum a place where important dialogue is regularly initiated and continued, a place where our sense of academic community is nurtured and exemplified. Send us an opinion piece or a teaching tip for the fall and have a good summer!*

## Faculty Responses

I believe the tension between research and teaching is real; I feel it at a personal level almost daily. Further, I believe the conflict creates an issue our community should continue to debate. There is no easy resolution to the conflict, but some things seem clear to me. First, as indicated in an earlier Faculty Forum piece by Bill Kane, there is no empirical evidence of a correlation between research and teaching performance. Second, I know of no evidence to support the assumption that only individuals who regularly publish or obtain grants "keep up" with the literature, maintain a level of competence needed for university teaching in any discipline, or are more motivated scholars.

It is clear to me that research activities can and often do interfere with teaching. The simple fact is that WCU is not funded the way research universities are. Our funding formula has not changed since the days when the "normal" teaching load was set at 12-15 hours per semester. Whenever faculty members have their semester teaching load set at 9, 6, 3, or 0 hours, somebody during that semester has to pick up the slack. This may be done through higher loads in other departments, increased class size, use of graduate assistants in labs, use of part-time faculty, etc. Research also interferes with teaching when faculty members avoid assigning students activities that require more time to set up or grade. Emphasis on research can also become a shield. The rhetoric about research on this campus is sometimes greater than the actual levels of research productivity. Rates of publication and research grant acquisition are sometimes surprisingly low in departments where teaching loads have been reduced in the name of research or graduate teaching.

At least two different underlying problems are reflected in the teaching/research tension. One is the question of status (often confused erroneously with "quality"). A popular distinction is made in higher education between "cosmopolitans" and "locals." Cosmopolitans are heavily involved in activities outside their own campuses--activities such as research for publication, editing, and other disciplinary functions that draw them away from students and the local campus. Locals, on the other hand, are involved more on their own campuses with the education of students, especially undergraduate students. Although the distinction is simplistic, I believe it really does represent and influence the perceptions of administrators, public information

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personnel, and faculty members. It is an unfortunate fact of academic life that status accrues to cosmopolitans. Rewards like tenure, promotion, and merit increases come more easily to cosmopolitans. Locals, regardless of the quality of their contributions, are frequently unappreciated, unrecognized, and underpaid despite the fact that they are the backbone of an institution like ours.

The other problem is with the concept of "scholarship." Scholarship is too often equated with "productivity" (i.e., research and publication) when scholarship is an end in itself and not a means to another end. Research and publication can express scholarship, but there are many ways for the reading, thinking, and creativity involved in the processes of scholarship to be expressed. What we need at WCU are active scholars of many kinds. Indeed, we need researchers who work and learn with students. But we also need scholars who do research on how students learn and scholars who put their efforts into challenging students, continually evaluating the content and methods of their teaching.

I am not "anti-research" as anyone who watches how I spend my time would report. But at an institution like Western we cannot afford to endorse a research model without knowing how this model will affect the education of the students we serve.

**Bruce Henderson, Psychology**

We do not question the value of research as it is broadly interpreted. The problem is that in some schools of the university "research" is narrowly defined as publications in refereed journals.

It is academic curiosity that leads a faculty member to consider a question to be researched, and academic curiosity obviously has a close relationship with teaching effectiveness. What is not obvious is whether the academic curiosity required in teaching is the same as the academic curiosity required in publication, or whether academic curiosity can only be demonstrated by publication.

Furthermore, the implied equation of teaching effectiveness and publication overlooks the concept of labor specialization. In industry, for example, people are not asked to be proficient in design, engineering, manufacturing, and sales. Historically, institutions of higher education have specialized either in research and graduate education on the one hand or in undergraduate teaching on the other. Even at our institution we have a special designation of "graduate faculty." Does this not imply some specialization? Would you not expect specialization to generate greater output for all? The skills required to be a good teacher are not the same as the skills required to publish. Undergraduate teaching requires broadening, synthesizing, integrating, and developing academic curiosity, while to publish one must focus and concentrate efforts on a specialized topic. These are mutually exclusive professional paths. For the publisher, time spent teaching becomes an interruption since large blocks of time and isolation are required for effective work. This is evidenced by the fact that a standard method for increasing publication output is the reduction of contact hours with students. To equate publication and teaching effectiveness violates the sound economic principle of labor specialization.

**Harry R. White, R. S. McMahan, Duncan R. Tye, Economics and Finance**

# Executive Summary

## Carolina Colloquy on College Teaching

### August 1990

#### Background

National concern for the quality of undergraduate education in America has mushroomed since the mid eighties. Prestigious panels, blue ribbon commissions, and influential foundations have published reports stressing the need for reform, and, in response, accrediting agencies have begun a serious push for outcomes assessment. One particular target of criticism has been the quality of college teaching.

Western Carolina University (WCU) began giving special attention to teaching in 1980, long before cries for reform became widespread. Although the quality of instruction on campus was perceived to be quite good, key administrators saw a need to provide services that would encourage faculty to be at their best in the classroom. In 1985 Chancellor Myron Coulter appointed a Task Force on Teaching Effectiveness, which sponsored a variety of high visibility programs over the next three years. Based on Task Force recommendations, WCU established a Faculty Center for Teaching Excellence. During the Center's first year of operation (1988-89), the faculty steering committee set as one of its goals collaborating with sister institutions in the UNC system for the purpose of promoting teaching excellence throughout the system.

In collaboration with similar centers at Appalachian State University, UNC-Chapel Hill, and interested faculty and administrators on other campuses, WCU sponsored in July 1989 the Carolina Colloquy on College Teaching. Fifty-eight people attended the Colloquy, representing fifteen of the sixteen UNC universities. Participants developed "Action Plans" for enhancing teaching on their respective campuses and explored options for establishing a system-wide network for fostering teaching excellence. Evaluations showed unanimous support for a second Colloquy in 1990.

After the '89 Colloquy, one person on each campus was designated Campus Coordinator for maintaining communication during the academic year and assisting with plans for the next Colloquy. Each institution was invited to send up to five people as a team representing their campus. Sixty people from fourteen universities attended the second Colloquy at WCU in August 1990.

#### Program Description

The main goal of the 1990 Colloquy was to assist each team in developing a slate of activities for improving the climate for teaching at their respective institutions. The program began at 5:00 p.m. on Thursday, August 16 with a reception and dinner, followed by introductory comments from Chancellor Myron Coulter and the keynote address entitled "Beyond Good Enough: Why Bother?" by Dr. Joe Lowman, Professor of Psychology, UNC-CH. Small group discussions on "Campus Climates for Teaching" concluded the evening.

After a brief presentation on Friday morning outlining guidelines for changing the campus climate, representatives from ASU, NCSU, UNC-CH, UNCG, and WCU led concurrent sessions in which they described strategies for improving teaching and discussed related issues. These sessions provided a rich pool of ideas for each campus team to draw on as they

spent the afternoon drafting activities that might benefit their home campus. As shown in the evaluation summary below, 98% of participants thought this session was especially valuable.

Saturday sessions focused on prospects for organizing a statewide network for fostering teaching excellence. After discussing options for the purpose, functions, and funding of such a network, participants met in small groups to discuss and refine a draft role and mission statement. Enthusiasm was high for continued collaboration on teaching among sister institutions in the UNC system. Having observed the activities of the morning, Dr. Jack Wakeley, VCAA at WCU, and Dr. Raymond Dawson, VPAA in General Administration, addressed the group, expressing their support for a system-wide network for teaching excellence.

## Participants' Evaluations

At the close of the Colloquy, 48 participants completed a 20 item evaluation which included one open-ended question, one summary item rated on a ten-point scale, and 18 items rated on a five-point scale. The most significant results are shown below.

- In response to the open-ended question, "Overall, what was the most valuable aspect of the Colloquy," most respondents mentioned interaction, dialogue, sharing, and exchange of ideas with colleagues who are enthusiastic about teaching.
- The overall quality and usefulness of the Colloquy received an average rating of 8.7 on a ten-point scale (1=low, 10=high). No ratings on this item were below 8.0.
- 100% (48) rated the program structure as very good to excellent (4-5 on a five-point scale)
- 98% (43 of 44) rated the session on applying change strategies to their home campus as having significant to great value (4-5 on a five-point scale).
- 96% (46) rated Joe Lowman's keynote speech as having significant to great value (4-5 on a five-point scale)
- 81% (39) or more rated fifteen of eighteen items in the top two ranks of a five-point scale, and at least 65% (28 of 43) rated all items in the top two ranks.

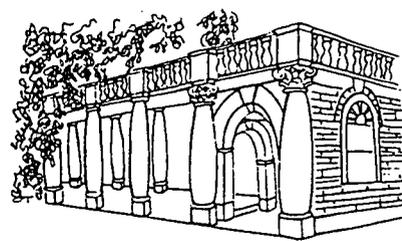
A detailed tally of evaluation responses is available upon request.

## Plans for the Future

Participants in the '90 Colloquy suggested that the campus coordinator for each university (identified after the '89 Colloquy) should become the Colloquy steering committee. Coordinators will be invited to serve in this capacity or to recommend someone else to represent their institution. The steering committee will then develop further details for the system-wide network on teaching excellence and take responsibility for planning next year's Colloquy. A recommendation that the Colloquy become an annual event and be held at different locations will be presented for the steering committee's consideration.

WCU staff will maintain contact with General Administration concerning the possibility of obtaining funding for special teaching enrichment activities such as summer programs for first-year teachers and discipline-based workshops.

*For additional information on this program, contact the Faculty Center for Teaching Excellence, Western Carolina University, Cullowhee, NC 28723  
704-227-7196*



# Teaching Concerns

Newsletter of the Teaching Resource Center for Faculty and Teaching Assistants

April 1991

Hotel D, 24 East Range (804) 982-2815

## Teaching Grants Awarded

We announce with pleasure the 1991 winners of the Teaching Grants funded by the State Council of Higher Education in Virginia:

Ed Lumadue, Department of Biology, will develop a videotape identifying various positive teaching techniques of TAs teaching biology lab exercises. This tape will be available to other University departments. (\$350)

Tanya Furman, Department of Environmental Sciences, successfully authored a grant proposal to organize laboratory curricula and materials in EVSC 380 and EVSC 320 thus enabling future TAs to spend more time working with students and less time searching for materials. (\$500)

John Sullivan, Department of Rhetoric and Communication Studies, together with graduate students, will build a series of videotapes illustrating model speeches to train TAs teaching public speaking and argumentation. (\$500)

Teaching Grants support departmental efforts to improve professional development for graduate student teaching assistants and, as a result, undergraduate education. We enclose a full explanation of the program and encourage faculty members and TAs to apply for a 1992 Teaching Grant. The grant award is not large, but you may be able to combine a Teaching Grant with funds from other sources, as did one department this year.

### Teaching Resource Center Staff

Marva Barnett	Director, Associate Professor	982-2816
Freda Fretwell	Administrative Assistant	982-2815
Marianna Max	Graduate Student Consultant	
Marji Lindner	Graduate Student Consultant	
Stella Deen	Graduate Student Project Assistant	



(Printed on recycled paper.)

## Teaching Idea: Generating "Irrefutable" Statements

Students bring to any discipline some prior perceptions, opinions and biases which, left unidentified and unchallenged, can hinder the development of their critical thinking. Yet these same perceptions, when elicited, identified and confronted, offer thought-provoking discussion topics and can help define a relevant class agenda.

To discover students' views, have them generate "irrefutable" statements by asking them to agree upon three generally accepted statements about a given issue: for instance, "It is irrefutable about slavery that ...;" "We can all agree that World War II resulted in ...;" "Everyone knows that Freud ...;" "It is true that the feminist movement ...."

To capitalize on the inherent controversy these declarations create, try this method with small groups in a discussion section. As students report their "irrefutable" statements, someone will certainly challenge them to defend their position. Because ensuing rivalry and debate are usually based in strongly held beliefs, students are highly motivated to respond critically. As instructor, you keep the discussion focused on relevant issues and encourage students to argue cogently. Disputes that can't be settled during class provide excellent topics for papers or follow-up presentations. With larger classes, ask individuals or groups to hand in "irrefutable" statements several days before your lecture. You can then incorporate evidence for and against these statements into your presentation.

This method is most useful with topics about which students feel fairly knowledgeable, and while it is unlikely that the "truth" will actually be discovered, students will come away with a list of questions and issues that demand further thought.

(Inspired by Peter Frederick, "The Dreaded Discussion: Ten Ways to Start," *Classroom Communication*. Ed. Rose Ann Neff & Maryellen Weimer. Madison, WI: Magna, 1989. 9-16.)

## Recent Activities

### Developing Discussion Leadership Skills

Participants in our first interdisciplinary seminar on teaching were intrigued by how the case method encourages students to discuss a topic critically and analytically. Jim Dowd and Larry Pettit of the McIntire School of Commerce shared their expertise with College, Medical School, and Commerce School faculty, walking us through a case study of one way to teach class, demonstrating discussion-leading techniques and offering multiple insights into organizing and preparing for a discussion-based course. Stop by if you would like to view their presentation on videotape.

### Workshops for Individual Departments on Request

As a service to the University community, staff members at the Teaching Resource Center are ready to create workshops and provide appropriate articles to answer your departmental needs. We have recently presented these programs and would be happy to repeat or vary them for you:

#### Discussion-Leading Workshop: What's Mr. Graham to do?

When two TAs in Sociology requested help in leading discussion sections, the TRC organized a ninety-minute workshop as part of the Departmental Colloquium for all graduate students. Prior to the workshop, participants read a fictional teaching case in which the antagonist, discussion-leader Graham, commits multiple teaching foibles. In the first half of the workshop, we evaluated Graham's teaching and suggested solutions for his problems. We then discussed specific TA concerns in teaching sociology discussion sections.

For the fall, a few interested TAs have requested a similar workshop for the Anthropology Department. If you would like to schedule a workshop for your department, please call.

#### Lectures: Being Organized and Interesting

Graduate students whose future careers will include lecturing opportunities in or out of the classroom benefit from examining ahead of time what makes a lecture effective. During this workshop, students reviewed their lecture course experiences to summarize good and bad techniques and compared the videotapes of two renowned lecturers with very different styles.

#### Developing Classroom Management Skills

An informal forum bringing together TAs, faculty, and undergraduate majors from science, math and engineering departments prompted TAs first to ask their students for general reactions to their sections. Possible evaluation questions included "When do you find your instructor to be

most helpful in your learning?" and "When do you find yourself to be listening most intently to lab lectures?" Participants also discussed TA and student responsibilities in the classroom, TA-student interactions, and ways and means of helping students in these disciplines.

## Upcoming Events

### Mentoring TAs in Multi-Section Courses

#### A Roundtable Discussion

Teaching assistants from several disciplines have expressed concern that precise departmental requirements for teaching sections are not always clear. Many faculty members, however, have created viable systems for introducing their assistants to course content, involving them in lectures, coordinating what is taught in sections, and expanding TAs' opportunities for professional development. Several professors and TAs working with them will share ideas about how faculty members can work as mentors for those assisting them:

Edward Ayers, Associate Professor, History

Arthur Kirsch, Professor, English

Dennis Proffitt, Associate Professor, Psychology

James Riopel, Associate Professor, Biology

This Panel on Teaching, a roundtable discussion, will encourage as much audience participation as possible. Whether you are a TA in a large or small course, a faculty member with one or twenty TAs working with you, or a faculty member thinking that some day you'd like to have at least a grader to help, you will probably find this panel useful. Join us between 3:30 and 5:00 p.m. on Thursday, April 11, in the Newcomb Hall Visitor's Lounge. Light refreshments will be served.

### Teaching and Counseling: How Related?

#### A BYOB (Bring your own brainstorms) Lunch

When do teachers' obligations to students go beyond academics? How can we recognize students who want non-academic advice and support? What is the distinction between caring and interfering? Where can we send students who need more than we can give? Jim Clack, Director of the Counseling Center, will lead a discussion of these and related issues at the last BYOB of the spring semester, Tuesday, April 16, 12:30 to 2:00 in the TRC conference room. As always, feel free to come and go as your schedule permits. Coffee and tea provided.



## Fall Teaching Workshop:

### We Need Your Help

Encouraged by the positive response to our 1990 Pilot Orientation for first-year teaching assistants, we plan two Teaching Workshops for 1991-92, one designed specifically to orient first-time instructors to teaching and the UVa system and the other intended to address issues in more detail, after participants have had some UVa experience (a frequent request from 1990 participants). As you see from the fall workshop schedule on the right, we will focus on first-time teachers, offering a general introduction together with several practical sessions on teaching situations and problems. Faculty members and experienced TAs will lead these workshops; we solicit your ideas and participation as a session leader, as well as your suggestions about the program as a whole. The 11:00-11:45 sessions will introduce instructors to the type of teaching they will soon do; other session topics are limited only by presenters' imaginations.

Before classes begin in Spring 1992, we plan a second Teaching Workshop to follow up on these August basics. This workshop will include concurrent sessions on teaching (e.g., building rapport, using questions effectively, lecturing in a lab course), advising information from the deans of different schools, and a general session on sensitive issues in the classroom (race, culture, gender, and sexual orientation), a variation on a popular 1990 panel.

Both workshops will be open to anyone teaching at the University, and we hope you will join us for presentations you find interesting. If you plan to come for lunch, please tell us ahead of time to reserve a space. Of course we will directly invite all graduate students and faculty members teaching at UVa for the first time. Last year, about forty percent of our first-year TAs participated in the Orientation; with increased departmental support, we hope to see more than half of the 1991-92 crowd.

University-wide Teaching Workshops can never replace the immediate, hands-on training and mentoring teaching assistants can receive in their departments. By centralizing some information, however, we save departmental time and energy for other activities directly supportive of TAs: for instance, workshops on assigning and responding to students' papers and exams; pre-semester and ongoing meetings with faculty members in charge of multi-section courses; meetings to share ideas about effective ways to generate discussion or present a lab experiment. Staff members at the Teaching Resource Center are always happy to help you improve existing training programs or design new ones.

## Tentative Schedule

### Teaching Workshop, 1991

Monday, August 26, 1991

9:00-9:30	Welcome John Casteen, President Hugh Kelly, Provost
9:30-10:00	Taking Advantage of the TRC What do students expect of teachers, and how can the Teaching Resource Center help?
10:00-10:40	Teaching the First Days of Class. How to keep the butterflies under control?
10:40-11:00	Break
11:00-11:45	CONCURRENT SESSIONS Leading a Discussion Section Teaching a Lab Course Doing Grading Leading a Problem-Solving Session Teaching an Entire Course
11:55-12:45	CONCURRENT SESSIONS Topics related to classroom teaching, e.g.: Writing to Learn The Unprepared Student? Strategies for Head Teaching Assistants in Large Courses Grading Papers and Exams
12:45-1:55	Lunch provided by TRC, Newcomb Hall
2:00-2:45	CONCURRENT SESSIONS Topics related to classroom teaching, e.g.: Hints for Foreign TAs on Communicating with American Students Using the Eraser Effectively Listening to Your Students
2:45-3:30	The Honor System Chair of the Honor Committee
3:30-3:45	Closing Remarks Alexander Sedgwick, Dean, Graduate School



TEACHING RESOURCE CENTER  
UNIVERSITY OF VIRGINIA

Hotel D, 24 East Range  
Charlottesville, Virginia 22903

**TEACHING GRANTS**

Telephone (804) 982-2815

*Announcing:*

***Several grants of up to \$500 to support departmental efforts to improve professional development programs for graduate student teaching assistants.***

Teaching assistants--whether they be graders, discussion leaders, laboratory assistants, instructors, or lecturers--have a major responsibility toward the undergraduate students in their classrooms, toward their departments, and toward their disciplines. The Teaching Grants program was created to improve the training TAs receive and to encourage faculty mentoring of graduate students as teachers.

**Criteria:** Proposed projects for 1992 must

- assist TAs in improving their classroom teaching.
- include interaction between UVa faculty and TAs.
- increase the amount of TA training already provided.
- include a follow-up component beyond any initial sessions, e.g., observation of TAs teaching, forums for continuing dialogues about teaching, enhanced interaction between faculty teaching multi-section courses and TAs assisting in those courses.
- take place before November 1, 1992.

**Possible project types and formats:**

- workshops providing basic information to TAs before they teach for the first time.
- workshops to train experienced TAs to teach a new course or to teach in a new way.
- courses designed to educate TAs about all aspects of their future profession: e.g., research and teaching methods, ethical considerations, professional concerns.
- department-specific or interdepartmental workshops.
- workshops held before or during a semester.
- improved methods of supervising TAs leading classes in a multi-section course.
- improved models of mentoring graduate students as teachers.

**Application procedure:**

- 1) Letter of application, including goals and budget (limited to five double-spaced pages). Funds may be requested to pay for equipment purchase, materials and supplies, and/or TA stipends.
- 2) Endorsement of application by the departmental chair. Both due to the Teaching Resource Center by December 15, 1991.
- 3) Consideration of all applications by the Teaching Grants Committee, including the Dean of the Graduate School and the Director of the Teaching Resource Center.
- 4) Awards made by February 15, 1992.
- 5) Follow-up reports due to the Teaching Resource Center by November 30, 1992.

**FOR MORE INFORMATION PLEASE CALL 982-2815.**

*Funded by the State Council of Higher Education for Virginia*



# Appendix X:

## Samples of Teaching Assistant Training and Evaluation at UNC System Schools





# North Carolina State University

## College of Engineering

Department of Materials Science and Engineering

Ceramic Engineering  
Electronic Materials  
Metallurgical Engineering  
Polymer Engineering

May 18, 1992

Box 7907  
Raleigh, NC 27695-7907  
Telephone: (919) 515-2377  
FAX No.: (919) 515-7724

### COE 1992 Teaching Effectiveness Workshop for Graduate Students August 14-15, 1992

Dear Engineering Graduate Student:

During your time at N.C. State you will probably work (or have worked) as a teaching assistant. When you do, you will have to do things for which you were never trained. Whether you actually teach in a classroom, assist in a laboratory, help students during office hours, or grade tests or homework assignments, you must generally figure out what you're doing as you do it - and it may not always work out as well as you would like.

The College of Engineering has for some time recognized that the work done by teaching assistants is critically important and it is unfair both to them and to the undergraduates simply to throw them into the job without providing some guidance. Beginning in 1989, the College has sponsored a two-day summer workshop to provide such guidance. The first day is intended for all graduate students who will be teaching assistants and those who are thinking of teaching as a career. The second day is intended specifically for those who will have actual teaching responsibilities (as opposed to just grading or assisting in a laboratory) and also for the prospective teachers, although anyone is welcome to attend it.

Topics covered on the first day include how students learn, how teachers teach, and what usually goes wrong with the process; how to construct and grade homework assignments and tests; how to handle student problems and problem students (cheating, discipline problems, emotional problems); and how to simultaneously meet your assistantship obligations, do your research, attend your classes, eat, sleep, and occasionally check in with your family and friends. The second day covers course planning, effective lecturing, dealing with test anxiety (yours and your students'), and what new faculty members might expect to encounter in their new jobs. The Dean's office picks up all costs, including lunches.

We are going to do it again on August 14 and 15, 1992, at the McKimmon Center, adjacent to the NCSU campus. If you would like to participate, please fill in the enclosed form, fold and staple it with the return address showing, and mail it by June 12. I hope to see you in August.

Sincerely,

Richard L. Porter  
Undergraduate Coordinator

## GRADUATE STUDENTS' TEACHER TRAINING SEMINAR

The Teacher Training Seminar that was developed last semester for our graduate students was, on the whole, successful. However, the considerable time constraints placed upon it (meeting only 50 minutes once a week) severely limited the scope of the course. There is more that could and should be done with our graduate students to prepare them to teach.

The considered reflections of the students in the seminar indicate that they like what was done in the course, but feel that they need more intensive and extensive teaching experiences. In addition, the foreign students felt that they needed more time assimilating the language and culture of the American classroom. Based on my experiences with the course and the reactions of the students to it, please consider the following suggestions as to the appropriate format and content of the course — if it is to be continued.

### Format

The seminar should meet for 80-minute periods at least once a week — perhaps on occasion more often — and should incorporate a variety of activities. Lecture, lesson and test development, classroom observations, videotaped lessons, and whole-class teaching should comprise the primary activities of the seminar. I envision the class as beginning with two to three weeks of lectures and classroom observations, followed by students developing example lessons and tests. The lessons will be given to the seminar participants, videotaped, and analyzed by the entire class. It might be helpful to conclude the seminar with the students “guest”-teaching an entire class of, say, MATH 1100 or 1103.

These activities will require access to a video camera recorder (which the department has) and a VCR player and monitor (which can be checked out from Media Services when needed). One of our foreign students suggested that written teaching materials would be helpful. A textbook is probably not desirable, but some sort of “teaching manual” might be worth developing.

### Content

I will describe the suggested content for each of the principal types of activities to be included in the course.

*Lecture.* The lectures should focus on:

- The relevant policies of the Mathematics Department and the University, including (but not limited to): common finals, the grading system, honor offenses, following the syllabus, meeting the class, appropriate and inappropriate relationships with students, *etc.*
- The basic types of mathematical knowledge taught and effective ways of presenting that knowledge.
- The development of effective tests and strategies for evaluation — including homework, quizzes, and so forth.
- Becoming familiar with the instructional uses of handheld calculators.

*Classroom observations.* During the weeks of the seminar in which lectures are being given, students should be observing experienced teachers teaching the courses in which our TA's are most likely to be placed. The focus should be on observing how teachers do (or do not) reflect the sorts of approaches that are being discussed in the lecture including: the handling of questions from students and the questioning of students, general lecture and development of mathematical ideas, appropriate use of the board, assessment of students, and so forth.

*Lesson and test development.* Students should have the opportunity to try to develop lessons and tests on their own. These should be analyzed and discussed in class. A reasonable observation made by students in the seminar was that it would be very helpful if they knew what they would be teaching and thus could put some of their lesson planning and thinking in context. This should be considered.

*Videotaped lessons.* During the course of the seminar each student will prepare several 10-15 minute lessons to be presented to the participants of the seminar. These lessons will be videotaped and critiqued by the instructor and the class. This must be handled in a professional and enlightening manner so that the students build on their strengths and learn from their mistakes. This portion of last semester's seminar drew the most favorable responses from students.

*Class teaching.* An activity that I had intended for the class last fall but could never work into the schedule was having the students teach in a realistic classroom setting. Some students exhibit a considerable diffidence about their potential to teach. Giving them the opportunity to practice teaching in a whole-class setting without the worry of responsibility for an entire course may help boost their confidence and allay their fears about teaching. In addition, it might also raise a warning about students who are not yet ready to be placed in front of a class on their own.

## Comments

First, let me share my own feelings about the purposes and use of the TA seminar. The intent of the course is to help our graduate TA's make the transition from student to teacher by providing preparatory teaching experiences. A secondary purpose of the course should be to identify students who, for whatever reason, are not yet ready to take on the responsibility of teaching a class on their own. It should not be assumed that simply by taking this course a student will automatically be qualified to teach. I realize the pressure the department is under to cover classes and to provide support for our graduate students, but it is unfair to the TA, to the students in his or her class, and to the Department to place an unqualified instructor in a classroom. A decision to place a graduate student in the classroom against the advice of the instructor of the seminar and the graduate coordinator is risky, at best. The experience we have had in allowing one such underprepared foreign student to teach this semester underscores the problem of doing this. Expediency has its price.

I have had an opportunity to see most of our TA's teaching their classes or have spoken with their faculty supervisors. For the most part they are doing as well as one might expect — in some cases their teaching appears quite good.

TEACHING ASSISTANT SUPERVISION

FALL 1989

Supervisor: [REDACTED]

Teaching Assistants: [REDACTED]

I supervised these TA's in the following manner:

1. [REDACTED]

Discussed syllabus, general guidelines, answered questions.

Met ten times for weekly check-in. Reviewed, discussed and approved three exams.

Assisted in analyzing and determining grading system and grades for three exams.

Met to discuss several problem areas (two students and their attitudes)

Observed classes.

Discussed class observation.

Assisted with curve and consulted about final grades.

Signed grade sheets.

(approximate number of hours: 10.5)

Performance Evaluation:

██████ was highly enthusiastic and seemed to carry this over in his classes. He appeared to be prepared for class. His tests were thorough and with a few adjustments, quite satisfactory. His grading was somewhat lenient. I found him to be agreeable and quite interested in doing an effective job. My only concern was that his class was so informal that students took the liberty of coming in late and leaving early. We discussed the importance of assuming more of an authoritarian role as an instructor. ██████ was an asset to our TA program.

2. ██████████

Discussed syllabus, general guidelines, answered questions.

Met nine times for weekly check-in.

Reviewed, discussed and approved three exams.

Assisted in analyzing and determining grading system and grades for three exams.

Observed class.

Discussed class observation.

Met to discuss results of placement tests.

Assisted with curve and consulted about final grades.

Signed final grade sheets.

(approximate number of hours: 11.5)

Performance Evaluation:

██████ was interested in effectively instructing and working with his students. His lectures were timely according to the syllabus. His tests were satisfactory after some work with questions that were not challenging enough. ██████ classroom performance was a bit formal; however, my presence seemed to trigger some stiffness. ██████ was an asset to our TA program.

## JOB DESCRIPTION AND TRAINING OF ENGLISH GRADUATE ASSISTANTS

The English Department has conceived a three-stage process to prepare graduate assistants as classroom teachers of English composition. The first stage would cover the graduate assistant's first semester as a full-time student, the second stage the second semester, and the third stage the second year. This process assumes little if any classroom experience in the teaching of English composition.

### First Semester

1. During the first stage, the first semester, the graduate assistant will, after initial training, work as a tutor six hours per week in The Writing Place. Since the Writing Place is open from 10 A.M. to 9 P.M. Monday through Thursday, 10 A.M. to 3 P.M. Friday, and 5 P.M. to 9 P.M. Sunday, there is great flexibility in the distribution of the required six hours. While the Writing Place prefers that tutors work in two- or three-hour blocks, the Staff can accommodate other arrangements. The Writing Place, under the supervision of Dr. Tom MacLennan, has a training program in place for its tutors, which is described below.

A. Graduate assistant tutors attend an initial three hour session on learning styles, design of questions, and other topics, given by faculty members.

B. Assistants spend one to two weeks observing experienced tutors; they are each assigned a "buddy tutor."

C. When they become tutors, assistants are required to attend monthly tutor meetings, where additional education takes place (for example, guidance on working with learning-disabled students), questions are answered, etc.

D. Graduate assistants, in addition, will be asked to keep a journal of their experiences, questions, problems, and successes with student-writers. They will be required to meet regularly with their buddy tutor to discuss journal entries, questions they might have, and difficulties or successes the buddy tutor may have observed during regular observation of the graduate assistant's tutorial sessions. The buddy tutor will monitor and evaluate the assistant's performance monthly during the semester, filling out a modified version of the current sheet used for student evaluation of The Writing Place. Evaluative criteria include the assistant's ability to ask Socratic questions, to keep the conference student-centered, and to motivate the student-writer to formulate a plan of revision.

II. Another aspect of the first stage is the graduate assistant's interactions with an English Department faculty mentor (assigned by the Graduate Coordinator).

A. The graduate assistant will observe the mentor's English 101 class two or three times weekly. The assistant will reflect on the class in a journal and meet weekly with the mentor to discuss journal entries and the teaching of composition. English 101 meet throughout the day, from 8 A.M. to 7:45 P.M., so there will be some flexibility in the assignment of mentors and classes. Mentors will be directly involved in the teaching of composition and familiar with current theory and pedagogy.

B. During the second half of the semester assistants will attend two or three one-hour workshops on topics related to the teaching of composition, administered by composition specialists and other composition teacher-mentors within the department, under the supervision of the Director of Composition, Dr. Chris Gould.

C. During the second half of the first semester, graduate assistants will continue to attend the mentor's composition class regularly, keeping a journal and meeting with the mentor to discuss what they have observed. Some graduate assistants may begin to help their mentors' students during small-group editing sessions. Mentors may also show graduate assistants samples of graded student essays, give assistants a few papers to grade, and then go over the grading with assistants.

D. At the end of the first semester, mentors will write a brief evaluation of the assistants' classroom performance and journal during the semester. Reports should be submitted to the Graduate Coordinator.

## Second Semester

I. In the second stage of this preparation for teaching, the second semester of the stipend, graduate assistants will continue to tutor for three hours per week in the Writing Place; whenever possible, they will tutor students from their assigned mentor's class (not necessarily the same mentor assigned first semester).

II. Assistants will also continue to observe the mentor's class, (now English 102 class), keep a journal, and meet regularly with the mentor to discuss composition pedagogy.

III. After consultations with the mentor, assistants will also plan and teach some of the mentor's classes, perhaps one entire unit or paper assignment, with the mentor in attendance.

A. Mentors will observe graduate assistants' performance and write evaluations answering these questions: Was the lesson well organized? Were its objectives clearly stated? Were they fulfilled? Was the presentation stimulating and did it actively involve students? Was the material grounded in the current theory and pedagogy of composition?

B. The Director of Composition and the Graduate Coordinator will also visit assistants' classes once during the semester and each one will write a report after the visit, using the same questions as guidelines.

G. Graduate assistants will also be involved with mentors in grading students' essays and essay examinations, and mentors will demonstrate for assistants some methods of evaluating students' writing. Final responsibility for all grading and for the determination of final grades will rest with the mentor.

#### Second Year

I. During the third stage of this process, usually the student's second year in the graduate program, graduate assistants (who have by this time earned the minimum of 18 hours of graduate credit required by state law for college teaching) will be assigned to teach two English Composition classes, for which they will have sole responsibility, including the selection of textbook(s) which must be submitted to the Director of Composition each semester. They will continue to be monitored by the Director of Composition and the Graduate Coordinator, who will visit their classes and write evaluations during each semester, using the questions mentioned earlier.

II. Graduate assistants in this third stage will also be required to attend workshop-meetings regularly, organized by the Director of Composition in collaboration with other composition specialists and teachers, to discuss problems, questions, and triumphs in the classroom.

The English Department Chair, The Graduate Coordinator, and members of the Department's graduate committee will determine at the end of each academic year whether a graduate assistant's performance of duties as well as academic performance merit the continuation of her/his assistantship. If the graduate assistant's performance is satisfactory and if stipends remain available, an assistant will ordinarily hold his/her stipend for a maximum of four semesters.

PROPOSAL FOR SATISFYING CRITERION 4.4.10  
OF THE COMMISSION ON COLLEGES  
OF THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS  
CONCERNING GRADUATE TEACHING ASSISTANTS

REVISED SEPTEMBER, 1991

Graduate students who do not meet the Commission's criteria for serving as university instructors will work closely with and be carefully monitored by a regular faculty member. The faculty instructor and his/her assigned GTAs will work as a team in teaching college algebra, with each GTA assigned to a specific section. Classes conducted under this arrangement will have the normal enrollment of students per section. It is intended that the faculty-GTA teaching team will, as much as is feasible, conduct the equivalent of a single large lecture class, but section by section instead of in one large classroom.

SPECIFIC DUTIES OF THE FACULTY INSTRUCTOR

1. Before the first class of the semester the faculty instructor will meet with his/her GTAs to specify the GTAs' responsibilities and duties. At this meeting the faculty instructor will provide the GTAs with a day-by-day schedule for the course and will outline his/her plan for monitoring the progress of the course and the GTAs' performance as teachers.
2. Every two weeks the faculty instructor will hold a conference with his/her GTAs to review:
  - a. all material covered in classroom lectures,
  - b. all homework problems assigned,
  - c. any difficulties the student(s) have had with the assigned materials,
  - d. any difficulties experienced by the GTA, and
  - e. strategies and techniques to be used in the presentation of new materials in the upcoming period.
3. At these conferences, the faculty instructor will provide his/her GTAs with formal teacher training, which will consist of discussions of the successes and failures of various teaching techniques and strategies, and of discussions of any study and reading materials provided the GTAs.
4. At least five times each semester the faculty instructor will observe and critique the classroom teaching of each assigned GTA.
5. The GTA will prepare rough drafts of the hourly tests which the faculty member will approve or revise if necessary. The faculty member will explain to the GTA the reasons for all revisions. This provides the GTA with training in the preparation of tests.

6. The GTA should initially grade each hourly test, and then the faculty member will review the GTA's grading and make changes as necessary. All changes should be thoroughly discussed with the GTA.
7. If the GTA is teaching a section of a course that has a common final exam (e.g. MATH 1065), then the GTA and faculty instructor will discuss the performance of the GTA's section(s) on this common final exam, and they will determine together the exact weight this common final exam score should have in the final grades.
8. The GTA should recommend the final grades in the course. The faculty member will review and discuss the recommended grades with the GTA. The actual assignment of the final grade is the responsibility of the faculty member.

#### SPECIFIC DUTIES OF GRADUATE TEACHING ASSISTANTS

1. The GTA will observe at least twenty classes of various faculty members teaching the course.
2. The GTA will keep a journal of classes observed, and reflect on these observed qualities of effective teaching: knowledge of the topic covered, clear explanation/discussion of the topic, good classroom management, proper professional attitude, and excellent rapport with the students.
3. The GTA will hold regularly scheduled office hours for the students in his/her assigned section(s).
4. The GTA will grade the homework papers of the students in his/her section(s).
5. The GTA will write the first draft of each hourly test for his/her section(s) (see 5 above).
6. The GTA will prepare, administer and grade the approved hourly test given to his/her section(s) (see 6 above).

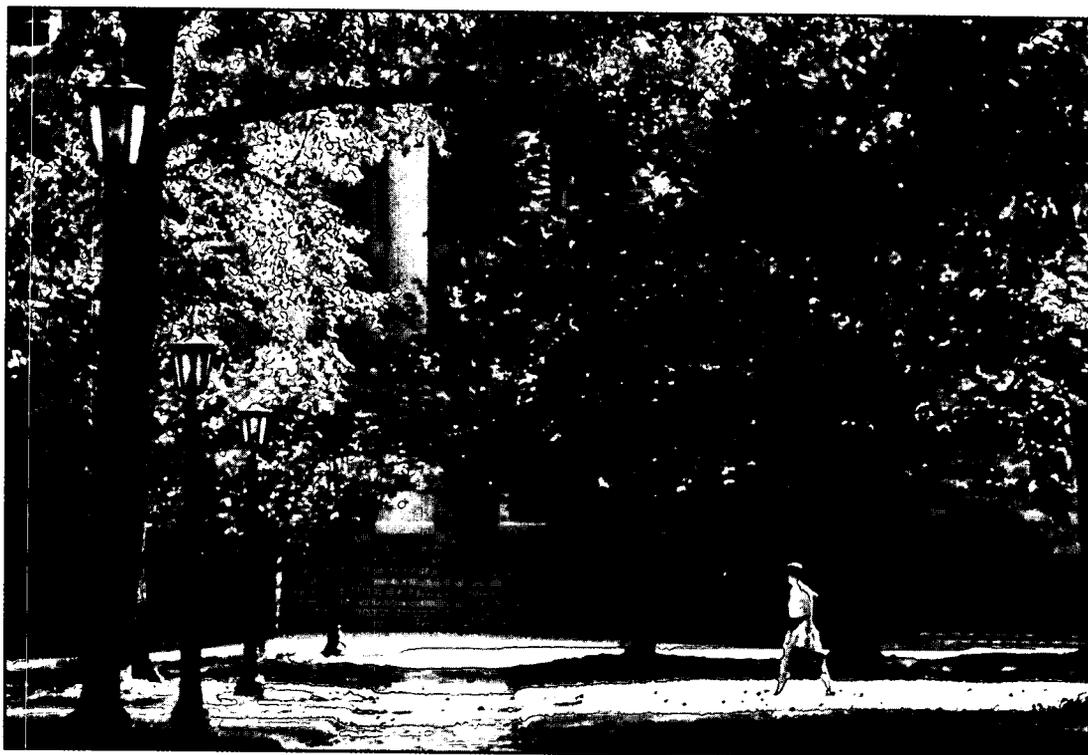
#### EXPECTED EDUCATIONAL RESULTS FROM THE PROGRAM

1. GTAs will be exposed to a variety of teaching techniques. It is expected that each GTA will absorb and apply those techniques that are appropriate for that individual's particular teaching style.
2. GTAs will obtain strong training and confidence in constructing good test questions.
3. GTAs will obtain training and confidence in grading tests, and in assigning final grades.

4. GTAs will be required to reflect on and analyze all aspects of teaching, and to decide what constitutes "good, effective teaching." While one would expect this activity to be commonplace at a university, it is surprising how little time is actually spent this way.

# **Appendix XII:**

## **State Policies on Identifying and Rewarding Good Teaching**



**Question A: Does your state have a governing body over all public colleges and/or universities?**

	<i>State Universities Only</i>	<i>State Colleges Only</i>	<i>State Colleges &amp; Universities</i>	<i>No Governing Body</i>	<i>Other</i>
ALABAMA		X			
ALASKA					
ARIZONA					
ARKANSAS					X <sup>1</sup>
CALIFORNIA					
COLORADO					X <sup>2</sup>
CONNECTICUT					
DELAWARE				X	
FLORIDA					
GEORGIA					
HAWAII			X		
IDAHO			X		
ILLINOIS					X <sup>3</sup>
INDIANA					
IOWA	X				
KANSAS	X				
KENTUCKY				X	
LOUISIANA					X <sup>4</sup>
MAINE	X				
MARYLAND					
MASSACHUSETTS					
MICHIGAN				X	
MINNESOTA					X <sup>5</sup>
MISSISSIPPI	X				
MISSOURI					X <sup>6</sup>
MONTANA					
NEBRASKA				X	
NEVADA					X <sup>7</sup>
NEW HAMPSHIRE					
NEW JERSEY				X <sup>8</sup>	
NEW MEXICO				X	
NEW YORK	X				
NORTH CAROLINA			X		
NORTH DAKOTA					
OHIO					
OKLAHOMA					
OREGON					
PENNSYLVANIA				X	
RHODE ISLAND					
SOUTH CAROLINA				X	
SOUTH DAKOTA			X		
TENNESSEE			X		
TEXAS					X <sup>9</sup>
UTAH			X		
VERMONT				X	
VIRGINIA					
WASHINGTON					
WEST VIRGINIA					
WISCONSIN			X		
WYOMING					
<b>Total:</b>	<b>5</b>	<b>1</b>	<b>7</b>	<b>9</b>	<b>8</b>

Question B: Does the *governing body* have policies for the colleges or universities to follow on evaluating good teaching?

	Yes	No	Other
ALABAMA .....		X <sup>10</sup>	
ALASKA			
ARIZONA			
ARKANSAS			
CALIFORNIA			
COLORADO .....		X	
CONNECTICUT			
DELAWARE			
FLORIDA			
GEORGIA			
HAWAII .....		X	
IDAHO .....		X	
ILLINOIS .....	X		
INDIANA			
IOWA .....		X	
KANSAS .....			X <sup>11</sup>
KENTUCKY			
LOUISIANA .....		X	
MAINE .....		X	
MARYLAND			
MASSACHUSETTS			
MICHIGAN			
MINNESOTA			
MISSISSIPPI .....		X	
MISSOURI .....		X	
MONTANA			
NEBRASKA			
NEVADA .....	X		
NEW HAMPSHIRE			
NEW JERSEY			
NEW MEXICO			
NEW YORK .....			X <sup>12</sup>
NORTH CAROLINA .....		X	
NORTH DAKOTA			
OHIO			
OKLAHOMA			
OREGON			
PENNSYLVANIA			
RHODE ISLAND			
SOUTH CAROLINA			
SOUTH DAKOTA .....		X	
TENNESSEE .....		X	
TEXAS			
UTAH .....		X	
VERMONT			
VIRGINIA			
WASHINGTON			
WEST VIRGINIA			
WISCONSIN .....			X <sup>13</sup>
WYOMING			
<b>Total:</b>	<b>2</b>	<b>13</b>	<b>3</b>

Question C: Does the *governing body* have policies for the colleges or universities to follow on rewarding good teaching?

	Yes	No	Other
ALABAMA .....			X
ALASKA			
ARIZONA			
ARKANSAS			
CALIFORNIA			
COLORADO			
CONNECTICUT			
DELAWARE			
FLORIDA			
GEORGIA			
HAWAII .....	X		
IDAHO .....		X	
ILLINOIS .....	X		
INDIANA			
IOWA .....			X <sup>14</sup>
KANSAS .....			X <sup>15</sup>
KENTUCKY			
LOUISIANA			
MAINE			
MARYLAND			
MASSACHUSETTS			
MICHIGAN			
MINNESOTA			
MISSISSIPPI .....		X	
MISSOURI .....		X	
MONTANA			
NEBRASKA			
NEVADA .....		X	
NEW HAMPSHIRE			
NEW JERSEY			
NEW MEXICO			
NEW YORK .....			X <sup>16</sup>
NORTH CAROLINA .....		X	
NORTH DAKOTA .....		X	
OHIO			
OKLAHOMA			
OREGON			
PENNSYLVANIA			
RHODE ISLAND			
SOUTH CAROLINA			
SOUTH DAKOTA			
TENNESSEE .....			X <sup>17</sup>
TEXAS			
UTAH .....		X	
VERMONT			
VIRGINIA			
WASHINGTON			
WEST VIRGINIA			
WISCONSIN .....			X <sup>18</sup>
WYOMING			
<b>Total:</b>	<b>2</b>	<b>8</b>	<b>5</b>

**Question D: Does your state have *legislatively mandated* policies on identifying good teaching?**

	Yes	No	Other
ALABAMA .....		X	
ALASKA .....			
ARIZONA .....			
ARKANSAS .....	X		
CALIFORNIA .....			
COLORADO .....		X	
CONNECTICUT .....			
DELAWARE .....		X	
FLORIDA .....			
GEORGIA .....			
HAWAII .....		X	
IDAHO .....		X	
ILLINOIS .....		X	
INDIANA .....			
IOWA .....		X	
KANSAS .....		X	
KENTUCKY .....		X	
LOUISIANA .....		X	
MAINE .....		X	
MARYLAND .....			
MASSACHUSETTS .....			
MICHIGAN .....		X	
MINNESOTA .....		X	
MISSISSIPPI .....		X	
MISSOURI .....		X	
MONTANA .....			
NEBRASKA .....		X	
NEVADA .....		X	
NEW HAMPSHIRE .....			
NEW JERSEY .....		X	
NEW MEXICO .....		X	
NEW YORK .....		X	
NORTH CAROLINA .....		X	
NORTH DAKOTA .....			
OHIO .....			
OKLAHOMA .....			
OREGON .....			
PENNSYLVANIA .....		X	
RHODE ISLAND .....			
SOUTH CAROLINA .....		X	
SOUTH DAKOTA .....		X	
TENNESSEE .....		X	
TEXAS .....	X		
UTAH .....		X	
VERMONT .....		X	
VIRGINIA .....			
WASHINGTON .....			
WEST VIRGINIA .....			
WISCONSIN .....		X	
WYOMING .....			
<b>Total:</b>	<b>2</b>	<b>28</b>	

**Question E: Does your state have *legislatively mandated* policies on rewarding good teaching?**

	<i>Yes</i>	<i>No</i>	<i>Other</i>
ALABAMA .....			X
ALASKA .....			
ARIZONA .....			
ARKANSAS .....	X <sup>19</sup>		
CALIFORNIA .....			
COLORADO .....			X
CONNECTICUT .....			
DELAWARE .....			X
FLORIDA .....			
GEORGIA .....			
HAWAII .....			X
IDAHO .....			X
ILLINOIS .....			X
INDIANA .....			
IOWA .....			X
KANSAS .....			X
KENTUCKY .....			X
LOUISIANA .....			X
MAINE .....			X
MARYLAND .....			
MASSACHUSETTS .....			
MICHIGAN .....			X
MINNESOTA .....			X
MISSISSIPPI .....			X
MISSOURI .....			X
MONTANA .....			
NEBRASKA .....			X
NEVADA .....			X
NEW HAMPSHIRE .....			
NEW JERSEY .....			X
NEW MEXICO .....			X
NEW YORK .....			X
NORTH CAROLINA .....			X
NORTH DAKOTA .....			
OHIO .....			
OKLAHOMA .....			
OREGON .....			
PENNSYLVANIA .....			X
RHODE ISLAND .....			
SOUTH CAROLINA .....			X
SOUTH DAKOTA .....			X
TENNESSEE .....			X
TEXAS .....	X		
UTAH .....			X
VERMONT .....			X
VIRGINIA .....			
WASHINGTON .....			
WEST VIRGINIA .....			
WISCONSIN .....			X <sup>20</sup>
WYOMING .....			
<b>Total:</b>	<b>2</b>	<b>27</b>	<b>1</b>

## Explanatory Notes

<sup>1</sup> In Arkansas, the State Board of Higher Education is a coordinating board. Five University of Arkansas campuses are governed by a single board; the other five four-year institutions have individual boards.

<sup>2</sup> Colorado has six governing boards over one or more institutions each and one coordinating commission. The governing boards govern universities, state colleges, and community colleges.

<sup>3</sup> The Illinois Board of Higher Education is a coordinating board for all higher education in the state, both public and private, including community colleges and degree-granting proprietary institutions.

<sup>4</sup> Louisiana has three Management Boards which govern three systems, and a policy-making coordinating board (the Board of Regents).

<sup>5</sup> Presently there are separate governing bodies for four systems: the University of Minnesota, the Minnesota State University System, the community colleges, and the technical colleges. Under legislation passed in 1991, the latter three systems will be merged under a single board in 1994.

<sup>6</sup> Missouri has a Coordinating Board for public two- and four-year institutions plus independent institutions; each school has its own governing board.

<sup>7</sup> Nevada has a governing body over state universities and community colleges.

<sup>8</sup> In New Jersey, the colleges and universities are governed independently; the State Department of Higher Education serves in a coordinating function.

<sup>9</sup> Texas has a coordinating body over universities, community and technical colleges, and health science centers.

<sup>10</sup> Alabama is piloting a faculty evaluation instrument.

<sup>11</sup> In Kansas, the report of a Task Force on Faculty Evaluation is under review.

<sup>12</sup> The State University of New York's central administration initiated an assessment initiative to promote teaching and learning.

<sup>13</sup> In Wisconsin, there is Board policy on evaluating and rewarding good teaching. University of Wisconsin System Administration, through its Undergraduate Teaching Improvement Council, is helping the institutions to develop methods of evaluating good teaching. The institutions will then use these methods in faculty review.

<sup>14</sup> Iowa's governing body has a policy on faculty excellence awards and merit pay.

<sup>15</sup> In Kansas, a policy on rewarding good teaching is in progress.

<sup>16</sup> The State University of New York offers rewards to faculty for excellence in teaching.

<sup>17</sup> In Tennessee, the governing body's policy on awarding tenure incorporates teaching as one of the qualifying criteria. There is also a statewide award for good teaching.

<sup>18</sup> The University of Wisconsin System Administration has a policy on rewarding good teaching; the institutions develop appropriate mechanisms.

<sup>19</sup> In Arkansas, the faculty evaluation mandate includes a requirement that pay be tied to performance.

<sup>20</sup> In Wisconsin, part of the pay plan is earmarked for rewarding good teaching.

# A Bill

4 By: Representative McGinnis and

5 *Representatives Matthews, Thicksten, and Wilkins*

6

7

## For An Act To Be Entitled

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"AN ACT TO AMEND ARKANSAS CODE OF 1987 TITLE 6, CHAPTER 61,

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SUBCHAPTER 2, BY ADDING A NEW SECTION 219 TO REQUIRE ANNUAL

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PERFORMANCE REVIEWS OF ALL FACULTY MEMBERS OF STATE COLLEGES

11

AND UNIVERSITIES; AND FOR OTHER PURPOSES."

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13

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

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SECTION 1. Arkansas Code of 1987, Title 6, Chapter 61, Subchapter 2 is

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amended to add a new section to read as follows:

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"6-61-219 Faculty Performance Review. (a) In order to promote a

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coordinated system of higher education in Arkansas and to assure an orderly

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and effective development of each of the publicly supported institutions of

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higher education, beginning with the 1990-91 academic year, each state

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supported college and university shall conduct a rigorous, consistently

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applied, annual review of the performance of all full-time faculty members.

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This review shall include assessment by peers, students, and administrators

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and shall be utilized to insure a consistently high level of performance and

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serve in conjunction with other appropriate information as a basis for

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decisions on promotion, salary increases, and job retention. This review

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shall not be used to demote a tenured faculty member to a non-tenured status.

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(b) The performance appraisal systems used by each institution shall be

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approved by the State Board of Higher Education prior to implementation. The

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Arkansas Department of Higher Education shall be responsible for monitoring

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the evaluation process and shall report its findings to the Arkansas Board of

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Higher Education each biennium."

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SECTION 2. All provisions of this act of a general and permanent nature

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are amendatory to the Arkansas Code of 1987 Annotated and the Arkansas Code

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Revision Commission shall incorporate the same in the Code.

vjf072

SBHE Guidelines  
Institutional Plans for Annual Review of Faculty Performance

Act 244 of 1989 (Arkansas Code 6-61-219) requires annual performance reviews of all faculty members of state colleges and universities and the law requires that the State Board of Higher Education approve institutional plans for performance appraisal systems. The annual faculty performance reviews are to begin with the 1990-91 academic year.

For the purposes of this legislation and the institutional plans developed under this legislation, full-time faculty members are defined as individuals on full-time appointment by state institutions of higher education and paid from positions in the educational and general academic portions of appropriation acts and labeled "faculty", and also includes such related categories as those labeled "professor, associate professor, assistant professor, instructor, lecturer, distinguished professor, university professor, and extension faculty."

The following are State Board of Higher Education guidelines for institutional plans for annual faculty performance review:

I. Description

The institutional plan for annual faculty performance review shall describe the process, including details about how individual faculty members will be reviewed, instruments or review activities involved, and the various steps and approvals of the assessment at each level of the institution's organization and administration.

II. Assessment by peers, students, and administrators

The institutional assessment plan shall involve peers, students, and administrators, and it shall describe their roles in the overall annual faculty performance review. The plan shall identify and explain any instances in which the assessment does not involve peers, students, or administrators.

III. Uses for promotion, salary increases, and job retention

The institutional plan shall include utilization of the results of the review, with other appropriate information, as a basis for decisions on promotion, salary increases, and job retention. The plan shall describe processes for decision-making regarding promotion, salary increases, and job retention and indicate how the results of the annual faculty performance review are incorporated into those processes.

IV. Institutional monitoring of the annual faculty performance review

The institutional plan shall include institutional monitoring of its process for annual faculty performance review to ensure that it is rigorously and consistently applied. The plan shall describe the monitoring and indicate persons or positions responsible for the monitoring.

V. Institutional evaluation of its annual faculty performance review system

The institutional plan shall include and describe provisions for evaluating its review system and for making changes when necessary.

VI. State Board of Higher Education approval of institutional plans

State Board of Higher Education (SBHE) approval of each institution's plan is required prior to implementation of the plan. The normal process will be for proposed plans or proposed significant changes to existing plans to be submitted to the Arkansas Department of Higher Education (ADHE) by May 1 of each year and, after appropriate ADHE staff review, for the plans to be submitted to the SBHE at its summer meeting each year.

VII. Arkansas Department of Higher Education monitoring and reporting

ADHE shall request annual reports on the institutions' evaluation processes and, at least once each biennium, report its findings to the SBHE.

October 13, 1989



**STATE OF ILLINOIS  
BOARD OF HIGHER EDUCATION**

***UNDERGRADUATE  
EDUCATION***

**REPORT OF THE COMMITTEE  
ON THE STUDY OF UNDERGRADUATE EDUCATION**

**September 1990**

## EXECUTIVE SUMMARY

Promoting the success of all undergraduate students throughout the state will require strong partnerships among and renewed commitment by colleges and universities, the Board of Higher Education, and state government. While recognizing the overall high quality of undergraduate education in Illinois, the Committee believes it is time to seize opportunities to improve the educational experience for all students.

The Committee believes that improving the undergraduate experience must be a shared responsibility. Together the faculty, students, administration, and governing board of each college and university have the primary responsibility for continuing campus efforts to strengthen undergraduate education. The primary responsibilities of the Board of Higher Education are to set statewide goals, to allocate resources and provide incentives to institutions to achieve these goals, and to monitor institutional progress toward achieving them.

The Committee is recommending that the Board of Higher Education adopt the following state goals for improving undergraduate education:

- strengthening the academic preparation of high school students for college admission,
- expanding access to higher education and improving students' chances for success in achieving their educational objectives,
- promoting excellence in undergraduate teaching and increasing interaction between faculty members and students,
- enhancing student involvement in and commitment to learning and academic achievement,
- emphasizing the centrality of general education in baccalaureate education, and
- establishing partnerships between associate and baccalaureate degree-granting institutions and their faculties to expand opportunities for students to complete the baccalaureate degree through transfer.

To achieve these goals, the Committee calls on colleges and universities to form cooperative partnerships with elementary and secondary schools to improve students' preparation for collegiate study. In addition, the expectations of college faculties for preparation should be communicated clearly to prospective students before they enter college, and the statewide system for providing high schools information on the academic progress of their recent graduates should be continued to support efforts to strengthen student preparation.

To expand access to the baccalaureate degree, the Committee calls on public institutions to develop policies and procedures to admit students who did not have an opportunity to complete the high school course requirements for regular admission. In addition, associate and baccalaureate institutions are asked to form partnerships to ease the transfer process and to assure transfer students comparable treatment in completing the baccalaureate degree. The Committee also calls on the Board of Higher Education in cooperation with associate and baccalaureate institutions to establish a statewide system for monitoring the success of cohorts of transfer students.

To promote the success of all admitted students, the Committee calls on colleges and universities to assess students' basic skills at entry and to provide the services needed to assist all students to succeed in their academic work. In addition, colleges and universities are asked to

assess student achievement of the institution's objectives for general education and the development of baccalaureate-level skills at appropriate intervals throughout their undergraduate careers. The statewide system for monitoring the academic progress, retention, and completion of cohorts of undergraduate students should also be continued.

Finally, the Committee calls on institutions and their faculties to work cooperatively to develop and sustain the conditions necessary to promote effective undergraduate teaching. Among these are the preparation of graduate students for careers in college teaching, the recognition of the importance of excellence in undergraduate teaching and advising in the criteria used for appointment, salary, promotion, and tenure decisions, and the provision of continuous opportunities for faculty members to grow as teacher-scholars.

The recommendations of the Committee reaffirm the improvement of undergraduate education as a statewide priority. The Committee's recommendations reflect the need to pursue state goals for improving undergraduate education while recognizing the diversity of higher education institutions. The recommendations emphasize the importance of protecting student interests and, at the same time, recognize faculty autonomy in academic matters. The recommendations also reflect the need for individual faculty members to give increased emphasis to their role as teacher-scholars.

Securing the means and conditions necessary to achieve these statewide goals for undergraduate education must be a cooperative effort among colleges and universities, the Board of Higher Education, and the Governor and General Assembly. The Committee expresses particular concern that these goals cannot be achieved if resources remain constant. A renewed commitment by state government is needed. Within higher education institutions, planning and resource allocation priorities should support the improvement of undergraduate education. On its part, the Board of Higher Education should continuously examine its processes for the development of budget recommendations and for program review and approval and ensure that appropriate incentives are provided to institutions to improve the undergraduate educational experience for all students.

In all, the Committee is recommending that the Board of Higher Education adopt 32 policy statements to improve undergraduate education statewide in the areas of student preparation, access, and retention; student achievement, scholarship, and general education; transfer and articulation; and faculty and excellence in teaching.

## INTRODUCTION

In November 1985, the Illinois Board of Higher Education established a Committee on the Study of Undergraduate Education. The Committee was charged to examine issues and questions related to undergraduate education in Illinois and to present recommendations to the Board of Higher Education for action to be taken to maintain and improve the quality of undergraduate education. As part of its charge, the Committee was directed to identify issues and questions that could be addressed appropriately and effectively by the Board of Higher Education, to identify other issues and questions that should be addressed by governing boards and individual institutions, to seek information to serve as the basis for determining appropriate actions to be taken and for establishing state-level priorities, and to determine priorities for action by the Board of Higher Education.

In September 1986, the recommendations of the Committee on the Study of Undergraduate Education were adopted by the Illinois Board of Higher Education to serve as statewide policy goals and directions supporting a renewed commitment to undergraduate education in Illinois. In October 1989, the Illinois Board of Higher Education reconvened the Committee on the Study of Undergraduate Education to review the status of implementation of the Board's policies on undergraduate education and to recommend any needed additions or modifications to these policies.

Both the 1986 Committee and the 1990 Committee on the Study of Undergraduate Education were composed of students, faculty members, academic administrators, and members of boards of trustees of universities and community colleges and members of the Board of Higher Education. Public universities, public community colleges, and private colleges and universities were represented. The members of each committee are listed in the appendix.

In preparation for the work of the 1990 Committee, four background reports were prepared summarizing the current status of the implementation of the Board's policies in the following areas: academic preparation, provisional admission, remediation, and feedback to high schools; transfer and articulation and monitoring student progress; student achievement, scholarship, and general education; and faculty and excellence in teaching. These reports were supplemented by the following status reports previously submitted to the Board of Higher Education: *Status Report on Undergraduate Education* (September 1987), *Status of Undergraduate Education Initiatives* (December 1988), *Status Report on Monitoring Student Progress* (May 1989), *Retention and Graduation Patterns at Illinois Public Universities* (September 1989), and *Improvement of Minority Student Baccalaureate Achievement Through Transfer* (September 1989). The Illinois Community College Board report, *Current Issues in Transfer Articulation Between Community Colleges and Four-Year Colleges and Universities in Illinois* (March 1989), was also provided to the Committee.

In addition to these reports, the Committee received written statements on specific issues under discussion during its deliberations. Counsel and suggestions were provided by the Illinois Community College Board, the University of Illinois, the City Colleges of Chicago, the Student Advisory Committee and the Faculty Advisory Committee to the Illinois Board of Higher Education, and representatives of the Transfer Coordinators of Illinois Colleges and Universities.

This report presents the recommendations of the 1990 Committee on the Study of Undergraduate Education to the Board of Higher Education. The report reflects the conclusions and recommendations of the 1986 Committee on the Study of Undergraduate Education and revisions recommended by the 1990 Committee on the topics of student preparation, access, and retention; student achievement, scholarship, and general education; and faculty and excellence in teaching. The 1990 Committee also developed recommendations on transfer and articulation, issues that were not included in the policy statements recommended by the 1986 Committee.

Throughout its deliberations, the Committee recognized the essential and central role of individual institutions in maintaining and strengthening the quality of undergraduate education. Colleges and universities have a significant capacity for self-improvement. Important and lasting changes to improve undergraduate education can only be accomplished through the commitment of the faculty, administrators, and students on individual campuses. This capacity for constructive change is clearly evident on the campuses of Illinois colleges and universities where efforts to address quality issues are an ongoing part of campus life. The Committee concluded that the faculty, students, administration, and governing board of each college and university have primary responsibility for continuing efforts to maintain and strengthen the quality of undergraduate education.

Consideration of issues related to the quality of undergraduate education is also appropriate at the state level because of the relationship between education and the social, cultural, and economic well-being of the state and its citizens. Throughout its deliberations, the Committee recognized that the primary role of the Illinois Board of Higher Education in addressing these issues is to establish policy goals, to bring these goals to the attention of the higher education community and the general public, to support institutional initiatives directed toward achieving these goals, and to monitor progress in achieving them. The Committee identified the following state goals for improving undergraduate education:

- strengthening the academic preparation of high school students for college admission,
- expanding access to higher education and improving students' chances for success in achieving their educational objectives,
- promoting excellence in undergraduate teaching and increasing interaction between faculty members and students,
- enhancing student involvement in and commitment to learning and academic achievement,
- emphasizing the centrality of general education in baccalaureate education, and
- establishing partnerships between associate and baccalaureate degree-granting institutions and their faculties to expand opportunities for students to complete the baccalaureate degree through transfer.

These goals address all aspects of the undergraduate educational experience from preparation for college to requirements for baccalaureate degree completion and opportunities for student development both in and outside of the classroom. Institutional and state-level processes for achieving these goals address the diverse needs of the population served by Illinois higher education.

In its recommendations, the Committee sought to achieve an appropriate balance between providing statewide goals for improving undergraduate education and the protection of the diversity of institutions and the autonomy of their faculties. The Committee concluded that the Illinois Board of Higher Education should give priority to these goals in the state-level processes of program approval, program review, and budget development. Through these processes, colleges and universities identify objectives to be addressed and establish priorities that are consistent with institutional missions and student needs, develop programs to meet these objectives, and identify the resources needed to support these programs. The Illinois Board of Higher Education's policy goals and directions serve as guidelines and provide decision criteria for the Board in the consideration of new program requests, in the review of existing programs, and in the development of budget recommendations for higher education.

Finally, the Committee expressed particular concern that the goals for improving undergraduate education statewide cannot be achieved if the resources available to institutions remain constant. In the past decade, Illinois colleges and universities have served increasing numbers of students, as well as increasingly more diverse students, while the percentage of the state's budget devoted to higher education and the state's investment per full-time-equivalent student in higher education have declined. To serve more students at a lower per student expenditure and to expand services to nontraditional and previously underserved populations, institutions have appointed increasing numbers of part-time or adjunct faculty members, increased the use of graduate teaching assistants in the classroom, increased average class sizes, and deferred expenditures to maintain and update instructional equipment and facilities. In addition, institutions have been forced repeatedly to increase tuition in order to maintain their instructional programs. All of these practices have taken their toll on the quality of undergraduate education.

The Committee recognizes that each college and university needs to eliminate programs and services that are minimally effective or tangential to the institution's mission and to reallocate resources to enhance the quality of those programs and services that are essential. State government too, however, needs to reexamine its commitment to higher education as a means of investing in the future productivity and welfare of its citizens. The Committee concluded that developing and securing the means and conditions necessary to achieve the statewide goals for undergraduate education must be a cooperative effort among colleges and universities, the Board of Higher Education, and state government. The Committee further concluded that planning and resource allocation priorities at all levels within higher education should support the conditions necessary to improve undergraduate education. Incentives should be provided at all levels to improve classroom instruction, promote excellence in teaching, and provide opportunities for faculty growth and development. To assure that appropriate attention is directed toward maintaining and improving the quality of undergraduate education as a whole, the Committee concluded that policies and procedures used at the state level in budget development and in program approval and review should be regularly examined to assure that appropriate incentives are provided to institutions to improve the undergraduate educational experience.

## FACULTY AND EXCELLENCE IN TEACHING

The Committee believes that the improvement of undergraduate education depends on the expertise and commitment of the faculties of individual institutions across the state. In its deliberations on faculty and excellence in teaching, the Committee considered the public's perceptions of the role of faculty members and the quality of teaching in higher education, the potential impact of changing demographics and technologies on the faculty and on teaching, and institutional policies and practices that provide the conditions for faculty members to improve undergraduate instruction.

To the general public, and especially to undergraduate students and their parents, the primary mission of all colleges and universities is undergraduate education. Other missions -- such as graduate and professional education, basic and applied research, technology transfer, economic development, and public and community service -- are less well understood because they directly involve fewer of the state's citizens. The direct consumers of higher education, especially at the undergraduate level, have in recent years become more vocal than ever before in questioning the quality of the services and products they are purchasing. This increasing consumer orientation has been translated at the state level into increased overall attention to issues of accountability and productivity. Colleges and universities and their faculties need to be responsive to the questions and concerns of students and the general public about the quality and importance of undergraduate education. An institution may accomplish this by keeping the public informed about its mission and priorities and the importance of undergraduate education. Efforts to inform the public and to correct misperceptions about the quality of undergraduate education should be supported internally by the continuous maintenance and improvement of quality teaching and learning at the undergraduate level.

Institutions also need to address the new challenges posed by changing faculty and student characteristics and emerging instructional technologies that will have an impact on their faculties and students. Much attention has been given in the press in recent months to the limited number of individuals being prepared to fill nationwide shortages for professors in high demand fields. As increasing numbers of faculty members hired during the baby boom period of expansion begin to retire over the next decade, potential shortages may become evident in other disciplines.

In addition to concern about the overall availability of college and university faculty members, there is considerable concern about the inadequate representation of minorities and women on college and university faculties. While it is important to assure that minorities and women have opportunities to pursue careers as college and university faculty members, their representation on faculties is also important for their contributions to strengthening the campus' climate of diversity and to efforts to promote the academic success of minority and female students.

The characteristics of undergraduate students are also changing. More students are attending on a part-time basis, often only in the evenings or on weekends. More students are older, with the greatest proportional increase in enrollment in the 1980s seen in the "over 34" age group. More students are women, and more students come from a wider variety of racial and ethnic backgrounds. Designing instructional programs to meet the educational needs of an increasingly heterogeneous student population has the potential of decreasing the cohesiveness of the faculty. Faculty members teaching classes in the evenings or on weekends establish different personal schedules from those faculty members teaching classes primarily during the day. Informal interaction patterns change as a result of changes in class schedules. Conflicting schedules may reduce attendance at departmental meetings and participation in departmental, college, and institution-wide governance committees. New instructional technologies also have the potential of disrupting existing patterns of interaction. The use of computer networks and two-way audio-visual communication extend the classroom to place-bound students. These technologies also, however, isolate individual teachers and learners

from the total educational milieu and have a potential for further disrupting interactions among faculty members and between faculty members and students. Faculty members accustomed to teaching traditional students in traditional classrooms and laboratories will need to adjust their courses and teaching styles to accommodate non-traditional students and to use new technologies and techniques in instruction.

The Committee, therefore, concluded that colleges and universities should give increased attention to these emerging challenges to faculty and excellence in teaching and that each college and university should keep the public informed about its mission and priorities and its commitment to excellence in teaching.

In considering institutional policies and practices for improving undergraduate instruction, the Committee examined several issues related to the role of faculty: preparation for teaching, the availability of opportunities to improve teaching skills, support for the improvement of instruction, the integration of baccalaureate-level skills and the perspectives of diverse cultures in instruction across the curriculum, and recognition of faculty contributions in undergraduate instruction.

The strength of an institution's faculty lies in its academic expertise and ability to impart knowledge and understanding through excellent teaching. The traditional preparation for academic careers, however, focuses on the discipline and emphasizes research rather than teaching. To strengthen the preparation of faculty members, especially in light of the potential increase in demand for new faculty members, the Committee concluded that doctoral degree-granting institutions should provide supervised teaching opportunities for those graduate students who plan to pursue academic careers. Such opportunities might include coursework or seminars on teaching methodologies and learning styles, formal mentoring opportunities for graduate students with excellent undergraduate instructors, and supervised teaching assistantships on campus or internships at nearby community colleges.

The Committee further concluded that all colleges and universities should assure that faculty members are well prepared to teach. Colleges and universities should make special efforts to emphasize the importance of excellence in teaching in orientation programs for new faculty members, to ensure that all instructors are proficient in classroom communication skills, and to provide support to instructors to improve communication and teaching skills prior to their participation in classroom instruction. In addition, institutions that rely heavily on part-time faculty members to provide undergraduate instruction should develop ways of integrating part-time faculty members into the academic processes of the institution.

The Committee believes that proficient scholar-teachers are essential to the improvement of undergraduate education and that the role of faculty members as scholar-teachers should be enhanced. Although all faculty members should be expected to be active scholars, "scholarship" is broader than, but includes, research leading to publication. Highly proficient scholar-teachers keep abreast of developments in their disciplines through such activities as continuing study in the discipline and related disciplines, designing and teaching new courses, authoring textbooks that synthesize and clarify developments in the field, participating in workshops and professional societies, applying new technologies in teaching, and working with colleagues to incorporate baccalaureate-level skills or the perspectives of women and minority groups into courses and programs, as well as through research and creative activities. Through leading students to discovery and insight in the classroom or laboratory, the scholar-teacher preserves and transmits knowledge into the next generation.

Opportunities for continuous growth and development in their instructional and scholarly roles are important to maintaining the vitality of faculty members engaged in undergraduate instruction. To expand faculty growth and development opportunities, colleges and universities

should support instructional research and development, link the objectives for sabbatical leaves and departmental research to the improvement of instruction, expand opportunities for students to work directly with faculty members in research and public service, and improve instructional support systems, including access to instructional technology and assistance in curriculum and course development. Because the development of skills in communication, mathematics, critical thinking, and analysis is a priority in undergraduate education, faculty initiatives to incorporate the development of these baccalaureate-level skills across the undergraduate curriculum should especially be encouraged and supported. In addition, informal methods for evaluating teaching that are not linked directly to promotion and tenure decisions are effective in improving instruction. Faculty members should be encouraged to seek informal feedback from students and peers as a basis for improving teaching. The Committee concluded that faculties and their institutions should jointly develop the means to support continuous opportunities for faculty members to grow in both their teaching and scholarly roles.

Because efforts to strengthen undergraduate education depend on the efforts and expertise of the faculty, it is essential that the importance of undergraduate education be explicitly reflected in institutional policies and practices that establish the conditions under which the faculty pursues its work. The Committee concluded that colleges and universities should assure that outstanding contributions to the teaching and advising of undergraduates are recognized through formal acknowledgement and through institutional criteria for faculty appointment, salary, promotion, and tenure decisions.

Recognizing that there are multiple aspects to the mission of institutions and to the roles of the faculty within institutions, the Committee concluded that colleges and universities can demonstrate the importance of undergraduate education by assuring that faculty assignments emphasize undergraduate instruction. Further, the Committee concluded that institutions should assign their most effective teachers to undergraduate courses, particularly lower-division courses. It is difficult to convince students of the importance of undergraduate instruction if faculty efforts do not reflect this priority. Providing opportunities for undergraduate students to participate in classes with an institution's most effective faculty members and the identification of mentors from this group are important means of fostering a commitment to learning.

The principal purpose of program review at both the state and institutional levels is the improvement of instructional programs. The Committee concluded that because faculty members play a key role in program improvement, policies and practices that provide the conditions for the faculty to enhance undergraduate education should be evaluated in the program review process at both the state and institutional levels. In program reviews, particular attention should be directed to the preparation of faculty members for teaching, the availability of ongoing opportunities for improving instruction, the recognition of the contributions of faculty members to undergraduate instruction, and the allocation of resources to support the improvement of instruction.

## Recommendations on Faculty and Excellence in Teaching

26. Colleges and universities should give increased attention to the emerging challenges to faculty and excellence in teaching: the changing composition of the faculty, new roles for faculty members, the changing characteristics of the student body, and new methods for the delivery of instruction. Each college and university should also give increased attention to keeping the public informed about its mission and priorities and its commitment to excellence in teaching and to undergraduate education.
27. Each college and university should assure that faculty members are well prepared to teach. Doctoral degree-granting institutions should provide supervised teaching opportunities to develop the teaching skills of graduate students who plan academic careers. Colleges and universities should also make special efforts to emphasize the importance of instruction in orientation programs for new faculty members, to assist classroom instructors in developing their teaching skills, and to integrate part-time faculty members into the academic processes of the institution.
28. Proficient scholar-teachers are essential to the improvement of undergraduate education. Each faculty member should engage in scholarship and keep abreast of developments in the discipline through such activities as continuing study in the discipline and related disciplines, designing new courses, authoring works that synthesize and clarify developments in the field, or participating in professional activities, as well as through research and creative activity. Each faculty member should also keep abreast of developments in teaching techniques and in the teaching and learning process.
29. Faculties and their institutions should jointly develop the means to support continuous opportunities for faculty members to grow and develop in their instructional and scholarly roles. Opportunities should be provided not only for course and curriculum development, but also for the improvement of instructional strategies and the incorporation of baccalaureate-level skills (i.e., communication, mathematical, and critical and analytical thinking skills) into baccalaureate coursework. Faculty members should also be assisted in seeking formal and informal feedback from peers and students on teaching effectiveness.
30. Colleges and universities should assure that the importance of undergraduate teaching and advising is recognized through formal acknowledgement of outstanding contributions and through criteria used in faculty appointment, salary, promotion, and tenure decisions.
31. Colleges and universities should assure that faculty assignments reflect the importance of undergraduate instruction by maintaining an appropriate balance between undergraduate instruction and graduate instruction, research, and public service. This balance should include the assignment of the institution's most effective teachers to undergraduate courses, particularly lower-division courses.
32. Because faculty members play a key role in program improvement, an evaluation of the policies and practices that provide the conditions for faculty members to enhance undergraduate instruction shall be incorporated into the program review process at both the state and institutional levels.

Historical Note

**Prior Law:** Acts 1965, 59th Leg., p. 27, ch. 12, § 1.  
 Acts 1955, 54th Leg., p. 1217, ch. 487, § 11. Vernon's Ann.Civ.St. art. 2919e-2, § 13.

Administrative Code References

Coordinating Board, Texas College and University System, financial planning, procedures for certification of adequacy of funding, see 19 TAC § 13.21 et seq.

§ 61.056. Review of Legislation Establishing Additional Institutions

Any proposed statute which would establish an additional institution of higher education, except a public junior college, shall be submitted, either prior to introduction or by the standing committee considering the proposed statute, to the board for its opinion as to the state's need for the institution. The board shall report its findings to the governor and the legislature. A recommendation that an additional institution is needed shall require the favorable vote of at least two-thirds of the members of the board. A recommendation of the board shall not be considered a condition precedent to the introduction or passage of any proposed statute.

Historical Note

**Prior Law:** Acts 1965, 59th Leg., p. 27, ch. 12, § 1.  
 Acts 1955, 54th Leg., p. 1217, Ch. 487, § 11. Vernon's Ann.Civ.St. art. 2919e-2, § 13.

Administrative Code References

Coordinating Board, Texas College and University System, program development, board procedures, approval of new schools or colleges or institutions of higher education, see 19 TAC § 5.113.

Notes of Decisions

1. Vote

The two-thirds majority vote requirement of Vernon's Ann.Civ.St. art. 2919e-2, § 13 (repealed; now, this section), was applicable only where a new and separate institution of higher education was proposed, and had no application to the internal organization of degree programs, schools, and departments within an existing institution of higher education. Op.Atty. Gen.1972, No. M-1040.

The School of Veterinary and Zoological Medicine at Texas Tech University School of Medicine may be approved by the Coordinating Board by a simple majority of a board quorum, present and voting. Id.

§ 61.057. Promotion of Teaching Excellence

To achieve excellence in the teaching of students at institutions and agencies of higher education, the board shall:

- (1) develop and recommend:
  - (A) minimum faculty compensation plans, basic increment programs, and incentive salary increases;
  - (B) minimum standards for faculty appointment, advancement, promotion, and retirement;
  - (C) general policies for faculty teaching loads, and division of faculty time between teaching, research, administrative duties, and special assignments;

(D) faculty improvement programs, including a plan for sabbatical leaves, appropriate for the junior and senior colleges and universities, respectively; and

(E) minimum standards for academic freedom, academic responsibility, and tenure;

(2) pursue vigorously and continuously a goal of having all college and university academic classes taught by persons holding the minimum of an earned master's degree or its equivalent in academic training, creative work, or professional accomplishment;

(3) explore, promote, and coordinate the use of educational television among institutions of higher education and encourage participation by public and private schools and private institutions of higher education in educational television;

(4) conduct, and encourage the institutions of higher education to conduct, research into new methods, materials, and techniques for improving the quality of instruction and for the maximum utilization of all available teaching techniques, devices, and resources, including but not limited to large classes, team teaching, programmed instruction, interlibrary exchanges, joint libraries, specially-designed facilities, visual aids, and other innovations that offer promise for superior teaching or for meeting the need for new faculty members to teach anticipated larger numbers of students; and

(5) assume initiative and leadership in providing through the institutions of higher education in the state those programs and offerings which will achieve the objectives set forth in Section 61.002 of this code.

**Historical Note**

**Prior Law:**

Acts 1965, 59th Leg., p. 27, ch. 12, § 1.  
Vernon's Ann.Civ.St. art. 2919e-2, § 14.

**Notes of Decisions**

**1. Policy statement**

An institution of higher education is not required by this Section to adopt the terms of the

Coordinating Board's policy statement on academic freedom. Op.Atty.Gen.1976, No. H-787.

**§ 61.058. Construction Funds and Development of Physical Plants**

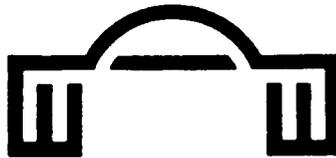
To assure efficient use of construction funds and the orderly development of physical plants to accommodate projected college student enrollments, the board shall:

(1) determine formulas for space utilization in all educational and general buildings and facilities at institutions of higher education;

(2) devise and promulgate methods to assure maximum daily and year-round use of educational and general buildings and facilities, including but not limited to maximum scheduling of day and night classes and maximum summer school enrollment;

# **Appendix A:** **Copies of N.C. Center Surveys** **Sent to Department Chairpersons,** **School and College Deans, and** **Vice Chancellors for Academic Affairs**





NORTH CAROLINA CENTER FOR  
PUBLIC POLICY RESEARCH INC.

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MEMORANDUM

July 30, 1990

To: The chairpersons of all academic departments teaching undergraduate students in University of North Carolina System schools

From: Kim Keschull, Policy Analyst, NC Center for Public Policy Research

Re: Survey questionnaire for a study of How the Public Universities Within the UNC System Identify and Reward Good Teaching

Enclosed you will find a questionnaire for a new study by the North Carolina Center for Public Policy Research. This study will examine the evaluation of teaching and the rewards given for excellent teaching by universities within the University of North Carolina system. We would like to ask for your help and cooperation in this project, and we hope, in turn, that it will be helpful to you.

The N.C. Center is surveying the heads of academic departments which teach undergraduate students at each university within the UNC system. In addition, we are sending separate questionnaires to the deans of each school or college teaching undergraduates at every university, and to each university's vice chancellor for academic affairs. These questionnaires were drafted with the assistance and guidance of a number of UNC system faculty, staff, and administrators, and we have met with UNC system officials to get their ideas and suggestions for the study. We also conducted a trial run of the departmental survey to ensure its clarity and applicability, sending it to two departments at each university for review. The response rate on the trial run exceeded 85 percent.

Your responses will be used to compile summaries of departmental teaching loads and teaching evaluation and reward policies. We would be glad to provide you with a copy of the survey results at your request, which would enable you to compare your department's policies and practices with those of others at your institution and at other universities within the public system.

We would greatly appreciate your completion of the questionnaire by Friday, August 24, 1990. Please do not hesitate to let us know if the information we are requesting is not readily available in the form we have specified. Because of the variations in terminology used by different departments, some of the questions may not be worded quite appropriately for your situation. We would appreciate your tolerance of these difficulties. Please call me at (919) 832-2839 if you have any questions.

Please mail your completed questionnaire, along with any comments you may have, to Kim Keschull, North Carolina Center for Public Policy Research, P.O. Box 430, Raleigh, NC 27602, by August 24, 1990. We have enclosed a postage-paid envelope for your convenience.

Thank you in advance for your assistance.

---

P. O. BOX 430 RALEIGH, N. C. 27602 (919) 832-2839

North Carolina Center for Public Policy Research Survey:

How Does the University System Identify and Reward Good Teaching?

Purpose of the Study: To examine the manner in which the 16 public universities in North Carolina identify and reward good teaching at the undergraduate level, as contrasted with salary and tenure rewards for publications or other research work, service on faculty committees or other administrative duties, or advanced academic degrees.

I. Questionnaire to go to each department chairperson in the university's undergraduate academic departments.

Note: Please use backs of sheets if additional space is needed for answers.

A. Departmental evaluation policies or programs

1. Student evaluations of teaching
  - a. Is there a uniform school-wide or university-wide course and teaching evaluation survey of undergraduate students that your department is required to conduct? Yes \_\_\_\_\_ No \_\_\_\_\_
  - b. Does the department conduct its own course and teaching evaluation survey of undergraduate students? Yes \_\_\_\_\_ No \_\_\_\_\_
2. If yes to 1a. or 1b.: How frequently does the department conduct student evaluations? (Please check appropriate response)

- \_\_\_\_\_ a. Every semester
- \_\_\_\_\_ b. Once during the academic year
- \_\_\_\_\_ c. At chairperson's discretion
- \_\_\_\_\_ d. Other (please specify and describe): \_\_\_\_\_  
\_\_\_\_\_

3. Are the evaluations conducted for each section of every course taught to undergraduates in the department? Yes \_\_\_\_\_ No \_\_\_\_\_
  - a. If no, on what basis are the classes and faculty selected for evaluation?  
\_\_\_\_\_

4. Are the results of the evaluations used. . . (Please check all answers that apply)
  - \_\_\_\_\_ a. as part of the instructor's file for tenure, promotion, and merit pay increases?
  - \_\_\_\_\_ b. for monitoring performance in order to enhance teaching skills?
  - \_\_\_\_\_ c. to provide feedback to the instructor?
  - \_\_\_\_\_ d. as a basis for determining teaching awards?
  - \_\_\_\_\_ e. Other? (please specify and describe): \_\_\_\_\_  
\_\_\_\_\_

5. What other systematic evaluations of teaching skills does the department conduct?  
(Please check all answers that apply)

- a. Visitation of classrooms by other faculty members?
- b. Visitation of classrooms by department chairs?
- c. Self-evaluation by faculty member?
- d. Videotaping of lectures and accompanying assessment of performance?
- e. Assessment of course syllabi, readings, assignments, and examinations by other faculty members?
- f. Assessment by measures of student performance? (i.e., student test scores, etc.)
- g. Other? (please describe): \_\_\_\_\_  
\_\_\_\_\_

6. Does the department have graduate teaching assistants teaching undergraduate students?  
(Please check all answers that apply)

- a. Yes, teaching assistants alone teaching classes
- b. Yes, with teaching assistants assisting faculty members
- c. No teaching assistants are used to teach undergraduate students

7. a. If yes to #6, does the department have a formal program for the training of teaching assistants in how to teach? Yes \_\_\_\_\_ No \_\_\_\_\_

Please describe: \_\_\_\_\_  
\_\_\_\_\_

b. If yes to #6, does the department have a formal program for the monitoring of the performance of teaching assistants? Yes \_\_\_\_\_ No \_\_\_\_\_

Please describe: \_\_\_\_\_  
\_\_\_\_\_

c. If yes to #6, does the department have a formal program for the evaluation of teaching assistants? Yes \_\_\_\_\_ No \_\_\_\_\_

Please describe: \_\_\_\_\_  
\_\_\_\_\_

## B. Promotion/Tenure

1. Does the department have specific, written guidelines for promotion and tenure decisions? Yes \_\_\_\_\_ No \_\_\_\_\_

a. If yes, please send a copy, along with your response to this questionnaire, to:  
 The N.C. Center for Public Policy Research, P.O. Box 430, Raleigh, NC 27602.  
 Thank you.

2. Who in the department determines the specific weighting given to each component in the teaching/research/service breakdown for promotion and tenure decisions?  
 (Please check all answers that apply)

- \_\_\_\_\_ a. The chairperson of the department  
 \_\_\_\_\_ b. The faculty tenure committee  
 \_\_\_\_\_ c. The entire departmental faculty  
 \_\_\_\_\_ d. Other (please describe): \_\_\_\_\_

3. For each category below, please circle the number, showing, in your opinion, how important the factor is when evaluating faculty for tenure, promotion, and salary increase decisions in your department.

	<u>Not</u>					<u>Very</u>			
	<u>Important</u>					<u>Important</u>			
a) Extent of teaching experience	1	2	3	4	5	6	7	NA	
b) Quality of teaching	1	2	3	4	5	6	7	NA	
c) Extent of research experience	1	2	3	4	5	6	7	NA	
d) Quality of research	1	2	3	4	5	6	7	NA	
e) Number of publications	1	2	3	4	5	6	7	NA	
f) Quality of publications	1	2	3	4	5	6	7	NA	
g) Community or professional service	1	2	3	4	5	6	7	NA	
h) Institutional activities or service	1	2	3	4	5	6	7	NA	
i) Reputation in professional field	1	2	3	4	5	6	7	NA	
j) Affirmative action or equal employment opportunity considerations	1	2	3	4	5	6	7	NA	
k) Candidate's ability to obtain outside funding	1	2	3	4	5	6	7	NA	
l) Related job experience	1	2	3	4	5	6	7	NA	
m) Salary requirements	1	2	3	4	5	6	7	NA	
n) "Fit" with the department or institution	1	2	3	4	5	6	7	NA	
o) "Fit" with the student body	1	2	3	4	5	6	7	NA	
p) Supervision of graduate study (includes serving on thesis and dissertation committees)	1	2	3	4	5	6	7	NA	
q) Advising undergraduate students	1	2	3	4	5	6	7	NA	
r) Other (please specify and describe)	1	2	3	4	5	6	7	NA	

### C. Teaching Awards

1. Does the department give awards for excellence in teaching of undergraduates?  
 Yes \_\_\_\_\_ No \_\_\_\_\_

2. If yes, how many awards are made by the **department** in an academic year? \_\_\_\_\_

3. Please describe the criteria used in determining who will receive an undergraduate teaching award:

\_\_\_\_\_  
\_\_\_\_\_

4. (If applicable) Are teaching assistants eligible for these awards?  
Yes \_\_\_\_\_ No \_\_\_\_\_

5. In what forms are teaching awards made?  
(Please check all answers that apply)

- \_\_\_\_\_ a. Monetary awards  
If yes, please indicate the awards' monetary value(s):  
\_\_\_\_\_
- \_\_\_\_\_ b. Reduced administrative load
- \_\_\_\_\_ c. Reduced teaching load
- \_\_\_\_\_ d. Leave time to pursue research or other interests
- \_\_\_\_\_ e. Funds for professional development (travel, conferences, etc.)
- \_\_\_\_\_ f. Recognition
- \_\_\_\_\_ g. Other (please describe): \_\_\_\_\_  
\_\_\_\_\_

6. Are recipients of the undergraduate teaching awards eligible more than once?  
Yes \_\_\_\_\_ No \_\_\_\_\_

7. Please list the names and positions of recipients of departmental undergraduate teaching awards within the past three academic years.

- a. 1989-90: \_\_\_\_\_  
\_\_\_\_\_
- b. 1988-89: \_\_\_\_\_  
\_\_\_\_\_
- c. 1987-88: \_\_\_\_\_  
\_\_\_\_\_

#### D. Research Awards

1. Does the department give awards for excellence in research?  
Yes \_\_\_\_\_ No \_\_\_\_\_

2. If yes, how many awards are made by the department in an academic year?  
\_\_\_\_\_

3. Please describe the criteria used in determining research awards:  
\_\_\_\_\_  
\_\_\_\_\_

4. (If applicable) Are teaching assistants eligible for these awards?  
Yes \_\_\_\_\_ No \_\_\_\_\_

5. In what forms are research awards made?  
(Please check all answers that apply)

\_\_\_\_\_ a. Monetary awards

If yes, please indicate the awards' monetary value(s):  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ b. Reduced administrative load

\_\_\_\_\_ c. Reduced teaching load

\_\_\_\_\_ d. Leave time to pursue research or other interests

\_\_\_\_\_ e. Funds for professional development (travel, conferences, etc.)

\_\_\_\_\_ f. Recognition

\_\_\_\_\_ g. Other (please describe): \_\_\_\_\_  
\_\_\_\_\_

6. Are recipients of the research awards eligible more than once?  
Yes \_\_\_\_\_ No \_\_\_\_\_

**E. How many course hours were taught by faculty of each rank during the Spring 1990 term?**

**Note: Please provide information in terms of total number of semester hours taught in each category, not on a per-instructor basis.**

**1. Full professors**

a. Total semester hours of introductory<sup>1</sup> undergraduate courses taught by full professors: \_\_\_\_\_

b. Total semester hours of advanced<sup>2</sup> undergraduate courses taught by full professors: \_\_\_\_\_

c. Total semester hours of graduate courses taught by full professors (if applicable): \_\_\_\_\_

<sup>1</sup>Introductory-level courses are those designed for first- and second-year students.

<sup>2</sup>Advanced-level courses are those designed for third- and fourth-year students.

2. **Associate professors**
  - a. Total semester hours of **introductory** undergraduate courses taught by associate professors: \_\_\_\_\_
  - b. Total semester hours of **advanced** undergraduate courses taught by associate professors: \_\_\_\_\_
  - c. Total semester hours of **graduate** courses taught by associate professors (if applicable): \_\_\_\_\_
3. **Assistant professors**
  - a. Total semester hours of **introductory** undergraduate courses taught by assistant professors: \_\_\_\_\_
  - b. Total semester hours of **advanced** undergraduate courses taught by assistant professors: \_\_\_\_\_
  - c. Total semester hours of **graduate** courses taught by assistant professors (if applicable): \_\_\_\_\_
4. **Lecturers/instructors**
  - a. Total semester hours of **introductory** undergraduate courses taught by lecturers/instructors: \_\_\_\_\_
  - b. Total semester hours of **advanced** undergraduate courses taught by lecturers/instructors: \_\_\_\_\_
  - c. Total semester hours of **graduate** courses taught by lecturers/instructors (if applicable): \_\_\_\_\_
5. **Teaching assistants (if applicable)**
  - a. Total semester hours of **introductory** undergraduate courses taught by teaching assistants alone: \_\_\_\_\_
  - b. Total semester hours of **introductory** undergraduate courses taught by teaching assistant assisting professor: \_\_\_\_\_
  - c. Total semester hours of **advanced** undergraduate courses taught by teaching assistant alone: \_\_\_\_\_
  - d. Total semester hours of **advanced** undergraduate courses taught by teaching assistant assisting professor: \_\_\_\_\_
  - e. Total semester hours of **graduate** courses taught by teaching assistants (if applicable): \_\_\_\_\_
6. **Visiting/adjunct faculty**
  - a. Total semester hours of **introductory** undergraduate courses taught by visiting/adjunct faculty: \_\_\_\_\_
  - b. Total semester hours of **advanced** undergraduate courses taught by visiting/adjunct faculty: \_\_\_\_\_
  - c. Total semester hours of **graduate** courses taught by visiting/adjunct faculty (if applicable): \_\_\_\_\_

**F. Faculty distribution (for academic year 1989-90)**

1. Full professors
  - a. Number in department: \_\_\_\_\_
  - b. Highest degree obtained: \_\_\_\_\_
    - i. Number with doctorate or terminal degree \_\_\_\_\_
    - ii. Number with master's degree \_\_\_\_\_
    - iii. Number with bachelor's degree \_\_\_\_\_
  - c. Number with tenure: \_\_\_\_\_
2. Associate professors
  - a. Number in department: \_\_\_\_\_
  - b. Highest degree obtained: \_\_\_\_\_
    - i. Number with doctorate or terminal degree \_\_\_\_\_
    - ii. Number with master's degree \_\_\_\_\_
    - iii. Number with bachelor's degree \_\_\_\_\_
  - c. Number with tenure: \_\_\_\_\_
3. Assistant professors
  - a. Number in department: \_\_\_\_\_
  - b. Highest degree obtained: \_\_\_\_\_
    - i. Number with doctorate or terminal degree \_\_\_\_\_
    - ii. Number with master's degree \_\_\_\_\_
    - iii. Number with bachelor's degree \_\_\_\_\_
  - c. Number with tenure: \_\_\_\_\_
4. Lecturers/ instructors
  - a. Number in department: \_\_\_\_\_
  - b. Highest degree obtained: \_\_\_\_\_
    - i. Number with doctorate or terminal degree \_\_\_\_\_
    - ii. Number with master's degree \_\_\_\_\_
    - iii. Number with bachelor's degree \_\_\_\_\_
  - c. Number in tenure-track positions: \_\_\_\_\_
5. Teaching assistants (if applicable)
  - a. Number in department: \_\_\_\_\_
  - b. Year in school: \_\_\_\_\_
    - i. Number in first year of graduate school \_\_\_\_\_
    - ii. Number in second year of graduate school \_\_\_\_\_
    - iii. Number in third year of graduate school \_\_\_\_\_
    - iv. Number in fourth year or higher of graduate school \_\_\_\_\_

- 6. Visiting/adjunct faculty
  - a. Number in department: \_\_\_\_\_
  - b. Highest degree obtained:
    - i. Number with doctorate or terminal degree \_\_\_\_\_
    - ii. Number with master's degree \_\_\_\_\_
    - iii. Number with bachelor's degree \_\_\_\_\_

THANK YOU VERY MUCH FOR YOUR TIME AND PARTICIPATION IN THIS SURVEY

Please return the completed questionnaire, along with a copy of your guidelines for promotion and tenure decisions from question B.1.a. (see p. 2), in the enclosed postage-paid envelope, to:

The N.C. Center for Public Policy Research  
 P.O. Box 430  
 Raleigh, North Carolina 27602  
 Attn.: Kim Kebschull  
 (919) 832-2839

Name of person completing survey \_\_\_\_\_ Phone # \_\_\_\_\_



NORTH CAROLINA CENTER FOR  
PUBLIC POLICY RESEARCH INC.

---

MEMORANDUM

July 30, 1990

To: The Deans of schools or colleges which teach undergraduate students in University of North Carolina System schools

From: Kim Keschull, Policy Analyst, NC Center for Public Policy Research

Re: Survey questionnaire for a study of How the Public Universities Within the UNC System Identify and Reward Good Teaching

Enclosed you will find a questionnaire for a new study by the North Carolina Center for Public Policy Research. This study will examine the evaluation of teaching and the rewards given for excellent teaching by universities within the University of North Carolina system. We would like to ask for your help and cooperation in this project, and we hope, in turn, that it will be helpful to you.

The N.C. Center is surveying the deans of each school or college which teaches undergraduate students at every university within the system. In addition, we are sending separate questionnaires to the heads of each academic department teaching undergraduates at every university, and to each university's vice chancellor for academic affairs. These questionnaires were drafted with the assistance and guidance of a number of UNC system faculty, staff, and administrators, and we have met with UNC system officials to get their ideas and suggestions for the study. We also conducted a trial run of the departmental survey to ensure its clarity and applicability, sending it to two departments at each university for review. The response rate on the trial run exceeded 85 percent.

Your responses will be used to compile summaries of school or college teaching evaluation and reward policies. We would be glad to provide you with a copy of the survey results at your request, which would enable you to compare your school's policies and practices with those of others at your institution and at other universities within the public system.

We would greatly appreciate your completion of the questionnaire by Friday, August 24, 1990. Please do not hesitate to let us know if the information we are requesting is not readily available in the form we have specified. Because of the variations in terminology used by different schools or colleges, some of the questions may not be worded quite appropriately for your situation. We would appreciate your tolerance of these difficulties. Please call me at (919) 832-2839 if you have any questions.

Please mail your completed questionnaire, along with any comments you may have, to Kim Keschull, North Carolina Center for Public Policy Research, P.O. Box 430, Raleigh, NC 27602, by August 24, 1990. We have enclosed a postage-paid envelope for your convenience.

Thank you in advance for your assistance.

---

P. O. BOX 430 RALEIGH, N. C. 27602 (919) 832-2839

North Carolina Center for Public Policy Research Survey:

How Does the University System Identify and Reward Good Teaching?

Purpose of the Study: To examine the manner in which the 16 public universities in North Carolina identify and reward good teaching at the undergraduate level, as contrasted with salary and tenure rewards for publications or other research work, service on faculty committees or other administrative duties, or advanced academic degrees.

Questionnaire to go to each dean in the university's undergraduate academic schools or colleges

Note: Please use backs of sheets if additional space is needed for answers.

I. Teaching Awards

A. Does the school or college give awards for excellence in teaching of undergraduates?  
Yes \_\_\_\_\_ No \_\_\_\_\_

1. If yes, how many awards are made by the school or college in an academic year?  
\_\_\_\_\_

B. Are student evaluations used in determining undergraduate teaching awards?  
Yes \_\_\_\_\_ No \_\_\_\_\_

C. Please describe the criteria used in determining who will receive an undergraduate teaching award:

\_\_\_\_\_  
\_\_\_\_\_

D. (If applicable) Are teaching assistants eligible for these awards?  
Yes \_\_\_\_\_ No \_\_\_\_\_

E. In what forms are teaching awards made?  
(Please check all answers that apply)

- \_\_\_\_\_ 1. Monetary awards
  - a. If yes, please provide the name of the award and its monetary value:  
\_\_\_\_\_
- \_\_\_\_\_ 2. Reduced administrative load
- \_\_\_\_\_ 3. Reduced teaching load
- \_\_\_\_\_ 4. Leave time to pursue research or other interests
- \_\_\_\_\_ 5. Funds for professional development (travel, conferences, etc.)
- \_\_\_\_\_ 6. Recognition
- \_\_\_\_\_ 7. Other (please describe): \_\_\_\_\_  
\_\_\_\_\_

F. Are winners of the undergraduate teaching awards eligible more than once?  
Yes \_\_\_\_\_ No \_\_\_\_\_

G. Please list the names and positions of those winning school or college undergraduate teaching awards within the past three academic years.

1. 1989-90: \_\_\_\_\_  
\_\_\_\_\_

2. 1988-89: \_\_\_\_\_  
\_\_\_\_\_

3. 1987-88: \_\_\_\_\_  
\_\_\_\_\_

## II. Research Awards

A. Does the school or college give awards for excellence in research?  
Yes \_\_\_\_\_ No \_\_\_\_\_

1. If yes, how many awards are made by the school or college in an academic year?  
\_\_\_\_\_

B. Please describe the criteria used in determining research awards:

\_\_\_\_\_  
\_\_\_\_\_

C. (If applicable) Are teaching assistants eligible for these awards?  
Yes \_\_\_\_\_ No \_\_\_\_\_

D. In what forms are research awards made? (Please check all answers that apply)

\_\_\_\_\_ 1. Monetary awards

a. If yes, please provide the name(s) of the award(s) and their monetary value:

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ 2. Reduced administrative load

\_\_\_\_\_ 3. Reduced teaching load

\_\_\_\_\_ 4. Leave time to pursue research or other interests

\_\_\_\_\_ 5. Funds for professional development (travel, conferences, etc.)

\_\_\_\_\_ 6. Recognition

\_\_\_\_\_ 7. Other (please describe): \_\_\_\_\_  
\_\_\_\_\_

E. Are winners of the research awards eligible more than once? Yes \_\_\_\_\_ No \_\_\_\_\_

THANK YOU VERY MUCH FOR YOUR TIME AND PARTICIPATION IN THIS SURVEY

Please return the completed questionnaire in the enclosed postage-paid envelope to:

The N.C. Center for Public Policy Research  
P.O. Box 430  
Raleigh, North Carolina 27602  
Attn.: Kim Kebschull  
(919) 832-2839

Name of person completing survey \_\_\_\_\_ Phone # \_\_\_\_\_

North Carolina Center for Public Policy Research Survey:

How Does the University System Identify and Reward Good Teaching?

Purpose of the Study: To examine the manner in which the 16 public universities in North Carolina identify and reward good teaching at the undergraduate level, as contrasted with salary and tenure rewards for publications or other research work, service on faculty committees or other administrative duties, or advanced academic degrees.

Questionnaire to go to the vice-chancellor for academic affairs at each university

Note: Please use backs of sheets if additional space is needed for answers

A. University teaching evaluation policies or programs

1. Does the university require any assessment of undergraduate teaching?  
Yes \_\_\_\_\_ No \_\_\_\_\_

2. If yes, what form does this assessment take?  
(Please check all answers that apply)

- \_\_\_\_\_ a. Testing of students to assess learning
- \_\_\_\_\_ b. Mandatory monitoring of teaching faculty by department chairpersons or school deans
- \_\_\_\_\_ c. Student evaluations of individual faculty
- \_\_\_\_\_ d. Other (please describe): \_\_\_\_\_  
\_\_\_\_\_

3. Does the university have a mandatory, formal student course evaluation procedure to be used by each academic department teaching undergraduate students?  
Yes \_\_\_\_\_ No \_\_\_\_\_

4. Are there independent, university-wide student evaluations done at your university (i.e., by student government or other groups) Yes \_\_\_\_\_ No \_\_\_\_\_

a. If yes, please describe: \_\_\_\_\_  
\_\_\_\_\_

5. If a teaching evaluation is mandatory, does the university write or provide the survey instrument? Yes \_\_\_\_\_ No \_\_\_\_\_

a. If no, how are the specific procedures to be used determined?  
\_\_\_\_\_  
\_\_\_\_\_

6. How are results of the student evaluations used by the university?  
(Please check all answers that apply)

- \_\_\_\_\_ a. Returned to professors for their own use
- \_\_\_\_\_ b. Given to departments for their own use
- \_\_\_\_\_ c. Used in tenure, promotion, and merit increase decisions
- \_\_\_\_\_ d. Published in student course guide
- \_\_\_\_\_ e. Used in determining teaching awards
- \_\_\_\_\_ f. Other (please describe): \_\_\_\_\_

**B. Programs to enhance undergraduate teaching**

1. Does the university have a teaching support center or similar unit to assist faculty in enhancing their teaching (e.g., teaching centers at UNC-Chapel Hill, Appalachian State University, or Western Carolina University)?

a. If yes, how is the teaching center funded?

Total budget = \$ \_\_\_\_\_

- \_\_\_\_\_ % i. By the university
- \_\_\_\_\_ % ii. By outside grants or agencies
- \_\_\_\_\_ % iii. Other (please describe): \_\_\_\_\_

2. Does the university require that certain groups or any of the following individuals participate in a teaching skills program? (Please check all answers that apply)

- \_\_\_\_\_ a. Teaching assistants
- \_\_\_\_\_ b. Newly-hired faculty
- \_\_\_\_\_ c. Faculty or instructors for whom English is a second language
- \_\_\_\_\_ d. Other (please describe): \_\_\_\_\_

3. Does the university offer non-required (voluntary) teaching skills programs?  
 Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please describe: \_\_\_\_\_

**C. Promotion/Tenure**

1. Does the university have specific, written guidelines for promotion and tenure decisions? Yes \_\_\_\_\_ No \_\_\_\_\_

a. If yes, please send a copy, along with your response to this questionnaire, to:

2. Does the university determine the specific weighting given to each component in the teaching/research/service breakdown? Yes \_\_\_\_\_ No \_\_\_\_\_

a. If yes, please provide the weighting given to each component:

- \_\_\_\_\_ % i. Teaching  
\_\_\_\_\_ % ii. Research  
\_\_\_\_\_ % iii. Service  
\_\_\_\_\_ % iv. Other (please describe): \_\_\_\_\_  
\_\_\_\_\_

b. If no, by whom is the weighting determined?  
(Please check all answers that apply)

- \_\_\_\_\_ i. By department chairpersons  
\_\_\_\_\_ ii. By school deans  
\_\_\_\_\_ iii. By the faculty council  
\_\_\_\_\_ iv. Other (please describe): \_\_\_\_\_  
\_\_\_\_\_

3. Does the university require that student evaluations be used in making promotion, tenure, and merit pay increase decisions? Yes \_\_\_\_\_ No \_\_\_\_\_

#### D. Teaching Awards

1. Are there any university-wide awards for excellence in undergraduate teaching? Yes \_\_\_\_\_ No \_\_\_\_\_

a. Please list the number and names of the undergraduate teaching awards and their monetary value:

- i. \_\_\_\_\_  
ii. \_\_\_\_\_  
iii. \_\_\_\_\_  
iv. \_\_\_\_\_  
v. \_\_\_\_\_

b. Please list which of these awards for undergraduate teaching are permanent, endowed chairs:

\_\_\_\_\_

c. Please list which of these awards are non-permanent, and specify their duration:

---

---

2. Please list the names and positions of those faculty receiving university-wide undergraduate teaching awards within the past three academic years:

a. 1989-90: \_\_\_\_\_

---

b. 1988-89: \_\_\_\_\_

---

c. 1987-88: \_\_\_\_\_

---

3. Please describe the criteria used in determining who will receive an undergraduate teaching award:

---

---

---

4. Are student evaluations used in determining undergraduate teaching awards?

Yes \_\_\_\_\_ No \_\_\_\_\_

5. Please describe the method used for soliciting nominations for undergraduate teaching awards: \_\_\_\_\_

---

---

6. Please describe the composition of the awards committee and who makes the appointments: \_\_\_\_\_

---

7. Are any students included on the awards committee(s)?

Yes \_\_\_\_\_ No \_\_\_\_\_

8. Are recipients of the undergraduate teaching awards eligible more than once?

Yes \_\_\_\_\_ No \_\_\_\_\_

**E. Research Awards**

1. Are there any university-wide awards for excellence in research?  
Yes \_\_\_\_\_ No \_\_\_\_\_

a. Please list the number and names of the awards, and their monetary value:

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_

v. \_\_\_\_\_

b. Please list which of these awards are permanent, endowed chairs:

\_\_\_\_\_

c. Please list which of these awards are non-permanent, and specify their duration: \_\_\_\_\_

\_\_\_\_\_

2. Please describe the criteria used in determining who will receive a research award:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Please describe the method used for soliciting nominations for research awards:

\_\_\_\_\_

\_\_\_\_\_

4. Please describe how the composition of the awards committee is determined and who makes the appointments : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Are any students included on the awards committee(s)?  
Yes \_\_\_\_\_ No \_\_\_\_\_

6. Are recipients of the research awards eligible more than once?  
Yes \_\_\_\_\_ No \_\_\_\_\_

THANK YOU VERY MUCH FOR YOUR TIME AND PARTICIPATION IN THIS SURVEY

Please return the completed questionnaire, along with a copy of your guidelines for promotion and tenure decisions from question C.1.a. (see page 2), in the enclosed postage-paid envelope, to:

The N.C. Center for Public Policy Research  
P.O. Box 430  
Raleigh, North Carolina 27602  
Attn.: Kim Kebschull  
(919) 832-2839

Name of person completing survey \_\_\_\_\_ Phone # \_\_\_\_\_

# Appendix B:

## Survey Responses for All Universities

<b>Summary of:</b>	<b>Responses by Department Chairpersons</b>	<b>page 346</b>
	<b>Responses by School and College Deans</b>	<b>page 351</b>
	<b>Responses by Vice Chancellors for Academic Affairs</b>	<b>page 353</b>
 <b>By University:</b>	 <b>Responses by Departments and Deans</b>	 <b>page 356</b>



**Results of North Carolina Center for Public Policy Research Survey:  
How Do Universities in the UNC System Identify and Reward Good Teaching?**

**SUMMARY OF ALL DEPARTMENTS RESPONDING**

Responses were received from:

UNIVERSITY	NUMBER
North Carolina State University	44
UNC-Chapel Hill	35
UNC-Greensboro	28
North Carolina A&T State University	27
UNC-Charlotte	27
Appalachian State University	26
East Carolina University	24
UNC-Wilmington	20
Western Carolina University	20
Pembroke State University	14
North Carolina Central University	12
UNC-Asheville	11
Fayetteville State University	9
Winston-Salem State University	9
Elizabeth City State University	7
North Carolina School of the Arts	1
<b>TOTAL:</b>	<b>314</b>

**SURVEY QUESTIONS AND TABULATION OF RESPONSES**

**A. Departmental evaluation policies or programs**

1. Is there a uniform university-wide or school-wide course and teaching evaluation survey of undergraduate students that your department is required to conduct?
 

a. Yes:	171 departments, 55.5%
b. No:	137 departments, 44.5%
c. Made no response/not applicable:	6 departments
  
2. Does the department conduct its own course and teaching evaluation survey of undergraduate students?
 

a. Yes:	191 departments, 64.3%
b. No:	106 departments, 35.7%
c. Made no response/not applicable:	17 departments

3. How frequently does the department conduct student evaluations?

a. Every semester:	261 departments, 85.9%
b. Once during the academic year:	30 departments, 9.9%
c. Other:	10 departments, 3.3%
d. At the chairperson's discretion:	3 departments, 1.0%
e. Made no response/not applicable:	10 departments

4. Are the evaluations conducted for each section of every course taught to undergraduates in the department?

a. Yes:	245 departments, 78.8%
b. No:	66 departments, 21.2%
c. Made no response/not applicable:	3 departments

5. How are the results of the evaluations used? (multiple response)

a. To provide feedback to the instructor:	305 departments, 29.4%
b. As part of the instructor's file for tenure, promotion, and merit pay increases:	281 departments, 27.0%
c. For monitoring performance in order to enhance teaching skills:	268 departments, 25.8%
d. As a basis for determining teaching awards:	168 departments, 16.2%
e. Other:	17 departments, 1.6%
f. Made no response/not applicable:	3 departments

6. What other systematic evaluations of teaching skills does the department conduct? (multiple response)

a. Assessment of course syllabi, readings, and examinations by faculty members:	172 departments, 25.5%
b. Self-evaluation by faculty members:	141 departments, 21.0%
c. Visitation of classrooms by department chairs:	112 departments, 16.7%
d. Visitation of classrooms by faculty members:	95 departments, 14.1%
e. Assessment by measures of student performance (i.e., test scores, etc.):	73 departments, 10.8%
f. Other:	51 departments, 7.6%
g. Videotaping of lectures and accompanying assessment of performance:	29 departments, 4.3%
h. Made no response/not applicable:	36 departments

7. Does the department have graduate teaching assistants (TAs) teaching undergraduate students? (multiple response)

a. No TAs used to teach undergraduates:	167 departments, 44.8%
b. TAs assisting faculty:	113 departments, 30.3%
c. TAs alone teaching undergraduates:	93 departments, 24.9%
d. Made no response/not applicable:	2 departments

8. If yes to question #7, does the department have a formal program for the training of TAs in how to teach?

a. Yes:	71 departments, 50.4%
b. No:	70 departments, 49.6%
c. Made no response/not applicable:	173 departments

9. If yes to question #7, does the department have a formal program for monitoring the performance of TAs?

- a. Yes: 104 departments, 74.8%
- b. No: 35 departments, 25.2%
- c. Made no response/not applicable: 175 departments

10. If yes to question #7, does the department have a formal program for the evaluation of TAs?

- a. Yes: 110 departments, 79.1%
- b. No: 29 departments, 20.9%
- c. Made no response/not applicable: 175 departments

## B. Promotion and Tenure

1. Does the department have specific, written guidelines for promotion and tenure decisions?

- a. Yes: 161 departments, 53.0%
- b. No: 143 departments, 47.0%
- c. Made no response/not applicable: 10 departments

2. Who in the department determines the specific weighting given to each component in the teaching/research/service breakdown for promotion and tenure decisions? (multiple response)

- a. The chairperson of the department: 176 departments, 37.2%
- b. The faculty tenure committee: 133 departments, 28.1%
- c. The entire departmental faculty: 88 departments, 18.7%
- d. Other: 76 departments, 16.1%
- e. Made no response/not applicable: 8 departments

3. For each category below, the score reflects the **system-wide departmental averages** for the importance of each factor when evaluating faculty for tenure, promotion, and salary increase decisions. Responses were on a seven-point scale, with 1 as Not Important and 7 as Very Important.

### Responses in rank order:

- 1. Quality of teaching: 6.5
- 2. Quality of research: 5.7
- Quality of publications: 5.7
- 3. Reputation in professional field: 5.1
- 4. Number of publications: 4.8
- Institutional activities or service: 4.8
- "Fit" with department or institution: 4.8
- Advising undergraduate students: 4.8
- 5. Extent of research experience: 4.7
- "Fit" with student body: 4.7
- 6. Community or professional service: 4.5
- 7. Extent of teaching experience: 4.4
- 8. Affirmative action/equal employment: 4.2
- 9. Supervision of graduate study: 4.0
- 10. Ability to obtain outside funding: 3.9
- 11. Related job experience: 3.5
- 12. Salary requirements: 3.2

## C. Teaching Awards

1. Does the department give awards for excellence in teaching of undergraduates?

- a. Yes: 28 departments, 9.0%
- b. No: 284 departments, 91.0%
- c. Made no response/not applicable: 2 departments

2. If yes, are teaching assistants eligible for these awards?

- a. Yes: 17 departments, 65.4%
- b. No: 9 departments, 34.6%
- c. Made no response/not applicable: 288 departments

3. In what form are teaching awards made? (multiple response)

- a. Recognition: 21 departments, 46.7%
- b. Monetary awards: 13 departments, 28.9%
- c. Other: 5 departments, 11.1%
- d. Funds for professional development: 4 departments, 8.9%
- e. Reduced administrative load: 1 department, 2.2%
- f. Leave time for research: 1 department, 2.2%
- g. Made no response/not applicable: 287 departments

4. Are recipients of the undergraduate teaching awards eligible more than once?

- a. Yes: 18 departments, 72.0%
- b. No: 7 departments, 28.0%
- c. Made no response/not applicable: 289 departments

## D. Research Awards

1. Does the department give awards for excellence in research?

- a. Yes: 16 departments, 5.1%
- b. No: 296 departments, 94.9%
- c. Made no response/not applicable: 2 departments

2. If yes, are teaching assistants eligible for these awards?

- a. Yes: 6 departments, 46.2%
- b. No: 7 departments, 53.8%
- c. Made no response/not applicable: 301 departments

3. In what form are research awards made? (multiple response)

- a. Recognition: 9 departments, 27.3%
- b. Reduced teaching load: 7 departments, 21.2%
- c. Monetary awards: 6 departments, 18.2%
- d. Leave time for research: 6 departments, 18.2%
- e. Funds for professional development: 2 departments, 6.1%
- f. Reduced administrative load: 2 departments, 6.1%
- g. Other: 1 department, 3.0%
- h. Made no response/not applicable: 298 departments

4. Are recipients of the research awards eligible more than once?

a. Yes:	14 departments, 82.3%
b. No:	3 departments, 17.6%
c. Made no response/not applicable:	297 departments

**E. Faculty Courseload — UNC systemwide average**

1. Percentage of introductory-level courses taught by:

a. Full professors:	18.6%
b. Associate professors:	20.1%
c. Assistant professors:	25.9%
d. Lecturers:	18.0%
e. Teaching assistants:	7.8%
f. Visiting faculty:	9.2%

2. Percentage of advanced-level courses taught by:

a. Full professors:	29.3%
b. Associate professors:	28.6%
c. Assistant professors:	24.6%
d. Lecturers:	9.5%
e. Teaching assistants:	1.7%
f. Visiting faculty:	5.1%

3. Percentage of graduate-level courses taught by:

a. Full professors:	38.2%
b. Associate professors:	33.7%
c. Assistant professors:	19.7%
d. Lecturers:	2.8%
e. Teaching assistants:	0.1%
f. Visiting faculty:	4.1%

**F. Faculty Distribution (averaged by percentage for all departments)**

1. Full professors as a percentage of all full-time faculty:

UNC systemwide average: 35%

2. Associate professors as a percentage of all full-time faculty:

UNC systemwide average: 32%

3. Assistant professors as a percentage of all full-time faculty:

UNC systemwide average: 33%

4. Lecturers/visiting faculty as a percentage of all faculty:

UNC systemwide average: 26%

**Results of North Carolina Center for Public Policy Research Survey:  
How Do Universities in the UNC System Identify and Reward Good Teaching?  
SUMMARY OF ALL SCHOOLS AND COLLEGES (DEANS) RESPONDING**

Responses were received from:

UNIVERSITY	NUMBER
East Carolina University	10
North Carolina State University	8
North Carolina A&T State University	6
UNC-Charlotte	6
UNC-Greensboro	5
UNC-Chapel Hill	4
UNC-Wilmington	4
Western Carolina University	4
Appalachian State University	3
Fayetteville State University	3
North Carolina Central University	3
Winston-Salem State University	1
Elizabeth City State University	0
Pembroke State University	0
UNC-Asheville	0
<b>TOTAL</b>	<b>57</b>

**SURVEY QUESTIONS AND TABULATION OF RESPONSES**

**A. Teaching Awards**

1. Does the school or college give awards for excellent teaching of undergraduates?

- |                                     |                            |
|-------------------------------------|----------------------------|
| a. Yes:                             | 31 schools/colleges, 55.4% |
| b. No:                              | 25 schools/colleges, 44.6% |
| c. Made no response/not applicable: | 1 school/college           |

2. Are student evaluations used in determining undergraduate teaching awards?

- |                                     |                            |
|-------------------------------------|----------------------------|
| a. Yes:                             | 26 schools/colleges, 96.3% |
| b. No:                              | 1 school/college, 3.7%     |
| c. Made no response/not applicable: | 30 schools/colleges        |

3. Are teaching assistants eligible for these awards?

- |                                     |                            |
|-------------------------------------|----------------------------|
| a. Yes:                             | 3 schools/colleges, 12.5%  |
| b. No:                              | 21 schools/colleges, 87.5% |
| c. Made no response/not applicable: | 33 schools/colleges        |

4. In what form are teaching awards made? (multiple response)

a. Monetary awards:	21 schools/colleges, 41.2%
b. Recognition:	18 schools/colleges, 35.3%
c. Other:	6 schools/colleges, 11.8%
d. Funds for professional development:	5 schools/colleges, 9.8%
e. Reduced administrative load:	2 schools/colleges, 2.0%
f. Leave time for research:	0 schools/colleges
g. Made no response/not applicable:	29 schools/colleges

5. Are recipients of the undergraduate teaching awards eligible more than once?

a. Yes:	25 schools/colleges, 92.6%
b. No:	2 schools/colleges, 7.4%
c. Made no response/not applicable:	30 schools/colleges

## B. Research Awards

1. Does the school or college give awards for excellence in research?

a. Yes:	16 schools/colleges, 28.6%
b. No:	40 schools/colleges, 71.4%
c. Made no response/not applicable:	1 school/college

2. Are teaching assistants eligible for these awards?

a. Yes:	5 schools/colleges, 38.5%
b. No:	8 schools/colleges, 61.5%
c. Made no response/not applicable:	44 schools/colleges

3. In what forms are research awards made? (multiple response)

a. Monetary awards:	10 schools/colleges, 35.7%
b. Recognition:	10 schools/colleges, 35.7%
c. Funds for professional development:	3 schools/colleges, 10.7%
d. Reduced teaching load:	2 schools/colleges, 7.1%
e. Other:	2 schools/colleges, 7.1%
f. Leave time for research:	1 school/college, 3.6%
g. Reduced administrative load:	0 schools/colleges
h. Made no response/not applicable:	42 schools/colleges

4. Are recipients of the research awards eligible more than once?

a. Yes:	12 schools/colleges, 85.7%
b. No:	2 schools/colleges, 14.3%
c. Made no response/not applicable:	43 schools/colleges

## Results of North Carolina Center for Public Policy Research Survey:

### How Do Universities in the UNC System Identify and Reward Good Teaching?

#### SUMMARY OF ALL VICE CHANCELLORS FOR ACADEMIC AFFAIRS RESPONDING

Responses were received from:

East Carolina University  
Elizabeth City State University  
Fayetteville State University  
North Carolina Central University  
Pembroke State University  
UNC-Asheville  
UNC-Chapel Hill  
UNC-Charlotte  
UNC-Greensboro  
UNC-Wilmington  
Western Carolina University

TOTAL: 11 universities

#### SURVEY QUESTIONS AND TABULATION OF RESPONSES

##### A. University teaching evaluation policies and programs

1. Does the university require any assessment of undergraduate teaching?

a. Yes:	11 universities, 100%
b. No:	0 universities

2. What form does this assessment take? (multiple response)

a. Student evaluations of individual faculty:	10 universities, 31.3%
b. Testing of students to assess learning:	10 universities, 31.3%
c. Mandatory monitoring of teaching faculty by department chairpersons or school deans:	9 universities, 28.1%
d. Other:	3 universities, 9.4%

3. Does the university have a mandatory student course evaluation procedure to be used by each academic department teaching undergraduate students?

a. Yes:	7 universities, 63.6%
b. No:	4 universities, 36.4%

4. Are there any independent, university-wide student evaluations conducted at your university (i.e., by student government or other groups)?

a. Yes:	2 universities, 18.2%
b. No:	9 universities, 81.8%

5. If a teaching evaluation is mandatory, does the university write or provide the survey instrument?

a. Yes:	7 universities, 77.8%
b. No:	2 universities, 22.2%
c. Made no response/not applicable:	2 universities

6. How are the results of the student evaluations used by the university?  
(multiple response)

a. Given to departments for their own use:	11 universities, 28.2%
b. Returned to faculty for their own use:	10 universities, 25.6%
c. Used in tenure, promotion, and merit increase decisions:	10 universities, 25.6%
d. Used in determining teaching awards:	7 universities, 17.9%
e. Other:	1 university, 2.6%

**B. Programs to enhance undergraduate teaching**

1. Does the university have a teaching support center or similar unit to assist faculty in enhancing their teaching?

a. Yes:	2 universities, 18.2%
b. No:	9 universities, 81.8%

2. Does the university require that certain groups or individuals participate in a teaching skills program? (multiple response)

a. Teaching assistants:	3 universities, 42.9%
b. Newly-hired faculty:	2 universities, 28.6%
c. Faculty or instructors for whom English is a second language:	1 university, 14.3%
d. Other:	1 university, 14.3%

3. Does the university offer any voluntary teaching skills program?

a. Yes:	6 universities, 60.0%
b. No:	4 universities, 40.0%
c. Made no response/not applicable:	1 university

4. Does the university have specific, written guidelines for promotion and tenure decisions?

a. Yes:	9 universities, 81.8%
b. No:	2 universities, 18.2%

5. Does the university determine the specific weighting given to each component in the teaching/research/service breakdown?

a. Yes:	1 university, 10.0%
b. No:	9 universities, 90.0%
c. Made no response/not applicable:	1 university

6. If no to question #5, by whom is the weighting determined? (multiple response)

a. Other:	8 universities, 44.4%
b. By department chairpersons:	6 universities, 33.3%
c. By school deans:	3 universities, 16.7%
d. By the faculty council:	1 university, 5.6%

7. Does the university require that student evaluations be used in making promotion, tenure, and merit pay increase decisions?

- a. Yes: 6 universities, 60.0%
- b. No: 4 universities, 40.0%
- c. Made no response/not applicable: 1 university

#### D. Teaching Awards

1. Are there any university-wide awards for excellence in undergraduate teaching?

- a. Yes: 10 universities, 90.9%
- b. No: 1 university, 9.1%

2. Are student evaluations used in determining undergraduate teaching awards?

- a. Yes: 8 universities, 88.9%
- b. No: 1 university, 11.1%
- c. Made no response/not applicable: 2 universities

3. Are any students included on the awards committee(s)?

- a. Yes: 6 universities, 85.7%
- b. No: 1 university, 14.3%
- c. Made no response/not applicable: 4 universities

4. Are recipients of the undergraduate teaching awards eligible more than once?

- a. Yes: 8 universities, 88.9%
- b. No: 1 university, 11.1%
- c. Made no response/not applicable: 2 universities

#### E. Research Awards

1. Are there any university-wide awards for excellence in research?

- a. Yes: 7 universities, 63.6%
- b. No: 4 universities, 36.4%

2. Are any students included on the awards committee(s)?

- a. Yes: 1 university, 14.3%
- b. No: 6 universities, 85.7%
- c. Made no response/not applicable: 4 universities

3. Are recipients of the research awards eligible more than once?

- a. Yes: 5 universities, 71.4%
- b. No: 2 universities, 28.6%
- c. Made no response/not applicable: 4 universities

## Results of North Carolina Center for Public Policy Research Survey:

### How Do Universities in the UNC System Identify and Reward Good Teaching?

Results for: APPALACHIAN STATE UNIVERSITY, all departments responding (26)

#### SURVEY QUESTIONS AND TABULATION OF RESPONSES

##### A. Departmental evaluation policies or programs

1. Is there a uniform university-wide or school-wide course and teaching evaluation survey of undergraduate students that your department is required to conduct?
  - a. Yes: 9 departments, 34.6%
  - b. No: 16 departments, 61.5%
  - c. Made no response/not applicable: 1 department, 3.8%
  
2. Does the department conduct its own course and teaching evaluation survey of undergraduate students?
  - a. Yes: 21 departments, 80.8%
  - b. No: 5 departments, 19.2%
  
3. How frequently does the department conduct student evaluations?
  - a. Every semester: 20 departments, 76.9%
  - b. Once during the academic year: 6 departments, 23.1%
  
4. Are the evaluations conducted for each section of every course taught to undergraduates in the department?
  - a. Yes: 22 departments, 84.6%
  - b. No: 4 departments, 15.4%
  
5. How are the results of the evaluations used? (multiple response)
  - a. To provide feedback to the instructor: 26 departments, 100.0%
  - b. For monitoring performance in order to enhance teaching skills: 24 departments, 92.3%
  - c. As part of the instructor's file for tenure, promotion, and merit pay increases: 23 departments, 88.5%
  - d. As a basis for determining teaching awards: 11 departments, 42.3%
  
6. What other systematic evaluations of teaching skills does the department conduct? (multiple response)
  - a. Self-evaluation by faculty members: 21 departments, 80.8%
  - b. Assessment of course syllabi, readings, and examinations by faculty members: 15 departments, 57.7%
  - c. Assessment by measures of student performance (i.e., test scores, etc.): 4 departments, 15.4%
  - d. Videotaping of lectures and accompanying assessment of performance: 4 departments, 15.4%
  - e. Visitation of classrooms by department chairs: 3 departments, 11.5%
  - f. Visitation of classrooms by faculty members: 3 departments, 11.5%
  - g. Other: 3 departments, 11.5%

7. Does the department have graduate teaching assistants (TAs) teaching undergraduate students? (multiple response)

- a. No TAs used to teach undergraduates: 11 departments, 42.3%
- b. TAs alone teaching undergraduates: 11 departments, 42.3%
- c. TAs assisting faculty: 9 departments, 34.6%

8. If yes to question #7, does the department have a formal program for the training of TAs in how to teach?

- a. Yes: 9 departments, 60.0%
- b. No: 5 departments, 33.3%
- c. Made no response/not applicable: 1 department, 6.7%

9. If yes to question #7, does the department have a formal program for monitoring the performance of TAs?

- a. Yes: 11 departments, 73.3%
- b. No: 3 departments, 20.0%
- c. Made no response/not applicable: 1 department, 6.7%

10. If yes to question #7, does the department have a formal program for the evaluation of TAs?

- a. Yes: 13 departments, 86.6%
- b. No: 1 department, 6.7%
- c. Made no response/not applicable: 1 department, 6.7%

## B. Promotion and Tenure

1. Does the department have specific, written guidelines for promotion and tenure decisions?

- a. Yes: 12 departments, 46.2%
- b. No: 12 departments, 46.2%
- c. Made no response/not applicable: 2 departments, 7.7%

2. Who in the department determines the specific weighting given to each component in the teaching/research/service breakdown for promotion and tenure decisions? (multiple response)

- a. The chairperson of the department: 12 departments, 46.1%
- b. Other: 12 departments, 46.1%
- c. The entire departmental faculty: 7 departments, 26.9%
- d. The faculty tenure committee: 6 departments, 23.1%

3. For each category below, the score reflects the **university-wide departmental averages** for the importance of each factor when evaluating faculty for tenure, promotion, and salary increase decisions. Responses were on a seven-point scale, with 1 as Not Important and 7 as Very Important.

### Responses in rank order:

- 1. Quality of teaching: 6.6
- 2. Quality of research: 5.7
- 3. Quality of publications: 5.6

4. Institutional activities or service:	5.0
Reputation in professional field:	5.0
5. Advising undergraduate students:	4.7
6. Community or professional service:	4.6
7. "Fit" with department or institution:	4.5
8. Affirmative action/equal employment:	4.4
"Fit" with student body:	4.4
9. Number of publications:	4.3
Supervision of graduate study:	4.3
10. Extent of research experience:	4.0
11. Ability to obtain outside funding:	3.6
12. Related job experience:	3.2
13. Extent of teaching experience:	3.1
14. Salary requirements:	2.5

### C. Teaching Awards

1. Does the department give awards for excellence in teaching of undergraduates?

a. Yes:	0 departments, 0.0%
b. No:	26 departments, 100.0%

### D. Research Awards

1. Does the department give awards for excellence in research?

a. Yes:	0 departments, 0.0%
b. No:	26 departments, 100.0%

### E. Faculty Courseload

1. Percentage of introductory-level courses taught by:

	ASU	UNC systemwide average
a. Full professors:	31.4%	18.6%
b. Associate professors:	12.1%	20.1%
c. Assistant professors:	17.8%	25.9%
d. Lecturers:	22.5%	18.0%
e. Teaching assistants:	8.0%	7.8%
f. Visiting faculty:	8.1%	9.2%

2. Percentage of advanced-level courses taught by:

a. Full professors:	48.3%	29.3%
b. Associate professors:	14.1%	28.6%
c. Assistant professors:	21.9%	24.6%
d. Lecturers:	7.7%	9.5%
e. Teaching assistants:	0.4%	1.7%
f. Visiting faculty:	3.4%	5.1%

3. Percentage of graduate-level courses taught by:

a. Full professors:	47.8%	38.2%
b. Associate professors:	30.4%	33.7%
c. Assistant professors:	17.1%	19.7%
d. Lecturers:	2.7%	2.8%
e. Teaching assistants:	0.0%	0.1%
f. Visiting faculty:	2.1%	4.1%

**F. Faculty Distribution** (averaged by percentage for all departments)

1. Full professors as a percentage of all *full-time* faculty:  
ASU: 56%                      UNC systemwide average: 35%
2. Associate professors as a percentage of all *full-time* faculty:  
ASU: 19%                      UNC systemwide average: 32%
3. Assistant professors as a percentage of all *full-time* faculty:  
ASU: 25%                      UNC systemwide average: 33%
4. Lecturers/visiting faculty as a percentage of *all* faculty:  
ASU: 28%                      UNC systemwide average: 26%

**Results of North Carolina Center for Public Policy Research Survey:**

**How Do Universities in the UNC System Identify and Reward Good Teaching?**

**Results for: APPALACHIAN STATE UNIVERSITY, all deans responding (3)**

**SURVEY QUESTIONS AND TABULATION OF RESPONSES**

**A. Teaching Awards**

1. Does the school or college give awards for excellent teaching of undergraduates?
  - a. Yes: 3 schools/colleges, 100.0%
  - b. No: 0 schools/colleges, 0.0%
2. Are student evaluations used in determining undergraduate teaching awards?
  - a. Yes: 3 schools/colleges, 100.0%
  - b. No: 0 schools/colleges, 0.0%
3. Are teaching assistants eligible for these awards?
  - a. Yes: 0 schools/colleges, 0.0%
  - b. No: 3 schools/colleges, 100.0%
4. In what form are teaching awards made? (multiple response)
  - a. Monetary awards: 2 schools/colleges, 66.7%
  - b. Recognition: 2 schools/colleges, 66.7%

- c. Other: 1 school/college, 33.3%
- d. Funds for professional development: 1 school/college, 33.3%

5. Are recipients of the undergraduate teaching awards eligible more than once?

- a. Yes: 3 schools/colleges, 100.0%
- b. No: 0 schools/colleges, 0.0%

## B. Research Awards

1. Does the school or college give awards for excellence in research?

- a. Yes: 2 schools/colleges, 66.7%
- b. No: 1 school/college, 33.3%

2. Are teaching assistants eligible for these awards?

- a. Yes: 0 schools/colleges, 0.0%
- b. No: 2 schools/colleges, 100.0%

3. In what forms are research awards made? (multiple response)

- a. Monetary awards: 1 school/college, 50.0%
- b. Recognition: 1 school/college, 50.0%
- c. Funds for professional development: 1 school/college, 50.0%

4. Are recipients of the research awards eligible more than once?

- a. Yes: 2 schools/colleges, 100.0%
- b. No: 0 schools/colleges, 0.0%

**Results of North Carolina Center for Public Policy Research Survey:  
How Do Universities in the UNC System Identify and Reward Good Teaching?  
Results for: EAST CAROLINA UNIVERSITY, all departments responding (24)**

**SURVEY QUESTIONS AND TABULATION OF RESPONSES**

**A. Departmental evaluation policies or programs**

1. Is there a uniform university-wide or school-wide course and teaching evaluation survey of undergraduate students that your department is required to conduct?

- a. Yes: 24 departments, 100.0%
- b. No: 0 departments, 0.0%

2. Does the department conduct its own course and teaching evaluation survey of undergraduate students?

- a. Yes: 1 department, 4.2%
- b. No: 21 departments, 87.5%
- c. Made no response/not applicable: 2 departments, 8.3%

3. How frequently does the department conduct student evaluations?

- a. Every semester: 22 departments, 91.7%
- b. Once during the academic year: 2 departments, 8.3%

4. Are the evaluations conducted for each section of every course taught to undergraduates in the department?

- a. Yes: 19 departments, 79.2%
- b. No: 5 departments, 20.8%

5. How are the results of the evaluations used? (multiple response)

- a. As part of the instructor's file for tenure, promotion, and merit pay increases: 24 departments, 100.0%
- b. As a basis for determining teaching awards: 22 departments, 91.7%
- c. To provide feedback to the instructor: 21 departments, 87.5%
- d. For monitoring performance in order to enhance teaching skills: 19 departments, 79.2%
- e. Other: 1 department, 4.2%

6. What other systematic evaluations of teaching skills does the department conduct? (multiple response)

- a. Assessment of course syllabi, readings, and examinations by faculty members: 11 departments, 45.8%
- b. Visitation of classrooms by department chairs: 7 departments, 29.2%
- c. Assessment by measures of student performance (i.e., test scores, etc.): 3 departments, 12.5%
- d. Videotaping of lectures and accompanying assessment of performance: 3 departments, 12.5%
- e. Visitation of classrooms by faculty members: 2 departments, 8.3%

- |  |                     |
|--|---------------------|
| f. Self-evaluation by faculty members: | 2 departments, 8.3% |
| g. Other:                              | 1 department, 4.2%  |
7. Does the department have graduate teaching assistants (TAs) teaching undergraduate students? (multiple response)
- |   |                       |
|---|-----------------------|
| a. TAs assisting faculty:               | 12 departments, 50.0% |
| b. TAs alone teaching undergraduates:   | 10 departments, 41.7% |
| c. No TAs used to teach undergraduates: | 9 departments, 37.5%  |
8. If yes to question #7, does the department have a formal program for the training of TAs in how to teach?
- |                                     |                       |
|-------------------------------------|-----------------------|
| a. Yes:                             | 4 departments, 26.7%  |
| b. No:                              | 10 departments, 66.7% |
| c. Made no response/not applicable: | 1 department, 6.6%    |
9. If yes to question #7, does the department have a formal program for monitoring the performance of TAs?
- |                                     |                       |
|-------------------------------------|-----------------------|
| a. Yes:                             | 10 departments, 66.7% |
| b. No:                              | 4 departments, 26.7%  |
| c. Made no response/not applicable: | 1 department, 6.6%    |
10. If yes to question #7, does the department have a formal program for the evaluation of TAs?
- |                                     |                      |
|-------------------------------------|----------------------|
| a. Yes:                             | 9 departments, 60.0% |
| b. No:                              | 5 departments, 33.3% |
| c. Made no response/not applicable: | 1 department, 6.7%   |

## B. Promotion and Tenure

1. Does the department have specific, written guidelines for promotion and tenure decisions?
- |         |                       |
|---------|-----------------------|
| a. Yes: | 13 departments, 54.2% |
| b. No:  | 11 departments, 45.8% |
2. Who in the department determines the specific weighting given to each component in the teaching/research/service breakdown for promotion and tenure decisions? (multiple response)
- |                                       |                       |
|---------------------------------------|-----------------------|
| a. The chairperson of the department: | 12 departments, 50.0% |
| b. The entire departmental faculty:   | 11 departments, 45.8% |
| c. The faculty tenure committee:      | 6 departments, 25.0%  |
| d. Other:                             | 6 departments, 25.0%  |
3. For each category below, the score reflects the **university-wide departmental averages** for the importance of each factor when evaluating faculty for tenure, promotion, and salary increase decisions. Responses were on a seven-point scale, with 1 as Not Important and 7 as Very Important.

### Responses in rank order:

1. Quality of teaching:	6.4
2. Quality of research:	6.2
3. Quality of publications:	6.1
4. Number of publications:	5.7
5. Reputation in professional field:	5.3
6. Extent of research experience:	5.0
7. "Fit" with department or institution:	4.6
8. Extent of teaching experience:	4.3
9. Ability to obtain outside funding:	4.2
Supervision of graduate study:	4.2
Advising undergraduate students:	4.2
10. "Fit" with student body:	4.0
11. Institutional activities or service:	3.8
Affirmative action/equal employment:	3.8
12. Community or professional service:	3.6
13. Related job experience:	3.4
14. Salary requirements:	3.2

### C. Teaching Awards

1. Does the department give awards for excellence in teaching of undergraduates?

a. Yes:	3 departments, 12.5%
b. No:	20 departments, 83.3%
c. Made no response/not applicable:	1 department, 4.2%

2. If yes, are teaching assistants eligible for these awards?

a. Yes:	0 departments, 0.0%
b. No:	3 departments, 100.0%

3. In what form are teaching awards made? (multiple response)

a. Recognition:	2 departments, 66.7%
b. Monetary awards:	1 department, 33.3%

4. Are recipients of the undergraduate teaching awards eligible more than once?

a. Yes:	2 departments, 66.7%
b. No:	1 department, 33.3%

### D. Research Awards

1. Does the department give awards for excellence in research?

a. Yes:	2 departments, 8.3%
b. No:	22 departments, 91.7%

2. If yes, are teaching assistants eligible for these awards?

a. Yes:	0 departments, 0.0%
b. No:	2 departments, 100.0%

3. In what form are research awards made? (multiple response)

a. Reduced teaching load:	2 departments, 100.0%
b. Recognition:	1 department, 50.0%
c. Leave time for research:	1 departments 50.0%
d. Funds for professional development:	1 department, 50.0%
e. Reduced administrative load:	1 department, 50.0%

4. Are recipients of the research awards eligible more than once?

a. Yes:	2 departments, 100.0%
b. No:	0 departments, 0.0%

**E. Faculty Courseload**

1. Percentage of introductory-level courses taught by:

	ECU	UNC systemwide average
a. Full professors:	16.1%	18.6%
b. Associate professors:	17.9%	20.1%
c. Assistant professors:	27.5%	25.9%
d. Lecturers:	18.2%	18.0%
e. Teaching assistants:	17.4%	7.8%
f. Visiting faculty:	2.7%	9.2%

2. Percentage of advanced-level courses taught by:

a. Full professors:	22.2%	29.3%
b. Associate professors:	31.7%	28.6%
c. Assistant professors:	31.1%	24.6%
d. Lecturers:	12.7%	9.5%
e. Teaching assistants:	0.0%	1.7%
f. Visiting faculty:	2.1%	5.1%

3. Percentage of graduate-level courses taught by:

a. Full professors:	37.1%	38.2%
b. Associate professors:	27.8%	33.7%
c. Assistant professors:	27.8%	19.7%
d. Lecturers:	2.8%	2.8%
e. Teaching assistants:	0.0%	0.1%
f. Visiting faculty:	4.3%	4.1%

## F. Faculty Distribution (averaged by percentage for all departments)

1. Full professors as a percentage of all *full-time* faculty:  
ECU: 32%                      UNC systemwide average: 35%
2. Associate professors as a percentage of all *full-time* faculty:  
ECU: 29%                      UNC systemwide average: 32%
3. Assistant professors as a percentage of all *full-time* faculty:  
ECU: 39%                      UNC systemwide average: 33%
4. Lecturers/visiting faculty as a percentage of *all* faculty:  
ECU: 24%                      UNC systemwide average: 26%

### Results of North Carolina Center for Public Policy Research Survey:

#### How Do Universities in the UNC System Identify and Reward Good Teaching?

Results for: EAST CAROLINA UNIVERSITY, all deans responding (10)

#### SURVEY QUESTIONS AND TABULATION OF RESPONSES

##### A. Teaching Awards

1. Does the school or college give awards for excellent teaching of undergraduates?
  - a. Yes: 5 schools/colleges, 50.0%
  - b. No: 3 schools/colleges, 30.0%
  - c. Made no response/not applicable: 2 schools/colleges, 20.0%
2. Are student evaluations used in determining undergraduate teaching awards?
  - a. Yes: 4 schools/colleges, 80.0%
  - b. No: 0 schools/colleges, 0.0%
  - c. Made no response/not applicable: 1 school/college, 20.0%
3. Are teaching assistants eligible for these awards?
  - a. Yes: 0 schools/colleges, 0.0%
  - b. No: 5 schools/colleges, 100.0%
4. In what form are teaching awards made? (multiple response)
  - a. Monetary awards: 4 schools/colleges, 80.0%
  - b. Recognition: 2 schools/colleges, 40.0%
  - c. Other: 1 school/college, 20.0%
  - d. Funds for professional development: 1 school/college, 20.0%
5. Are recipients of the undergraduate teaching awards eligible more than once?
  - a. Yes: 3 schools/colleges, 60.0%
  - b. No: 1 school/college, 20.0%
  - c. Made no response/not applicable: 1 school/college, 20.0%

## B. Research Awards

1. Does the school or college give awards for excellence in research?

a. Yes:	2 schools/colleges,	20.0%
b. No:	8 schools/colleges,	80.0%

2. Are teaching assistants eligible for these awards?

a. Yes:	2 schools/colleges,	100.0%
b. No:	0 schools/colleges,	0.0%

3. In what forms are research awards made? (multiple response)

a. Recognition:	1 school/college,	50.0%
b. Other:	1 school/college,	50.0%
c. Leave time for research:	1 school/college,	50.0%

4. Are recipients of the research awards eligible more than once?

a. Yes:	1 school/college,	50.0%
b. No:	0 schools/colleges,	0.0%
c. Made no response/not applicable:	1 school/college,	50.0%

**Results of North Carolina Center for Public Policy Research Survey:**

**How Do Universities in the UNC System Identify and Reward Good Teaching?**

**Results for: ELIZABETH CITY STATE UNIVERSITY, all departments responding (7)**

**SURVEY QUESTIONS AND TABULATION OF RESPONSES**

**A. Departmental evaluation policies or programs**

1. Is there a uniform university-wide or school-wide course and teaching evaluation survey of undergraduate students that your department is required to conduct?
  - a. Yes: 6 departments, 85.7%
  - b. No: 1 department, 14.3%
  
2. Does the department conduct its own course and teaching evaluation survey of undergraduate students?
  - a. Yes: 3 departments, 42.9%
  - b. No: 4 departments, 57.1%
  
3. How frequently does the department conduct student evaluations?
  - a. Every semester: 5 departments, 71.4%
  - b. At the chairperson's discretion: 1 department, 14.3%
  - c. Made no response/not applicable: 1 department, 14.3%
  
4. Are the evaluations conducted for each section of every course taught to undergraduates in the department?
  - a. Yes: 7 departments, 100.0%
  - b. No: 0 departments, 0.0%
  
5. How are the results of the evaluations used? (multiple response)
  - a. To provide feedback to the instructor: 7 departments, 100.0%
  - b. For monitoring performance in order to enhance teaching skills: 7 departments, 100.0%
  - c. As part of the instructor's file for tenure, promotion, and merit pay increases: 3 departments, 42.9%
  - d. As a basis for determining teaching awards: 2 departments, 28.6%
  
6. What other systematic evaluations of teaching skills does the department conduct? (multiple response)
  - a. Assessment of course syllabi, readings, and examinations by faculty members: 6 departments, 85.7%
  - b. Visitation of classrooms by department chairs: 6 departments, 85.7%
  - c. Self-evaluation by faculty members: 4 departments, 57.1%
  - d. Assessment by measures of student performance (i.e., test scores, etc.): 4 departments, 57.1%
  - e. Visitation of classrooms by faculty members: 2 departments, 28.6%
  - f. Other: 1 department, 14.3%
  - g. Videotaping of lectures and accompanying assessment of performance: 1 department, 14.3%

7. Does the department have graduate teaching assistants (TAs) teaching undergraduate students? (multiple response)

a. No TAs used to teach undergraduates: 7 departments, 100.0%

## B. Promotion and Tenure

1. Does the department have specific, written guidelines for promotion and tenure decisions?

a. Yes: 3 departments, 42.9%

b. No: 3 departments, 42.9%

c. Made no response/not applicable: 1 department, 14.3%

2. Who in the department determines the specific weighting given to each component in the teaching/research/service breakdown for promotion and tenure decisions? (multiple response)

a. The chairperson of the department: 4 departments, 57.1%

b. The faculty tenure committee: 3 departments, 42.9%

c. The entire departmental faculty: 2 departments, 28.6%

d. Other: 1 department, 14.3%

3. For each category below, the score reflects the university-wide departmental averages for the importance of each factor when evaluating faculty for tenure, promotion, and salary increase decisions. Responses were on a seven-point scale, with 1 as Not Important and 7 as Very Important.

### Responses in rank order:

1. Quality of teaching:	6.9
2. "Fit" with student body:	6.2
3. Advising undergraduate students:	6.0
4. Affirmative action/equal employment:	5.7
Related job experience:	5.7
"Fit" with department or institution:	5.7
5. Extent of teaching experience:	5.6
6. Institutional activities or service:	5.4
7. Community or professional service:	5.3
8. Quality of publications:	5.0
Reputation in professional field:	5.0
Salary requirements:	5.0
9. Quality of research:	4.6
Ability to obtain outside funding:	4.6
10. Extent of research experience:	4.1
11. Number of publications:	3.9
Supervision of graduate study:	N/A

## C. Teaching Awards

1. Does the department give awards for excellence in teaching of undergraduates?

a. Yes: 0 departments, 0.0%

b. No: 7 departments, 100.0%

## D. Research Awards

### 1. Does the department give awards for excellence in research?

a. Yes:	0 departments, 0.0%
b. No:	7 departments, 100.0%

## E. Faculty Courseload

### 1. Percentage of introductory-level courses taught by:

	ECSU	UNC systemwide average
a. Full professors:	16.1%	18.6%
b. Associate professors:	17.9%	20.1%
c. Assistant professors:	33.0%	25.9%
d. Lecturers:	14.5%	18.0%
e. Teaching assistants:	0.0%	7.8%
f. Visiting faculty:	13.6%	9.2%

### 2. Percentage of advanced-level courses taught by:

a. Full professors:	35.5%	29.3%
b. Associate professors:	34.3%	28.6%
c. Assistant professors:	16.5%	24.6%
d. Lecturers:	6.4%	9.5%
e. Teaching assistants:	0.0%	1.7%
f. Visiting faculty:	7.4%	5.1%

### 3. Percentage of graduate-level courses taught: Not applicable

## F. Faculty Distribution (averaged by percentage for all departments)

### 1. Full professors as a percentage of all *full-time* faculty:

ECSU: 36%                      UNC systemwide average: 35%

### 2. Associate professors as a percentage of all *full-time* faculty:

ECSU: 37%                      UNC systemwide average: 32%

### 3. Assistant professors as a percentage of all *full-time* faculty:

ECSU: 27%                      UNC systemwide average: 33%

### 4. Lecturers/visiting faculty as a percentage of *all* faculty:

ECSU: 29%                      UNC systemwide average: 26%

**Results of North Carolina Center for Public Policy Research Survey:**

**How Do Universities in the UNC System Identify and Reward Good Teaching?**

**Results for: FAYETTEVILLE STATE UNIVERSITY, all departments responding (9)**

**SURVEY QUESTIONS AND TABULATION OF RESPONSES**

**A. Departmental evaluation policies or programs**

1. Is there a uniform university-wide or school-wide course and teaching evaluation survey of undergraduate students that your department is required to conduct?
  - a. Yes: 9 departments, 100.0%
  - b. No: 0 departments, 0.0%
  
2. Does the department conduct its own course and teaching evaluation survey of undergraduate students?
  - a. Yes: 2 departments, 22.2%
  - b. No: 6 departments, 66.7%
  - c. Made no response/not applicable: 1 department, 11.1%
  
3. How frequently does the department conduct student evaluations?
  - a. Every semester: 9 departments, 100.0%
  
4. Are the evaluations conducted for each section of every course taught to undergraduates in the department?
  - a. Yes: 9 departments, 100.0%
  - b. No: 0 departments, 0.0%
  
5. How are the results of the evaluations used? (multiple response)
  - a. To provide feedback to the instructor: 9 departments, 100.0%
  - b. As part of the instructor's file for tenure, promotion, and merit pay increases: 9 departments, 100.0%
  - c. For monitoring performance in order to enhance teaching skills: 9 departments, 100.0%
  - d. As a basis for determining teaching awards: 8 departments, 88.9%
  
6. What other systematic evaluations of teaching skills does the department conduct? (multiple response)
  - a. Visitation of classrooms by faculty members: 9 departments, 100.0%
  - b. Visitation of classrooms by department chairs: 7 departments, 77.8%
  - c. Assessment of course syllabi, readings, and examinations by faculty members: 7 departments, 77.8%
  - d. Assessment by measures of student performance (i.e., test scores, etc.): 3 departments, 33.3%
  - e. Self-evaluation by faculty members: 2 departments, 22.2%
  
7. Does the department have graduate teaching assistants (TAs) teaching undergraduate students? (multiple response)
  - a. No TAs used to teach undergraduates: 9 departments, 100.0%

## B. Promotion and Tenure

1. Does the department have specific, written guidelines for promotion and tenure decisions?

- a. Yes: 4 departments, 44.4%
- b. No: 4 departments, 44.4%
- c. Made no response/not applicable: 1 department, 11.1%

2. Who in the department determines the specific weighting given to each component in the teaching/research/service breakdown for promotion and tenure decisions? (multiple response)

- a. The chairperson of the department: 4 departments, 44.4%
- b. The faculty tenure committee: 4 departments, 44.4%
- c. Other: 4 departments, 44.4%
- d. The entire departmental faculty: 1 department, 11.1%

3. For each category below, the score reflects the university-wide departmental averages for the importance of each factor when evaluating faculty for tenure, promotion, and salary increase decisions. Responses were on a seven-point scale, with 1 as Not Important and 7 as Very Important.

### Responses in rank order:

- 1. Quality of teaching: 6.6
- 2. Advising undergraduate students: 5.8
- 3. Institutional activities or service: 5.6
- 4. Community or professional service: 5.2
- 5. Extent of teaching experience: 5.1
- Quality of publications: 5.1
- "Fit" with department or institution: 5.1
- 6. Quality of research: 4.9
- 7. "Fit" with student body: 4.6
- 8. Reputation in professional field: 4.1
- 9. Extent of research experience: 4.0
- Number of publications: 4.0
- Affirmative action/equal employment: 4.0
- Supervision of graduate study: 4.0
- 10. Related job experience: 3.9
- 11. Ability to obtain outside funding: 3.5
- Salary requirements: 3.5

## C. Teaching Awards

1. Does the department give awards for excellence in teaching of undergraduates?

- a. Yes: 1 department, 11.1%
- b. No: 8 departments, 88.9%

2. In what form are teaching awards made? (multiple response)

- a. Funds for professional development: 1 department, 100.0%

3. Are recipients of the undergraduate teaching awards eligible more than once?

- a. Yes: 1 department, 100.0%
- b. No: 0 departments, 0.0%

**D. Research Awards**

1. Does the department give awards for excellence in research?

- a. Yes: 1 department, 11.1%
- b. No: 8 departments, 88.9%

2. In what form are research awards made? (multiple response)

- a. Recognition: 1 department, 100.0%

3. Are recipients of the research awards eligible more than once?

- a. Yes: 1 department, 100.0%
- b. No: 0 departments, 0.0%

**E. Faculty Courseload**

1. Percentage of introductory-level courses taught by:

	FSU	UNC systemwide average
a. Full professors:	16.6%	18.6%
b. Associate professors:	26.8%	20.1%
c. Assistant professors:	40.9%	25.9%
d. Lecturers:	9.5%	18.0%
e. Teaching assistants:	0.0%	7.8%
f. Visiting faculty:	7.0%	9.2%

2. Percentage of advanced-level courses taught by:

a. Full professors:	24.5%	29.3%
b. Associate professors:	28.1%	28.6%
c. Assistant professors:	24.6%	24.6%
d. Lecturers:	6.3%	9.5%
e. Teaching assistants:	0.0%	1.7%
f. Visiting faculty:	4.0%	5.1%

3. Percentage of graduate-level courses taught by:

a. Full professors:	21.8%	38.2%
b. Associate professors:	24.0%	33.7%
c. Assistant professors:	36.2%	19.7%
d. Lecturers:	2.4%	2.8%
e. Teaching assistants:	0.0%	0.1%
f. Visiting faculty:	15.0%	4.1%

## F. Faculty Distribution (averaged by percentage for all departments)

1. Full professors as a percentage of all *full-time* faculty:  
FSU: 24%                      UNC systemwide average: 35%
2. Associate professors as a percentage of all *full-time* faculty:  
FSU: 39%                      UNC systemwide average: 32%
3. Assistant professors as a percentage of all *full-time* faculty:  
FSU: 37%                      UNC systemwide average: 33%
4. Lecturers/visiting faculty as a percentage of *all* faculty:  
FSU: 17%                      UNC systemwide average: 26%

### Results of North Carolina Center for Public Policy Research Survey:

#### How Do Universities in the UNC System Identify and Reward Good Teaching?

Results for: FAYETTEVILLE STATE UNIVERSITY, all deans responding (3)

#### SURVEY QUESTIONS AND TABULATION OF RESPONSES

##### A. Teaching Awards

1. Does the school or college give awards for excellent teaching of undergraduates?
  - a. Yes: 2 schools/colleges, 66.7%
  - b. No: 1 school/college, 33.3%
2. Are student evaluations used in determining undergraduate teaching awards?
  - a. Yes: 2 schools/colleges, 100.0%
  - b. No: 0 schools/colleges, 0.0%
3. Are teaching assistants eligible for these awards?
  - a. Yes: 0 schools/colleges, 0.0%
  - b. No: 0 schools/colleges, 0.0%
  - c. Made no response/not applicable: 2 schools/colleges, 100.0%
4. In what form are teaching awards made? (multiple response)
  - a. Recognition: 2 schools/colleges, 100.0%
  - b. Monetary awards: 1 school/college, 50.0%
5. Are recipients of the undergraduate teaching awards eligible more than once?
  - a. Yes: 2 schools/colleges, 100.0%
  - b. No: 0 schools/colleges, 0.0%

## B. Research Awards

1. Does the school or college give awards for excellence in research?

- |         |                     |       |
|---------|---------------------|-------|
| a. Yes: | 2 schools/colleges, | 66.7% |
| b. No:  | 1 school/college,   | 33.3% |

2. Are teaching assistants eligible for these awards?

- |                                     |                     |        |
|-------------------------------------|---------------------|--------|
| a. Yes:                             | 0 schools/colleges, | 0.0%   |
| b. No:                              | 0 schools/colleges, | 0.0%   |
| c. Made no response/not applicable: | 2 schools/colleges, | 100.0% |

3. In what forms are research awards made? (multiple response)

- |                     |                     |        |
|---------------------|---------------------|--------|
| a. Recognition:     | 2 schools/colleges, | 100.0% |
| b. Monetary awards: | 1 school/college,   | 50.0%  |
| c. Other:           | 1 school/college,   | 50.0%  |

4. Are recipients of the research awards eligible more than once?

- |         |                     |        |
|---------|---------------------|--------|
| a. Yes: | 2 schools/colleges, | 100.0% |
| b. No:  | 0 schools/colleges, | 0.0%   |

## Results of North Carolina Center for Public Policy Research Survey:

### How Do Universities in the UNC System Identify and Reward Good Teaching?

Results for: NORTH CAROLINA A&T STATE UNIVERSITY, all departments responding (27)

#### SURVEY QUESTIONS AND TABULATION OF RESPONSES

##### A. Departmental evaluation policies or programs

1. Is there a uniform university-wide or school-wide course and teaching evaluation survey of undergraduate students that your department is required to conduct?
  - a. Yes: 14 departments, 51.9%
  - b. No: 13 departments, 48.1%
  
2. Does the department conduct its own course and teaching evaluation survey of undergraduate students?
  - a. Yes: 16 departments, 59.3%
  - b. No: 10 departments, 37.0%
  - c. Made no response/not applicable: 1 department, 3.7%
  
3. How frequently does the department conduct student evaluations?
  - a. Every semester: 17 departments, 63.0%
  - b. Other: 4 departments, 14.8%
  - c. Once during the academic year: 2 departments, 7.4%
  - d. At the chairperson's discretion: 1 department, 3.7%
  - e. Made no response/not applicable: 3 departments, 11.1%
  
4. Are the evaluations conducted for each section of every course taught to undergraduates in the department?
  - a. Yes: 20 departments, 74.1%
  - b. No: 4 departments, 14.8%
  - c. Made no response/not applicable: 3 departments, 11.1%
  
5. How are the results of the evaluations used? (multiple response)
  - a. To provide feedback to the instructor: 24 departments, 88.9%
  - b. For monitoring performance in order to enhance teaching skills: 22 departments, 81.5%
  - c. As part of the instructor's file for tenure, promotion, and merit pay increases: 19 departments, 70.4%
  - d. As a basis for determining teaching awards: 5 departments, 18.5%
  - e. Other: 1 department, 3.7%
  
6. What other systematic evaluations of teaching skills does the department conduct? (multiple response)
  - a. Assessment of course syllabi, readings, and examinations by faculty members: 18 departments, 66.7%
  - b. Self-evaluation by faculty members: 14 departments, 51.8%
  - c. Visitation of classrooms by department chairs: 10 departments, 37.0%

- d. Assessment by measures of student performance  
(i.e., test scores, etc.): 9 departments, 33.3%
- e. Other: 2 departments, 7.4%
- f. Visitation of classrooms by faculty members: 1 department, 3.7%
7. Does the department have graduate teaching assistants (TAs) teaching undergraduate students? (multiple response)
- a. No TAs used to teach undergraduates: 22 departments, 81.5%
- b. TAs assisting faculty: 5 departments, 18.5%
- c. TAs alone teaching undergraduates: 0 departments, 0.0%
8. If yes to question #7, does the department have a formal program for the training of TAs in how to teach?
- a. Yes: 0 departments, 0.0%
- b. No: 4 departments, 80.0%
- c. Made no response/not applicable: 1 department, 20.0%
9. If yes to question #7, does the department have a formal program for monitoring the performance of TAs?
- a. Yes: 0 departments, 0.0%
- b. No: 4 departments, 80.0%
- c. Made no response/not applicable: 1 department, 20.0%
10. If yes to question #7, does the department have a formal program for the evaluation of TAs?
- a. Yes: 1 department, 20.0%
- b. No: 3 departments, 60.0%
- c. Made no response/not applicable: 1 department, 20.0%

## B. Promotion and Tenure

1. Does the department have specific, written guidelines for promotion and tenure decisions?
- a. Yes: 11 departments, 40.7%
- b. No: 14 departments, 51.8%
- c. Made no response/not applicable: 2 departments, 7.5%
2. Who in the department determines the specific weighting given to each component in the teaching/research/service breakdown for promotion and tenure decisions? (multiple response)
- a. The chairperson of the department: 16 departments, 59.2%
- b. The faculty tenure committee: 14 departments, 51.8%
- c. The entire departmental faculty: 7 departments, 25.9%
- d. Other: 4 departments, 14.8%
3. For each category below, the score reflects the **university-wide departmental averages** for the importance of each factor when evaluating faculty for tenure, promotion, and salary increase decisions. Responses were on a seven-point scale, with 1 as Not Important and 7 as Very Important.

### Responses in rank order:

1. Quality of teaching:	6.2
2. Quality of research:	5.5
3. Quality of publications:	5.3
Reputation in professional field:	5.3
4. Number of publications:	4.9
5. Extent of research experience:	4.7
Institutional activities or service:	4.7
Advising undergraduate students:	4.7
6. "Fit" with student body:	4.6
7. Extent of teaching experience:	4.4
Ability to obtain outside funding:	4.4
8. Community or professional service:	4.3
"Fit" with department or institution:	4.3
9. Related job experience:	3.7
10. Affirmative action/equal employment:	3.6
Salary requirements:	3.6
11. Supervision of graduate study:	3.5

### C. Teaching Awards

1. Does the department give awards for excellence in teaching of undergraduates?

a. Yes:	4 departments, 14.8%
b. No:	23 departments, 85.2%

2. If yes, are teaching assistants eligible for these awards?

a. Yes:	0 departments, 0.0%
b. No:	4 departments, 100.0%

3. In what form are teaching awards made? (multiple response)

a. Recognition:	3 departments, 75.0%
b. Funds for professional development:	1 department, 25.0%

4. Are recipients of the undergraduate teaching awards eligible more than once?

a. Yes:	3 departments, 75.0%
b. No:	1 department, 25.0%

### D. Research Awards

1. Does the department give awards for excellence in research?

a. Yes:	2 departments, 7.4%
b. No:	25 departments, 92.6%

2. If yes, are teaching assistants eligible for these awards?

a. Yes:	0 departments, 0.0%
b. No:	1 department, 50.0%
c. Made no response/not applicable:	1 department, 50.0%

3. In what form are research awards made? (multiple response)

- a. Recognition: 1 department, 50.0%  
b. Leave time for research: 1 department, 50.0%

4. Are recipients of the research awards eligible more than once?

- a. Yes: 2 departments, 100.0%  
b. No: 0 departments, 0.0%

**E. Faculty Courseload**

1. Percentage of introductory-level courses taught by:

	A&T	UNC systemwide average
a. Full professors:	8.3%	18.6%
b. Associate professors:	28.8%	20.1%
c. Assistant professors:	33.8%	25.9%
d. Lecturers:	12.3%	18.0%
e. Teaching assistants:	1.6%	7.8%
f. Visiting faculty:	11.8%	9.2%

2. Percentage of advanced-level courses taught by:

a. Full professors:	17.8%	29.3%
b. Associate professors:	29.9%	28.6%
c. Assistant professors:	31.8%	24.6%
d. Lecturers:	10.8%	9.5%
e. Teaching assistants:	0.8%	1.7%
f. Visiting faculty:	9.6%	5.1%

3. Percentage of graduate-level courses taught by:

a. Full professors:	31.6%	38.2%
b. Associate professors:	39.6%	33.7%
c. Assistant professors:	23.1%	19.7%
d. Lecturers:	3.2%	2.8%
e. Teaching assistants:	0.0%	0.1%
f. Visiting faculty:	2.4%	4.1%

**F. Faculty Distribution (averaged by percentage for all departments)**

1. Full professors as a percentage of all *full-time* faculty:

A&T: 26%                      UNC systemwide average: 35%

2. Associate professors as a percentage of all *full-time* faculty:

A&T: 36%                      UNC systemwide average: 32%

3. Assistant professors as a percentage of all *full-time* faculty:

A&T: 38%                      UNC systemwide average: 33%

4. Lecturers/visiting faculty as a percentage of *all* faculty:

A&T: 18%                      UNC systemwide average: 26%

**Results of North Carolina Center for Public Policy Research Survey:**

**How Do Universities in the UNC System Identify and Reward Good Teaching?**

**Results for: NORTH CAROLINA A&T STATE UNIVERSITY, all deans responding (6)**

**SURVEY QUESTIONS AND TABULATION OF RESPONSES**

**A. Teaching Awards**

1. Does the school or college give awards for excellent teaching of undergraduates?
  - a. Yes: 2 schools/colleges, 33.3%
  - b. No: 4 schools/colleges, 66.7%
  
2. Are student evaluations used in determining undergraduate teaching awards?
  - a. Yes: 2 schools/colleges, 100.0%
  - b. No: 0 schools/colleges, 0.0%
  
3. Are teaching assistants eligible for these awards?
  - a. Yes: 1 school/college, 50.0%
  - b. No: 1 school/college, 50.0%
  
4. In what form are teaching awards made? (multiple response)
  - a. Recognition: 1 school/college, 50.0%
  - b. Other: 1 school/college, 50.0%
  
5. Are recipients of the undergraduate teaching awards eligible more than once?
  - a. Yes: 2 schools/colleges, 100.0%
  - b. No: 0 schools/colleges, 0.0%

**B. Research Awards**

1. Does the school or college give awards for excellence in research?
  - a. Yes: 0 schools/colleges, 0.0%
  - b. No: 5 schools/colleges, 100.0%
  - c. Made no response/not applicable: 1 school/college

**Results of North Carolina Center for Public Policy Research Survey:**

**How Do Universities in the UNC System Identify and Reward Good Teaching?**

**Results for: NORTH CAROLINA CENTRAL UNIVERSITY, all departments responding (12)**

**SURVEY QUESTIONS AND TABULATION OF RESPONSES**

**A. Departmental evaluation policies or programs**

1. Is there a uniform university-wide or school-wide course and teaching evaluation survey of undergraduate students that your department is required to conduct?

- a. Yes: 12 departments, 100.0%
- b. No: 0 departments, 0.0%

2. Does the department conduct its own course and teaching evaluation survey of undergraduate students?

- a. Yes: 4 departments, 33.3%
- b. No: 6 departments, 60.0%
- c. Made no response/not applicable: 2 departments, 16.7%

3. How frequently does the department conduct student evaluations?

- a. Every semester: 8 departments, 66.7%
- b. Once during the academic year: 2 departments, 16.7%
- c. Made no response/not applicable: 2 departments, 16.7%

4. Are the evaluations conducted for each section of every course taught to undergraduates in the department?

- a. Yes: 2 departments, 16.7%
- b. No: 10 departments, 83.3%

5. How are the results of the evaluations used? (multiple response)

- a. To provide feedback to the instructor: 12 departments, 100.0%
- b. As part of the instructor's file for tenure, promotion, and merit pay increases: 12 departments, 100.0%
- c. For monitoring performance in order to enhance teaching skills: 12 departments, 100.0%
- d. As a basis for determining teaching awards: 12 departments, 100.0%

6. What other systematic evaluations of teaching skills does the department conduct? (multiple response)

- a. Self-evaluation by faculty members: 12 departments, 100.0%
- b. Assessment of course syllabi, readings, and examinations by faculty members: 10 departments, 83.3%
- c. Assessment by measures of student performance (i.e., test scores, etc.): 5 departments, 41.7%
- d. Visitation of classrooms by department chairs: 4 departments, 33.3%
- e. Visitation of classrooms by faculty members: 3 departments, 25.0%

7. Does the department have graduate teaching assistants (TAs) teaching undergraduate students? (multiple response)
- a. No TAs used to teach undergraduates: 11 departments, 91.7%
  - b. TAs assisting faculty: 1 department, 8.3%
  - c. TAs alone teaching undergraduates: 0 departments, 0.0%
8. If yes to question #7, does the department have a formal program for the training of TAs in how to teach?
- a. Yes: 0 departments, 0.0%
  - b. No: 1 department, 100.0%
9. If yes to question #7, does the department have a formal program for monitoring the performance of TAs?
- a. Yes: 1 department, 100.0%
  - b. No: 0 departments, 0.0%
10. If yes to question #7, does the department have a formal program for the evaluation of TAs?
- a. Yes: 0 departments, 0.0%
  - b. No: 1 department, 100.0%

## B. Promotion and Tenure

1. Does the department have specific, written guidelines for promotion and tenure decisions?
- a. Yes: 8 departments, 66.7%
  - b. No: 4 departments, 33.3%
2. Who in the department determines the specific weighting given to each component in the teaching/research/service breakdown for promotion and tenure decisions? (multiple response)
- a. Other: 6 departments, 50.0%
  - b. The entire departmental faculty: 5 departments, 41.7%
  - c. The chairperson of the department: 3 departments, 25.0%
3. For each category below, the score reflects the university-wide departmental averages for the importance of each factor when evaluating faculty for tenure, promotion, and salary increase decisions. Responses were on a seven-point scale, with 1 as Not Important and 7 as Very Important.

### Responses in rank order:

- 1. Quality of teaching: 6.7
- 2. Quality of publications: 6.0
- 3. Quality of research: 5.9
- 4. Number of publications: 5.7
- 5. Extent of research experience: 5.6
- 6. Advising undergraduate students: 5.5
- 7. Extent of teaching experience: 5.2
- 8. "Fit" with student body: 4.7

9. "Fit" with department or institution:	4.6
10. Reputation in professional field:	4.5
11. Institutional activities or service:	4.4
12. Supervision of graduate study:	4.3
13. Community or professional service:	4.2
14. Affirmative action/equal employment:	4.1
15. Ability to obtain outside funding:	3.8
16. Salary requirements:	3.7
17. Related job experience:	3.4

### C. Teaching Awards

1. Does the department give awards for excellence in teaching of undergraduates?
  - a. Yes: 1 department, 8.3%
  - b. No: 11 departments, 91.7%
  
2. If yes, are teaching assistants eligible for these awards?
  - a. Yes: 0 departments, 0.0%
  - b. No: 1 department, 100.0%
  
3. In what form are teaching awards made? (multiple response)
  - a. Recognition: 1 department, 100.0%

### D. Research Awards

1. Does the department give awards for excellence in research?
  - a. Yes: 0 departments, 0.0%
  - b. No: 11 departments, 100.0%
  - c. Made no response/not applicable: 1 department

### E. Faculty Courseload

1. Percentage of introductory-level courses taught by:

	NCCU	UNC systemwide average
a. Full professors:	13.2%	18.6%
b. Associate professors:	18.1%	20.1%
c. Assistant professors:	38.5%	25.9%
d. Lecturers:	12.4%	18.0%
e. Teaching assistants:	0.0%	7.8%
f. Visiting faculty:	17.8%	9.2%

2. Percentage of advanced-level courses taught by:

a. Full professors:	32.7%	29.3%
b. Associate professors:	30.8%	28.6%
c. Assistant professors:	26.3%	24.6%
d. Lecturers:	8.7%	9.5%
e. Teaching assistants:	0.0%	1.7%
f. Visiting faculty:	2.2%	5.1%

3. Percentage of graduate-level courses taught by:

a. Full professors:	28.9%	38.2%
b. Associate professors:	45.6%	33.7%
c. Assistant professors:	9.3%	19.7%
d. Lecturers:	0.0%	2.8%
e. Teaching assistants:	0.0%	0.1%
f. Visiting faculty:	2.0%	4.1%

F. Faculty Distribution (averaged by percentage for all departments)

1. Full professors as a percentage of all *full-time* faculty:  
NCCU: 27%                      UNC systemwide average: 35%
2. Associate professors as a percentage of all *full-time* faculty:  
NCCU: 33%                      UNC systemwide average: 32%
3. Assistant professors as a percentage of all *full-time* faculty:  
NCCU: 40%                      UNC systemwide average: 33%
4. Lecturers/visiting faculty as a percentage of *all* faculty:  
NCCU: 24%                      UNC systemwide average: 26%

**Results of North Carolina Center for Public Policy Research Survey:**

**How Do Universities in the UNC System Identify and Reward Good Teaching?**

**Results for: NORTH CAROLINA CENTRAL UNIVERSITY, all deans responding (3)**

**SURVEY QUESTIONS AND TABULATION OF RESPONSES**

**A. Teaching Awards**

1. Does the school or college give awards for excellent teaching of undergraduates?
  - a. Yes: 3 schools/colleges, 100.0%
  - b. No: 0 schools/colleges, 0.0%
2. Are student evaluations used in determining undergraduate teaching awards?
  - a. Yes: 3 schools/colleges, 100.0%
  - b. No: 0 schools/colleges, 0.0%
3. Are teaching assistants eligible for these awards?
  - a. Yes: 0 schools/colleges, 0.0%
  - b. No: 3 schools/colleges, 100.0%
4. In what form are teaching awards made? (multiple response)
  - a. Monetary awards: 3 schools/colleges, 100.0%
  - b. Recognition: 1 school/college, 33.3%

5. Are recipients of the undergraduate teaching awards eligible more than once?

a. Yes:	3 schools/colleges, 100.0%
b. No:	0 schools/colleges, 0.0%

**B. Research Awards**

1. Does the school or college give awards for excellence in research?

a. Yes:	3 schools/colleges, 100.0%
b. No:	0 schools/colleges, 0.0%

2. Are teaching assistants eligible for these awards?

a. Yes:	0 schools/colleges, 0.0%
b. No:	2 schools/colleges, 66.7%
c. Made no response/not applicable:	1 school/college, 33.3%

3. In what forms are research awards made? (multiple response)

a. Monetary awards:	3 schools/colleges, 100.0%
b. Recognition:	1 school/college, 33.3%

4. Are recipients of the research awards eligible more than once?

a. Yes:	3 schools/colleges, 100.0%
b. No:	0 schools/colleges, 0.0%

## Results of North Carolina Center for Public Policy Research Survey:

### How Do Universities in the UNC System Identify and Reward Good Teaching?

Results for: NORTH CAROLINA STATE UNIVERSITY, all departments responding (44)

#### SURVEY QUESTIONS AND TABULATION OF RESPONSES

##### A. Departmental evaluation policies or programs

1. Is there a uniform university-wide or school-wide course and teaching evaluation survey of undergraduate students that your department is required to conduct?

- |                                     |                       |
|-------------------------------------|-----------------------|
| a. Yes:                             | 8 departments, 18.2%  |
| b. No:                              | 34 departments, 77.3% |
| c. Made no response/not applicable: | 2 departments, 4.5%   |

2. Does the department conduct its own course and teaching evaluation survey of undergraduate students?

- |         |                       |
|---------|-----------------------|
| a. Yes: | 40 departments, 90.9% |
| b. No:  | 4 departments, 9.1%   |

3. How frequently does the department conduct student evaluations?

- |                                   |                       |
|-----------------------------------|-----------------------|
| a. Every semester:                | 41 departments, 93.2% |
| b. Once during the academic year: | 2 departments, 4.5%   |
| c. Other:                         | 1 department, 2.3%    |

4. Are the evaluations conducted for each section of every course taught to undergraduates in the department?

- |         |                       |
|---------|-----------------------|
| a. Yes: | 42 departments, 95.5% |
| b. No:  | 2 departments, 4.5%   |

5. How are the results of the evaluations used? (multiple response)

- |   |                        |
|---|------------------------|
| a. To provide feedback to the instructor:   | 44 departments, 100.0% |
| b. As part of the instructor's file for tenure, promotion, and merit pay increases: | 41 departments, 93.2%  |
| c. For monitoring performance in order to enhance teaching skills:                  | 38 departments, 86.4%  |
| d. As a basis for determining teaching awards:                                      | 33 departments, 75.0%  |
| e. Other:   | 3 departments, 6.8%    |

6. What other systematic evaluations of teaching skills does the department conduct? (multiple response)

- |   |                       |
|---|-----------------------|
| a. Assessment of course syllabi, readings, and examinations by faculty members: | 22 departments, 50.0% |
| b. Other:   | 15 departments, 34.1% |
| c. Visitation of classrooms by department chairs:                               | 13 departments, 29.5% |
| d. Self-evaluation by faculty members:  | 10 departments, 22.7% |
| e. Assessment by measures of student performance (i.e., test scores, etc.):     | 8 departments, 18.2%  |

- f. Visitation of classrooms by faculty members: 3 departments, 6.8%
  - g. Videotaping of lectures and accompanying assessment of performance: 2 departments, 4.5%
7. Does the department have graduate teaching assistants (TAs) teaching undergraduate students? (multiple response)
- a. TAs assisting faculty: 30 departments, 52.6%
  - b. TAs alone teaching undergraduates: 20 departments, 35.1%
  - c. No TAs used to teach undergraduates: 7 departments, 12.3%
8. If yes to question #7, does the department have a formal program for the training of TAs in how to teach?
- a. Yes: 13 departments, 35.1%
  - b. No: 24 departments, 64.9%
9. If yes to question #7, does the department have a formal program for monitoring the performance of TAs?
- a. Yes: 25 departments, 67.6%
  - b. No: 12 departments, 32.4%
10. If yes to question #7, does the department have a formal program for the evaluation of TAs?
- a. Yes: 30 departments, 81.1%
  - b. No: 6 departments, 16.2%
  - c. Made no response/not applicable: 1 department, 2.7%

## B. Promotion and Tenure

1. Does the department have specific, written guidelines for promotion and tenure decisions?
- a. Yes: 19 departments, 43.2%
  - b. No: 25 departments, 56.8%
2. Who in the department determines the specific weighting given to each component in the teaching/research/service breakdown for promotion and tenure decisions? (multiple response)
- a. The chairperson of the department: 34 departments, 77.3%
  - b. The faculty tenure committee: 26 departments, 59.1%
  - c. Other: 8 departments, 18.2%
  - d. The entire departmental faculty: 3 departments, 6.8%
3. For each category below, the score reflects the university-wide departmental averages for the importance of each factor when evaluating faculty for tenure, promotion, and salary increase decisions. Responses were on a seven-point scale, with 1 as Not Important and 7 as Very Important.

### Responses in rank order:

1. Quality of teaching:	6.4
Quality of research:	6.4
2. Quality of publications:	6.3
3. Reputation in professional field:	5.8
4. Supervision of graduate study:	5.6
5. Number of publications:	5.3
6. Advising undergraduate students:	4.9
7. Extent of research experience:	4.8
8. Ability to obtain outside funding:	4.7
9. Affirmative action/equal employment:	4.6
10. Extent of teaching experience:	4.2
“Fit” with department or institution:	4.2
11. Institutional activities or service:	4.1
“Fit” with student body:	4.1
12. Community or professional service:	3.8
13. Related job experience:	3.1
14. Salary requirements:	2.6

### C. Teaching Awards

1. Does the department give awards for excellence in teaching of undergraduates?

- |         |                       |
|---------|-----------------------|
| a. Yes: | 10 departments, 22.7% |
| b. No:  | 34 departments, 77.3% |

2. If yes, are teaching assistants eligible for these awards?

- |         |                      |
|---------|----------------------|
| a. Yes: | 9 departments, 90.0% |
| b. No:  | 1 department, 10.0%  |

3. In what form are teaching awards made? (multiple response)

- |  |                      |
|--|----------------------|
| a. Recognition:                        | 7 departments, 70.0% |
| b. Monetary awards:                    | 6 departments, 60.0% |
| c. Other:                              | 3 departments, 30.0% |
| d. Funds for professional development: | 1 department, 10.0%  |
| e. Reduced administrative load:        | 1 department, 10.0%  |
| f. Leave time for research:            | 1 department, 10.0%  |

4. Are recipients of the undergraduate teaching awards eligible more than once?

- |                                     |                      |
|-------------------------------------|----------------------|
| a. Yes:                             | 7 departments, 70.0% |
| b. No:                              | 1 department, 10.0%  |
| c. Made no response/not applicable: | 2 departments, 20.0% |

### D. Research Awards

1. Does the department give awards for excellence in research?

- |         |                       |
|---------|-----------------------|
| a. Yes: | 4 departments, 9.1%   |
| b. No:  | 40 departments, 90.9% |

2. If yes, are teaching assistants eligible for these awards?

- a. Yes: 3 departments, 75.0%
- b. No: 1 department, 25.0%

3. In what form are research awards made? (multiple response)

- a. Monetary awards: 4 departments, 100.0%
- b. Recognition: 2 departments, 50.0%
- c. Reduced teaching load: 2 departments, 50.0%
- d. Leave time for research: 1 department, 25.0%
- e. Funds for professional development: 1 department, 25.0%
- f. Reduced administrative load: 1 department, 25.0%
- g. Other: 1 department, 25.0%

4. Are recipients of the research awards eligible more than once?

- a. Yes: 3 departments, 75.0%
- b. No: 1 department, 25.0%

**E. Faculty Courseload**

1. Percentage of introductory-level courses taught by:

	NCSU	UNC systemwide average
a. Full professors:	25.1%	18.6%
b. Associate professors:	16.2%	20.1%
c. Assistant professors:	10.7%	25.9%
d. Lecturers:	14.7%	18.0%
e. Teaching assistants:	19.8%	7.8%
f. Visiting faculty:	10.9%	9.2%

2. Percentage of advanced-level courses taught by:

a. Full professors:	32.8%	29.3%
b. Associate professors:	23.0%	28.6%
c. Assistant professors:	14.8%	24.6%
d. Lecturers:	9.3%	9.5%
e. Teaching assistants:	9.7%	1.7%
f. Visiting faculty:	5.1%	5.1%

3. Percentage of graduate-level courses taught by:

a. Full professors:	43.4%	38.2%
b. Associate professors:	37.6%	33.7%
c. Assistant professors:	14.4%	19.7%
d. Lecturers:	1.6%	2.8%
e. Teaching assistants:	0.4%	0.1%
f. Visiting faculty:	2.5%	4.1%

**F. Faculty Distribution (averaged by percentage for all departments)**

1. Full professors as a percentage of all *full-time* faculty:

NCSU: 46%                      UNC systemwide average: 35%

2. Associate professors as a percentage of all *full-time* faculty:  
NCSU: 31%                      UNC systemwide average: 32%
3. Assistant professors as a percentage of all *full-time* faculty:  
NCSU: 22%                      UNC systemwide average: 33%
4. Lecturers/visiting faculty as a percentage of *all* faculty:  
NCSU: 25%                      UNC systemwide average: 26%

**Results of North Carolina Center for Public Policy Research Survey:**

**How Do Universities in the UNC System Identify and Reward Good Teaching?**

**Results for: NORTH CAROLINA STATE UNIVERSITY, all deans responding (8)**

**SURVEY QUESTIONS AND TABULATION OF RESPONSES**

**A. Teaching Awards**

1. Does the school or college give awards for excellent teaching of undergraduates?
  - a. Yes: 6 schools/colleges, 75.0%
  - b. No: 2 schools/colleges, 25.0%
2. Are student evaluations used in determining undergraduate teaching awards?
  - a. Yes: 6 schools/colleges, 100.0%
  - b. No: 0 schools/colleges, 0.0%
3. Are teaching assistants eligible for these awards?
  - a. Yes: 2 schools/colleges, 33.3%
  - b. No: 4 schools/colleges, 66.7%
4. In what form are teaching awards made? (multiple response)
  - a. Monetary awards: 5 schools/colleges, 83.3%
  - b. Recognition: 5 schools/colleges, 83.3%
5. Are recipients of the undergraduate teaching awards eligible more than once?
  - a. Yes: 6 schools/colleges, 100.0%
  - b. No: 0 schools/colleges, 0.0%

**B. Research Awards**

1. Does the school or college give awards for excellence in research?
  - a. Yes: 4 schools/colleges, 50.0%
  - b. No: 4 schools/colleges, 50.0%

**2. Are teaching assistants eligible for these awards?**

- a. Yes: 2 schools/colleges, 50.0%
- b. No: 2 schools/colleges, 50.0%

**3. In what forms are research awards made? (multiple response)**

- a. Recognition: 4 schools/colleges, 100.0%
- b. Monetary awards: 3 schools/colleges, 75.0%

**4. Are recipients of the research awards eligible more than once?**

- a. Yes: 2 schools/colleges, 50.0%
- b. No: 2 schools/colleges, 50.0%

**Results of North Carolina Center for Public Policy Research Survey:**

**How Do Universities in the UNC System Identify and Reward Good Teaching?**

**Results for: PEMBROKE STATE UNIVERSITY, all departments responding (14)**

**SURVEY QUESTIONS AND TABULATION OF RESPONSES**

**A. Departmental evaluation policies or programs**

1. Is there a uniform university-wide or school-wide course and teaching evaluation survey of undergraduate students that your department is required to conduct?
  - a. Yes: 14 departments, 100.0%
  - b. No: 0 departments, 0.0%
  
2. Does the department conduct its own course and teaching evaluation survey of undergraduate students?
  - a. Yes: 1 department, 7.1%
  - b. No: 11 departments, 78.6%
  - c. Made no response/not applicable: 2 departments, 14.3%
  
3. How frequently does the department conduct student evaluations?
  - a. Once during the academic year: 10 departments, 71.4%
  - b. Every semester: 3 departments, 21.4%
  - c. Other: 1 department, 7.1%
  
4. Are the evaluations conducted for each section of every course taught to undergraduates in the department?
  - a. Yes: 14 departments, 100.0%
  - b. No: 0 departments, 0.0%
  
5. How are the results of the evaluations used? (multiple response)
  - a. To provide feedback to the instructor: 14 departments, 100.0%
  - b. For monitoring performance in order to enhance teaching skills: 13 departments, 92.8%
  - c. As part of the instructor's file for tenure, promotion, and merit pay increases: 12 departments, 85.7%
  - d. As a basis for determining teaching awards: 3 departments, 21.4%
  
6. What other systematic evaluations of teaching skills does the department conduct? (multiple response)
  - a. Self-evaluation by faculty members: 13 departments, 92.8%
  - b. Visitation of classrooms by department chairs: 12 departments, 85.7%
  - c. Visitation of classrooms by faculty members: 10 departments, 71.4%
  - d. Assessment of course syllabi, readings, and examinations by faculty members: 7 departments, 50.0%
  - e. Assessment by measures of student performance (i.e., test scores, etc.): 3 departments, 21.4%

7. Does the department have graduate teaching assistants (TAs) teaching undergraduate students? (multiple response)

a. No TAs used to teach undergraduates: 14 departments, 100.0%

## B. Promotion and Tenure

1. Does the department have specific, written guidelines for promotion and tenure decisions?

a. Yes: 2 departments, 14.3%

b. No: 11 departments, 78.6%

c. Made no response/not applicable: 1 department, 7.1%

2. Who in the department determines the specific weighting given to each component in the teaching/research/service breakdown for promotion and tenure decisions? (multiple response)

a. The entire departmental faculty: 7 departments, 50.0%

b. The chairperson of the department: 4 departments, 28.6%

c. The faculty tenure committee: 3 departments, 21.4%

d. Other: 2 departments, 14.3%

3. For each category below, the score reflects the **university-wide departmental averages** for the importance of each factor when evaluating faculty for tenure, promotion, and salary increase decisions. Responses were on a seven-point scale, with 1 as Not Important and 7 as Very Important.

### Responses in rank order:

1. Quality of teaching:	6.9
2. Quality of publications:	5.5
3. Advising undergraduate students:	5.4
4. Quality of research:	5.3
5. Community or professional service:	5.0
Institutional activities or service:	5.0
6. "Fit" with department or institution:	4.7
7. Extent of research experience:	4.5
8. "Fit" with student body:	4.4
9. Reputation in professional field:	4.3
10. Extent of teaching experience:	4.2
11. Number of publications:	4.1
Affirmative action/equal employment:	4.1
12. Ability to obtain outside funding:	3.5
13. Related job experience:	3.3
Supervision of graduate study:	3.3
14. Salary requirements:	3.1

## C. Teaching Awards

1. Does the department give awards for excellence in teaching of undergraduates?

a. Yes: 0 departments, 0.0%

b. No: 14 departments, 100.0%

## D. Research Awards

### 1. Does the department give awards for excellence in research?

- a. Yes: 1 department, 7.1%  
 b. No: 13 departments, 92.9%

### 2. If yes, are teaching assistants eligible for these awards?

- a. Yes: 0 departments, 0.0%  
 b. No: 0 departments, 0.0%  
 c. Made no response/not applicable: 1 department, 100.0%

### 3. In what form are research awards made? (multiple response)

- a. Reduced teaching load: 1 department, 100.0%

### 4. Are recipients of the research awards eligible more than once?

- a. Yes: 0 departments, 0.0%  
 b. No: 1 department, 100.0%

## E. Faculty Courseload

### 1. Percentage of introductory-level courses taught by:

	PSU	UNC systemwide average
a. Full professors:	26.8%	18.6%
b. Associate professors:	25.5%	20.1%
c. Assistant professors:	20.1%	25.9%
d. Lecturers:	19.1%	18.0%
e. Teaching assistants:	0.0%	7.8%
f. Visiting faculty:	8.1%	9.2%

### 2. Percentage of advanced-level courses taught by:

a. Full professors:	38.5%	29.3%
b. Associate professors:	24.4%	28.6%
c. Assistant professors:	22.9%	24.6%
d. Lecturers:	11.5%	9.5%
e. Teaching assistants:	0.0%	1.7%
f. Visiting faculty:	2.4%	5.1%

### 3. Percentage of graduate-level courses taught by:

a. Full professors:	75.4%	38.2%
b. Associate professors:	13.0%	33.7%
c. Assistant professors:	0.0%	19.7%
d. Lecturers:	11.6%	2.8%
e. Teaching assistants:	0.0%	0.1%
f. Visiting faculty:	0.0%	4.1%

**F. Faculty Distribution (averaged by percentage for all departments)**

1. Full professors as a percentage of all *full-time* faculty:  
PSU: 47%                      UNC systemwide average: 35%
2. Associate professors as a percentage of all *full-time* faculty:  
PSU: 25%                      UNC systemwide average: 32%
3. Assistant professors as a percentage of all *full-time* faculty:  
PSU: 28%                      UNC systemwide average: 33%
4. Lecturers/visiting faculty as a percentage of *all* faculty:  
PSU: 34%                      UNC systemwide average: 26%

**Results of North Carolina Center for Public Policy Research Survey:  
How Do Universities in the UNC System Identify and Reward Good Teaching?**

**Results for: UNC-ASHEVILLE, all departments responding (11)**

**SURVEY QUESTIONS AND TABULATION OF RESPONSES**

**A. Departmental evaluation policies or programs**

1. Is there a uniform university-wide or school-wide course and teaching evaluation survey of undergraduate students that your department is required to conduct?

a. Yes:	11 departments, 100.0%
b. No:	0 departments, 0.0%

2. Does the department conduct its own course and teaching evaluation survey of undergraduate students?

a. Yes:	3 departments, 27.3%
b. No:	6 departments, 54.5%
c. Made no response/not applicable:	2 departments, 18.2%

3. How frequently does the department conduct student evaluations?

a. Every semester:	11 departments, 100.0%
--------------------	------------------------

4. Are the evaluations conducted for each section of every course taught to undergraduates in the department?

a. Yes:	7 departments, 63.6%
b. No:	4 departments, 36.4%

5. How are the results of the evaluations used? (multiple response)

a. To provide feedback to the instructor:	11 departments, 100.0%
b. As part of the instructor's file for tenure, promotion, and merit pay increases:	11 departments, 100.0%
c. For monitoring performance in order to enhance teaching skills:	11 departments, 100.0%
d. As a basis for determining teaching awards:	5 departments, 45.4%
e. Other:	1 department, 9.1%

6. What other systematic evaluations of teaching skills does the department conduct? (multiple response)

a. Visitation of classrooms by department chairs:	8 departments, 72.7%
b. Assessment of course syllabi, readings, and examinations by faculty members:	7 departments, 63.4%
c. Self-evaluation by faculty members:	5 departments, 45.4%
d. Visitation of classrooms by faculty members:	5 departments, 45.4%
e. Assessment by measures of student performance (i.e., test scores, etc.):	3 departments, 27.3%
f. Other:	3 departments, 27.3%
g. Videotaping of lectures and accompanying assessment of performance:	2 departments, 18.2%

7. Does the department have graduate teaching assistants (TAs) teaching undergraduate students? (multiple response)

a. No TAs used to teach undergraduates: 11 departments, 100.0%

## B. Promotion and Tenure

1. Does the department have specific, written guidelines for promotion and tenure decisions?

a. Yes: 3 departments, 27.3%

b. No: 8 departments, 72.7%

2. Who in the department determines the specific weighting given to each component in the teaching/research/service breakdown for promotion and tenure decisions? (multiple response)

a. The chairperson of the department: 9 departments, 81.8%

b. The faculty tenure committee: 6 departments, 54.5%

c. Other: 2 departments, 18.2%

d. The entire departmental faculty: 1 department, 9.1%

3. For each category below, the score reflects the university-wide departmental averages for the importance of each factor when evaluating faculty for tenure, promotion, and salary increase decisions. Responses were on a seven-point scale, with 1 as Not Important and 7 as Very Important.

### Responses in rank order:

1. Quality of teaching:	6.8
2. "Fit" with student body:	5.9
3. "Fit" with department or institution:	5.8
4. Quality of research:	5.4
Quality of publications:	5.4
5. Institutional activities or service:	5.3
6. Extent of teaching experience:	5.1
7. Advising undergraduate students:	5.0
8. Reputation in professional field:	4.9
9. Affirmative action/equal employment:	4.8
10. Community or professional service:	4.7
11. Extent of research experience:	4.1
12. Number of publications:	3.9
13. Ability to obtain outside funding:	3.2
Related job experience:	3.2
14. Salary requirements:	3.0
15. Supervision of graduate study:	1.0

## C. Teaching Awards

1. Does the department give awards for excellence in teaching of undergraduates?

a. Yes: 0 departments, 0.0%

b. No: 11 departments, 100.0%

## D. Research Awards

### 1. Does the department give awards for excellence in research?

- a. Yes: 0 departments, 0.0%  
b. No: 11 departments, 100.0%

## E. Faculty Courseload

### 1. Percentage of introductory-level courses taught by:

	UNC-A	UNC systemwide average
a. Full professors:	17.4%	18.6%
b. Associate professors:	14.7%	20.1%
c. Assistant professors:	26.1%	25.9%
d. Lecturers:	25.7%	18.0%
e. Teaching assistants:	0.0%	7.8%
f. Visiting faculty:	15.8%	9.2%

### 2. Percentage of advanced-level courses taught by:

a. Full professors:	21.9%	29.3%
b. Associate professors:	32.8%	28.6%
c. Assistant professors:	31.2%	24.6%
d. Lecturers:	7.3%	9.5%
e. Teaching assistants:	0.0%	1.7%
f. Visiting faculty:	6.6%	5.1%

### 3. Percentage of graduate-level courses taught: not applicable

## F. Faculty Distribution (averaged by percentage for all departments)

### 1. Full professors as a percentage of all *full-time* faculty:

UNC-A: 28%      UNC systemwide average: 35%

### 2. Associate professors as a percentage of all *full-time* faculty:

UNC-A: 30%      UNC systemwide average: 32%

### 3. Assistant professors as a percentage of all *full-time* faculty:

UNC-A: 42%      UNC systemwide average: 33%

### 4. Lecturers/visiting faculty as a percentage of *all* faculty:

UNC-A: 44%      UNC systemwide average: 26%

**Results of North Carolina Center for Public Policy Research Survey:**

**How Do Universities in the UNC System Identify and Reward Good Teaching?**

**Results for: UNC-CHAPEL HILL, all departments responding (35)**

**SURVEY QUESTIONS AND TABULATION OF RESPONSES**

**A. Departmental evaluation policies or programs**

1. Is there a uniform university-wide or school-wide course and teaching evaluation survey of undergraduate students that your department is required to conduct?

- |         |                       |
|---------|-----------------------|
| a. Yes: | 18 departments, 51.4% |
| b. No:  | 17 departments, 48.6% |

2. Does the department conduct its own course and teaching evaluation survey of undergraduate students?

- |                                     |                       |
|-------------------------------------|-----------------------|
| a. Yes:                             | 24 departments, 68.6% |
| b. No:                              | 9 departments, 25.7%  |
| c. Made no response/not applicable: | 2 departments, 5.7%   |

3. How frequently does the department conduct student evaluations?

- |                                     |                       |
|-------------------------------------|-----------------------|
| a. Every semester:                  | 32 departments, 91.4% |
| b. Other:                           | 2 departments, 5.7%   |
| d. At the chairperson's discretion: | 1 department, 2.9%    |

4. Are the evaluations conducted for each section of every course taught to undergraduates in the department?

- |                                     |                       |
|-------------------------------------|-----------------------|
| a. Yes:                             | 22 departments, 62.8% |
| b. No:                              | 12 departments, 34.3% |
| c. Made no response/not applicable: | 1 department, 2.8%    |

5. How are the results of the evaluations used? (multiple response)

- |   |                       |
|---|-----------------------|
| a. To provide feedback to the instructor:   | 34 departments, 97.1% |
| b. As part of the instructor's file for tenure, promotion, and merit pay increases: | 30 departments, 85.7% |
| c. For monitoring performance in order to enhance teaching skills:                  | 25 departments, 71.4% |
| d. As a basis for determining teaching awards:                                      | 17 departments, 48.6% |
| e. Other:   | 3 departments, 8.6%   |

6. What other systematic evaluations of teaching skills does the department conduct? (multiple response)

- |   |                       |
|---|-----------------------|
| a. Visitation of classrooms by faculty members:                                 | 29 departments, 82.8% |
| b. Assessment of course syllabi, readings, and examinations by faculty members: | 17 departments, 48.6% |
| c. Videotaping of lectures and accompanying assessment of performance:          | 14 departments, 40.0% |
| d. Visitation of classrooms by department chairs:                               | 10 departments, 28.6% |

- e. Self-evaluation by faculty members: 7 departments, 20.0%
- f. Assessment by measures of student performance (i.e., test scores, etc.): 6 departments, 17.1%
- g. Other: 6 departments, 17.1%
7. Does the department have graduate teaching assistants teaching undergraduate students? (multiple response)
- a. TAs alone teaching undergraduates: 32 departments, 91.4%
- b. TAs assisting faculty: 25 departments, 71.4%
- b. No TAs used to teach undergraduates: 1 department, 2.8%
8. If yes to question #7, does the department have a formal program for the training of TAs in how to teach?
- a. Yes: 28 departments, 82.4%
- b. No: 6 departments, 17.6%
9. If yes to question #7, does the department have a formal program for monitoring the performance of TAs?
- a. Yes: 29 departments, 85.3%
- b. No: 5 departments, 14.7%
10. If yes to question #7, does the department have a formal program for the evaluation of TAs?
- a. Yes: 29 departments, 85.3%
- b. No: 4 departments, 11.8%
- c. Made no response/not applicable: 1 department, 2.9%

## B. Promotion and Tenure

1. Does the department have specific, written guidelines for promotion and tenure decisions?
- a. Yes: 32 departments, 91.4%
- b. No: 3 departments, 8.6%
2. Who in the department determines the specific weighting given to each component in the teaching/research/service breakdown for promotion and tenure decisions? (multiple response)
- a. The chairperson of the department: 23 departments, 65.7%
- b. The faculty tenure committee: 23 departments, 65.7%
- c. The entire departmental faculty: 16 departments, 45.7%
- d. Other: 9 departments, 25.7%
3. For each category below, the score reflects the university-wide departmental averages for the importance of each factor when evaluating faculty for tenure, promotion, and salary increase decisions. Responses were on a seven-point scale, with 1 as Not Important and 7 as Very Important.

### Responses in rank order:

1. Quality of publications:	6.9
2. Quality of research:	6.8
3. Quality of teaching:	6.2
4. Reputation in professional field:	6.1
5. Extent of research experience:	5.3
Supervision of graduate study:	5.3
6. Number of publications:	5.1
Affirmative action/equal employment:	5.1
7. "Fit" with department or institution:	4.8
8. Community or professional service:	4.5
Institutional activities or service:	4.5
9. "Fit" with student body:	4.3
10. Extent of teaching experience:	4.1
11. Advising undergraduate students:	4.0
12. Ability to obtain outside funding:	3.3
13. Related job experience:	3.2
14. Salary requirements:	2.9

### C. Teaching Awards

1. Does the department give awards for excellence in teaching of undergraduates?
  - a. Yes: 7 departments, 20.0%
  - b. No: 28 departments, 80.0%
2. If yes, are teaching assistants eligible for these awards?
  - a. Yes: 7 departments, 100.0%
  - b. No: 0 departments, 0.0%
3. In what form are teaching awards made? (multiple response)
  - a. Recognition: 7 departments, 100.0%
  - b. Monetary awards: 6 departments, 85.7%
  - c. Other: 2 departments, 28.6%
4. Are recipients of the undergraduate teaching awards eligible more than once?
  - a. Yes: 4 departments, 57.1%
  - b. No: 2 departments, 28.6%
  - c. Made no response/not applicable: 1 department, 14.3%

### D. Research Awards

1. Does the department give awards for excellence in research?
  - a. Yes: 4 departments, 11.4%
  - b. No: 31 departments, 88.6%
2. If yes, are teaching assistants eligible for these awards?
  - a. Yes: 2 departments, 50.0%
  - b. No: 1 department, 25.0%
  - c. Made no response/not applicable: 1 department, 25.0%

3. In what form are research awards made? (multiple response)

a. Recognition:	3 departments, 75.0%
b. Monetary awards:	2 departments, 50.0%
d. Leave time for research:	2 departments, 50.0%

4. Are recipients of the research awards eligible more than once?

a. Yes:	4 departments, 100.0%
b. No:	0 departments, 0.0%

**E. Faculty Courseload**

1. Percentage of introductory-level courses taught by:

	UNC-CH	UNC systemwide average
a. Full professors:	20.2%	18.6%
b. Associate professors:	10.3%	20.1%
c. Assistant professors:	9.4%	25.9%
d. Lecturers:	5.8%	18.0%
e. Teaching assistants:	48.1%	7.8%
f. Visiting faculty:	6.0%	9.2%

2. Percentage of advanced-level courses taught by:

a. Full professors:	35.4%	29.3%
b. Associate professors:	21.2%	28.6%
c. Assistant professors:	18.9%	24.6%
d. Lecturers:	8.7%	9.5%
e. Teaching assistants:	9.5%	1.7%
f. Visiting faculty:	8.7%	5.1%

3. Percentage of graduate-level courses taught by:

a. Full professors:	47.9%	38.2%
b. Associate professors:	20.9%	33.7%
c. Assistant professors:	17.3%	19.7%
d. Lecturers:	1.7%	2.8%
e. Teaching assistants:	0.5%	0.1%
f. Visiting faculty:	10.8%	4.1%

**F. Faculty Distribution (averaged by percentage for all departments)**

1. Full professors as a percentage of all *full-time* faculty:

UNC-CH: 54%                      UNC systemwide average: 35%

2. Associate professors as a percentage of all *full-time* faculty:

UNC-CH: 26%                      UNC systemwide average: 32%

3. Assistant professors as a percentage of all *full-time* faculty:

UNC-CH: 20%                      UNC systemwide average: 33%

4. Lecturers/visiting faculty as a percentage of *all* faculty:

UNC-CH: 25%                      UNC systemwide average: 26%

Results of North Carolina Center for Public Policy Research Survey:

How Do Universities in the UNC System Identify and Reward Good Teaching?

Results for: UNC-CHAPEL HILL, all deans responding (4)

SURVEY QUESTIONS AND TABULATION OF RESPONSES

A. Teaching Awards

1. Does the school or college give awards for excellent teaching of undergraduates?
  - a. Yes: 3 schools/colleges, 75.0%
  - b. No: 1 school/college, 25.0%
2. Are student evaluations used in determining undergraduate teaching awards?
  - a. Yes: 3 schools/colleges, 100.0%
  - b. No: 0 schools/colleges, 0.0%
3. Are teaching assistants eligible for these awards?
  - a. Yes: 0 schools/colleges, 0.0%
  - b. No: 2 schools/colleges, 66.7%
  - c. Made no response/not applicable: 1 school/college, 33.3%
4. In what form are teaching awards made? (multiple response)
  - a. Recognition: 3 schools/colleges, 100.0%
  - b. Monetary awards: 2 schools/colleges, 66.7%
  - c. Funds for professional development: 2 schools/colleges, 66.7%
  - d. Other: 1 school/college, 33.3%
5. Are recipients of the undergraduate teaching awards eligible more than once?
  - a. Yes: 2 schools/colleges, 66.7%
  - b. No: 1 school/college, 33.3%

B. Research Awards

1. Does the school or college give awards for excellence in research?
  - a. Yes: 2 schools/colleges, 50.0%
  - b. No: 2 schools/colleges, 50.0%
2. Are teaching assistants eligible for these awards?
  - a. Yes: 0 schools/colleges, 0.0%
  - b. No: 2 schools/colleges, 100.0%
3. In what forms are research awards made? (multiple response)
  - a. Monetary awards: 2 schools/colleges, 100.0%
  - b. Recognition: 1 school/college, 50.0%
  - c. Funds for professional development: 1 school/college, 50.0%
  - d. Reduced teaching load: 1 school/college, 50.0%
4. Are recipients of the research awards eligible more than once?
  - a. Yes: 2 schools/colleges, 100.0%
  - b. No: 0 schools/colleges, 0.0%

**Results of North Carolina Center for Public Policy Research Survey:**

**How Do Universities in the UNC System Identify and Reward Good Teaching?**

**Results for: UNC-CHARLOTTE, all departments responding (27)**

**SURVEY QUESTIONS AND TABULATION OF RESPONSES**

**A. Departmental evaluation policies or programs**

1. Is there a uniform university-wide or school-wide course and teaching evaluation survey of undergraduate students that your department is required to conduct?
  - a. Yes: 10 departments, 37.0%
  - b. No: 17 departments, 63.0%
  
2. Does the department conduct its own course and teaching evaluation survey of undergraduate students?
  - a. Yes: 21 departments, 77.8%
  - b. No: 6 departments, 22.2%
  
3. How frequently does the department conduct student evaluations?
  - a. Every semester: 26 departments, 96.3%
  - b. Other: 1 department, 3.7%
  
4. Are the evaluations conducted for each section of every course taught to undergraduates in the department?
  - a. Yes: 25 departments, 92.6%
  - b. No: 2 departments, 7.4%
  
5. How are the results of the evaluations used? (multiple response)
  - a. To provide feedback to the instructor: 27 departments, 100.0%
  - b. As part of the instructor's file for tenure, promotion, and merit pay increases: 27 departments, 100.0%
  - c. For monitoring performance in order to enhance teaching skills: 22 departments, 81.5%
  - d. As a basis for determining teaching awards: 9 departments, 33.3%
  - e. Other: 3 departments, 11.1%
  
6. What other systematic evaluations of teaching skills does the department conduct? (multiple response)
  - a. Assessment of course syllabi, readings, and examinations by faculty members: 12 departments, 44.4%
  - b. Self-evaluation by faculty members: 10 departments, 37.0%
  - c. Visitation of classrooms by faculty members: 7 departments, 25.9%
  - d. Other: 6 departments, 22.2%
  - e. Assessment by measures of student performance (i.e., test scores, etc.): 4 departments, 14.8%
  - f. Visitation of classrooms by department chairs: 1 department, 3.7%

7. Does the department have graduate teaching assistants (TAs) teaching undergraduate students? (multiple response)
- a. TAs assisting faculty: 13 departments, 39.4%
  - b. No TAs used to teach undergraduates: 12 departments, 36.4%
  - c. TAs alone teaching undergraduates: 8 departments, 24.2%
8. If yes to question #7, does the department have a formal program for the training of TAs in how to teach?
- a. Yes: 5 departments, 33.3%
  - b. No: 8 departments, 53.3%
  - c. Made no response/not applicable: 2 departments, 13.3%
9. If yes to question #7, does the department have a formal program for monitoring the performance of TAs?
- a. Yes: 10 departments, 66.7%
  - b. No: 3 departments, 20.0%
  - c. Made no response/not applicable: 2 departments, 13.3%
10. If yes to question #7, does the department have a formal program for the evaluation of TAs?
- a. Yes: 8 departments, 53.3%
  - b. No: 5 departments, 33.3%
  - c. Made no response/not applicable: 2 departments, 13.3%

## B. Promotion and Tenure

1. Does the department have specific, written guidelines for promotion and tenure decisions?
- a. Yes: 20 departments, 74.1%
  - b. No: 6 departments, 22.2%
  - c. Made no response/not applicable: 1 department, 3.7%
2. Who in the department determines the specific weighting given to each component in the teaching/research/service breakdown for promotion and tenure decisions? (multiple response)
- a. The chairperson of the department: 18 departments, 66.7%
  - b. The faculty tenure committee: 14 departments, 51.2%
  - c. The entire departmental faculty: 7 departments, 25.9%
  - d. Other: 5 departments, 18.5%
3. For each category below, the score reflects the university-wide departmental averages for the importance of each factor when evaluating faculty for tenure, promotion, and salary increase decisions. Responses were on a seven-point scale, with 1 as Not Important and 7 as Very Important.

### Responses in rank order:

1. Quality of teaching:	6.4
2. Quality of research:	6.2
3. Quality of publications:	5.9
4. Number of publications:	5.7
5. Extent of research experience:	5.3
6. Reputation in professional field:	5.1
7. Ability to obtain outside funding:	4.5
"Fit" with department or institution:	4.5
8. Community or professional service:	4.4
Institutional activities or service:	4.4
Supervision of graduate study:	4.4
9. Advising undergraduate students:	4.1
10. "Fit" with student body:	4.0
11. Extent of teaching experience:	3.9
12. Affirmative action/equal employment:	3.8
13. Related job experience:	3.0
14. Salary requirements:	2.7

### C. Teaching Awards

1. Does the department give awards for excellence in teaching of undergraduates?

a. Yes:	0 departments, 0.0%
b. No:	27 departments, 100.0%

### D. Research Awards

1. Does the department give awards for excellence in research?

a. Yes:	0 departments, 0.0%
b. No:	27 departments, 100.0%

### E. Faculty Courseload

1. Percentage of introductory-level courses taught by:

	UNC-C	UNC systemwide average
a. Full professors:	15.8%	18.6%
b. Associate professors:	19.3%	20.1%
c. Assistant professors:	20.0%	25.9%
d. Lecturers:	24.5%	18.0%
e. Teaching assistants:	6.3%	7.8%
f. Visiting faculty:	14.8%	9.2%

2. Percentage of advanced-level courses taught by:

a. Full professors:	25.8%	29.3%
b. Associate professors:	29.2%	28.6%
c. Assistant professors:	27.9%	24.6%
d. Lecturers:	8.5%	9.5%
e. Teaching assistants:	2.7%	1.7%
f. Visiting faculty:	5.9%	5.1%

3. Percentage of graduate-level courses taught by:

a. Full professors:	27.2%	38.2%
b. Associate professors:	41.1%	33.7%
c. Assistant professors:	25.0%	19.7%
d. Lecturers:	0.4%	2.8%
e. Teaching assistants:	0.0%	0.1%
f. Visiting faculty:	6.2%	4.1%

**F. Faculty Distribution (averaged by percentage for all departments)**

1. Full professors as a percentage of all *full-time* faculty:  
UNC-C: 30%                      UNC systemwide average: 35%
2. Associate professors as a percentage of all *full-time* faculty:  
UNC-C: 35%                      UNC systemwide average: 32%
3. Assistant professors as a percentage of all *full-time* faculty:  
UNC-C: 35%                      UNC systemwide average: 33%
4. Lecturers/visiting faculty as a percentage of *all* faculty:  
UNC-C: 26%                      UNC systemwide average: 26%

**Results of North Carolina Center for Public Policy Research Survey:**

**How Do Universities in the UNC System Identify and Reward Good Teaching?**

**Results for: UNC-CHARLOTTE, all deans responding (6)**

**SURVEY QUESTIONS AND TABULATION OF RESPONSES**

**A. Teaching Awards**

1. Does the school or college give awards for excellent teaching of undergraduates?
  - a. Yes: 1 school/college, 16.7%
  - b. No: 5 schools/colleges, 83.3%
2. Are student evaluations used in determining undergraduate teaching awards?
  - a. Yes: 0 schools/colleges, 0.0%
  - b. No: 0 schools/colleges, 0.0%
  - c. Made no response/not applicable: 1 school/college, 100.0%
3. Are teaching assistants eligible for these awards?
  - a. Yes: 0 schools/colleges, 0.0%
  - b. No: 1 school/college, 100.0%
4. In what form are teaching awards made? (multiple response)
  - a. Funds for professional development: 1 school/college, 100.0%
  - b. Reduced administrative load: 1 school/college, 100.0%

5. Are recipients of the undergraduate teaching awards eligible more than once?

a. Yes:	0 schools/colleges,	0.0%
b. No:	0 schools/colleges,	0.0%
c. Made no response/not applicable:	1 school/college,	100.0%

**B. Research Awards**

1. Does the school or college give awards for excellence in research?

a. Yes:	1 school/college,	16.7%
b. No:	5 schools/colleges,	83.3%

2. Are teaching assistants eligible for these awards?

a. Yes:	1 school/college,	100.0%
b. No:	0 schools/colleges,	0.0%

3. In what forms are research awards made? (multiple response)

a. Funds for professional development:	1 school/college,	100.0%
b. Reduced teaching load:	1 school/college,	100.0%

4. Are recipients of the research awards eligible more than once?

a. Yes:	0 schools/colleges,	0.0%
b. No:	0 schools/colleges,	0.0%
c. Made no response/not applicable:	1 school/college,	100.0%

**Results of North Carolina Center for Public Policy Research Survey:**

**How Do Universities in the UNC System Identify and Reward Good Teaching?**

**Results for: UNC-GREENSBORO, all departments responding (28)**

**SURVEY QUESTIONS AND TABULATION OF RESPONSES**

**A. Departmental evaluation policies or programs**

1. Is there a uniform university-wide or school-wide course and teaching evaluation survey of undergraduate students that your department is required to conduct?

- |                                     |                       |
|-------------------------------------|-----------------------|
| a. Yes:                             | 10 departments, 35.7% |
| b. No:                              | 17 departments, 60.7% |
| c. Made no response/not applicable: | 1 department, 3.6%    |

2. Does the department conduct its own course and teaching evaluation survey of undergraduate students?

- |                                     |                       |
|-------------------------------------|-----------------------|
| a. Yes:                             | 23 departments, 82.1% |
| b. No:                              | 4 departments, 14.3%  |
| c. Made no response/not applicable: | 1 department, 3.6%    |

3. How frequently does the department conduct student evaluations?

- |                                   |                       |
|-----------------------------------|-----------------------|
| a. Every semester:                | 23 departments, 82.1% |
| b. Other:                         | 3 departments, 10.7%  |
| c. Once during the academic year: | 2 departments, 7.1%   |

4. Are the evaluations conducted for each section of every course taught to undergraduates in the department?

- |         |                       |
|---------|-----------------------|
| a. Yes: | 18 departments, 64.3% |
| b. No:  | 10 departments, 35.7% |

5. How are the results of the evaluations used? (multiple response)

- |   |                       |
|---|-----------------------|
| a. To provide feedback to the instructor:   | 27 departments, 96.4% |
| b. As part of the instructor's file for tenure, promotion, and merit pay increases: | 27 departments, 96.4% |
| c. For monitoring performance in order to enhance teaching skills:                  | 25 departments, 89.3% |
| d. As a basis for determining teaching awards:                                      | 20 departments, 71.4% |
| e. Other:   | 1 department, 3.6%    |

6. What other systematic evaluations of teaching skills does the department conduct? (multiple response)

- |   |                       |
|---|-----------------------|
| a. Assessment of course syllabi, readings, and examinations by faculty members: | 14 departments, 50.0% |
| b. Visitation of classrooms by faculty members:                                 | 13 departments, 46.4% |
| c. Self-evaluation by faculty members:  | 11 departments, 39.3% |
| d. Visitation of classrooms by department chairs:                               | 10 departments, 35.7% |

- e. Assessment by measures of student performance  
(i.e., test scores, etc.): 6 departments, 21.4%
- f. Other: 6 departments, 21.4%
- g. Videotaping of lectures and accompanying  
assessment of performance: 1 department, 3.6%
7. Does the department have graduate teaching assistants (TAs) teaching undergraduate students? (multiple response)
- a. No TAs used to teach undergraduates: 12 departments, 42.9%
- b. TAs assisting faculty: 10 departments, 35.7%
- c. TAs alone teaching undergraduates: 9 departments, 32.1%
- d. Made no response/not applicable: 2 departments, 7.1%
8. If yes to question #7, does the department have a formal program for the training of TAs in how to teach?
- a. Yes: 7 departments, 43.8%
- b. No: 9 departments, 56.2%
9. If yes to question #7, does the department have a formal program for monitoring the performance of TAs?
- a. Yes: 11 departments, 68.7%
- b. No: 4 departments, 25.0%
- c. Made no response/not applicable: 1 department, 6.3%
10. If yes to question #7, does the department have a formal program for the evaluation of TAs?
- a. Yes: 11 departments, 68.7%
- b. No: 4 departments, 25.0%
- c. Made no response/not applicable: 1 department, 6.3%

## B. Promotion and Tenure

1. Does the department have specific, written guidelines for promotion and tenure decisions?
- a. Yes: 4 departments, 14.3%
- b. No: 24 departments, 85.7%
2. Who in the department determines the specific weighting given to each component in the teaching/research/service breakdown for promotion and tenure decisions? (multiple response)
- a. The chairperson of the department: 16 departments, 57.1%
- b. The faculty tenure committee: 13 departments, 46.4%
- c. Other: 8 departments, 28.6%
- d. The entire departmental faculty: 4 departments, 14.3%
3. For each category below, the score reflects the university-wide departmental averages for the importance of each factor when evaluating faculty for tenure, promotion, and salary increase decisions. Responses were on a seven-point scale, with 1 as Not Important and 7 as Very Important.

**Responses in rank order:**

1. Quality of research:	6.6
2. Quality of publications:	6.5
3. Quality of teaching:	6.3
4. Reputation in professional field:	5.5
5. Number of publications:	5.4
6. Extent of research experience:	5.1
7. Institutional activities or service:	4.6
8. "Fit" with department or institution:	4.4
9. Community or professional service:	4.1
"Fit" with student body:	4.1
10. Ability to obtain outside funding:	4.0
Supervision of graduate study:	4.0
11. Advising undergraduate students:	3.9
12. Extent of teaching experience:	3.8
13. Affirmative action/equal employment:	3.5
14. Related job experience:	2.8
15. Salary requirements:	2.6

**C. Teaching Awards**

1. Does the department give awards for excellence in teaching of undergraduates?

a. Yes:	1 department, 3.6%
b. No:	27 departments, 96.4%

2. If yes, are teaching assistants eligible for these awards?

a. Yes:	1 department, 100.0%
b. No:	0 departments, 0.0%

3. In what form are teaching awards made? (multiple response)

a. Recognition:	1 department, 100.0%
b. Other:	1 department, 100.0%

4. Are recipients of the undergraduate teaching awards eligible more than once?

a. Yes:	1 department, 100.0%
b. No:	0 departments, 0.0%

**D. Research Awards**

1. Does the department give awards for excellence in research?

a. Yes:	1 department, 3.6%
b. No:	27 departments, 96.4%

2. If yes, are teaching assistants eligible for these awards?

a. Yes:	0 departments, 0.0%
b. No:	1 department, 100.0%

3. In what form are research awards made? (multiple response)

- a. Reduced teaching load: 1 department, 100.0%
- b. Leave time for research: 1 department, 100.0%

4. Are recipients of the research awards eligible more than once?

- a. Yes: 1 departments, 100.0%
- b. No: 0 departments, 0.0%

**E. Faculty Courseload**

1. Percentage of introductory-level courses taught by:

	UNC-G	UNC systemwide average
a. Full professors:	13.5%	18.6%
b. Associate professors:	14.8%	20.1%
c. Assistant professors:	18.4%	25.9%
d. Lecturers:	35.6%	18.0%
e. Teaching assistants:	11.7%	7.8%
f. Visiting faculty:	6.9%	9.2%

2. Percentage of advanced-level courses taught by:

a. Full professors:	28.4%	29.3%
b. Associate professors:	28.2%	28.6%
c. Assistant professors:	24.3%	24.6%
d. Lecturers:	15.0%	9.5%
e. Teaching assistants:	1.7%	1.7%
f. Visiting faculty:	2.3%	5.1%

3. Percentage of graduate-level courses taught by:

a. Full professors:	37.8%	38.2%
b. Associate professors:	32.4%	33.7%
c. Assistant professors:	20.6%	19.7%
d. Lecturers:	7.5%	2.8%
e. Teaching assistants:	0.1%	0.1%
f. Visiting faculty:	1.3%	4.1%

**F. Faculty Distribution (averaged by percentage for all departments)**

1. Full professors as a percentage of all *full-time* faculty:

UNC-G: 33%                      UNC systemwide average: 35%

2. Associate professors as a percentage of all *full-time* faculty:

UNC-G: 38%                      UNC systemwide average: 32%

3. Assistant professors as a percentage of all *full-time* faculty:

UNC-G: 28%                      UNC systemwide average: 33%

4. Lecturers/visiting faculty as a percentage of *all* faculty:

UNC-G: 32%                      UNC systemwide average: 26%

**Results of North Carolina Center for Public Policy Research Survey:**

**How Do Universities in the UNC System Identify and Reward Good Teaching?**

**Results for: UNC-GREENSBORO, all deans responding (5)**

**SURVEY QUESTIONS AND TABULATION OF RESPONSES**

**A. Teaching Awards**

1. Does the school or college give awards for excellent teaching of undergraduates?
  - a. Yes: 2 schools/colleges, 40.0%
  - b. No: 3 schools/colleges, 60.0%
  
2. Are student evaluations used in determining undergraduate teaching awards?
  - a. Yes: 1 school/college, 50.0%
  - b. No: 1 school/college, 50.0%
  
3. Are teaching assistants eligible for these awards?
  - a. Yes: 0 schools/colleges, 0.0%
  - b. No: 2 schools/colleges, 100.0%
  
4. In what form are teaching awards made? (multiple response)
  - a. Monetary awards: 1 school/college, 50.0%
  - b. Recognition: 1 school/college, 50.0%
  - c. Other: 1 school/college, 50.0%
  
5. Are recipients of the undergraduate teaching awards eligible more than once?
  - a. Yes: 2 schools/colleges, 100.0%
  - b. No: 0 schools/colleges, 0.0%

**B. Research Awards**

1. Does the school or college give awards for excellence in research?
  - a. Yes: 0 schools/colleges, 0.0%
  - b. No: 5 schools/colleges, 100.0%

**Results of North Carolina Center for Public Policy Research Survey:**

**How Do Universities in the UNC System Identify and Reward Good Teaching?**

**Results for: UNC-WILMINGTON, all departments responding (20)**

**SURVEY QUESTIONS AND TABULATION OF RESPONSES**

**A. Departmental evaluation policies or programs**

1. Is there a uniform university-wide or school-wide course and teaching evaluation survey of undergraduate students that your department is required to conduct?

- a. Yes: 12 departments, 60.0%
- b. No: 8 departments, 40.0%

2. Does the department conduct its own course and teaching evaluation survey of undergraduate students?

- a. Yes: 12 departments, 60.0%
- b. No: 8 departments, 40.0%

3. How frequently does the department conduct student evaluations?

- a. Every semester: 18 departments, 90.0%
- b. Once during the academic year: 1 department, 5.0%
- c. Other: 1 department, 5.0%

4. Are the evaluations conducted for each section of every course taught to undergraduates in the department?

- a. Yes: 17 departments, 85.0%
- b. No: 3 departments, 15.0%

5. How are the results of the evaluations used? (multiple response)

- a. To provide feedback to the instructor: 20 departments, 100.0%
- b. As part of the instructor's file for tenure, promotion, and merit pay increases: 19 departments, 95.0%
- c. For monitoring performance in order to enhance teaching skills: 18 departments, 90.0%
- d. As a basis for determining teaching awards: 12 departments, 60.0%
- e. Other: 1 department, 5.0%

6. What other systematic evaluations of teaching skills does the department conduct? (multiple response)

- a. Assessment of course syllabi, readings, and examinations by faculty members: 12 departments, 60.0%
- b. Self-evaluation by faculty members: 11 departments, 55.0%
- c. Visitation of classrooms by department chairs: 8 departments, 40.0%
- d. Assessment by measures of student performance (i.e., test scores, etc.): 6 departments, 30.0%
- e. Visitation of classrooms by faculty members: 5 departments, 25.0%
- f. Other: 5 departments, 25.0%

7. Does the department have graduate teaching assistants (TAs) teaching undergraduate students? (multiple response)
- a. No TAs used to teach undergraduates: 16 departments, 76.2%
  - b. TAs assisting faculty: 4 departments, 19.0%
  - c. TAs alone teaching undergraduates: 1 department, 4.8%
8. If yes to question #7, does the department have a formal program for the training of TAs in how to teach?
- a. Yes: 4 departments, 100.0%
  - b. No: 0 departments, 0.0%
9. If yes to question #7, does the department have a formal program for monitoring the performance of TAs?
- a. Yes: 4 departments, 100.0%
  - b. No: 0 departments, 0.0%
10. If yes to question #7, does the department have a formal program for the evaluation of TAs?
- a. Yes: 4 departments, 100.0%
  - b. No: 0 departments, 0.0%

## B. Promotion and Tenure

1. Does the department have specific, written guidelines for promotion and tenure decisions?
- a. Yes: 8 departments, 40.0%
  - b. No: 11 departments, 55.0%
  - c. Made no response/not applicable: 1 department, 5.0%
2. Who in the department determines the specific weighting given to each component in the teaching/research/service breakdown for promotion and tenure decisions? (multiple response)
- a. The chairperson of the department: 10 departments, 50.0%
  - b. The entire departmental faculty: 8 departments, 40.0%
  - c. Other: 5 departments, 25.0%
  - d. The faculty tenure committee: 3 departments, 15.0%
3. For each category below, the score reflects the university-wide departmental averages for the importance of each factor when evaluating faculty for tenure, promotion, and salary increase decisions. Responses were on a seven-point scale, with 1 as Not Important and 7 as Very Important.

### Responses in rank order:

- 1. Quality of teaching: 6.6
- 2. Quality of research: 5.9
- 3. Quality of publications: 5.6
- 4. Number of publications: 4.7
- Institutional activities or service: 4.7

5. Reputation in professional field:	4.6
6. Extent of research experience:	4.5
7. Community or professional service:	4.4
8. "Fit" with student body:	4.3
9. "Fit" with department or institution:	4.2
Advising undergraduate students:	4.2
10. Extent of teaching experience:	4.0
11. Supervision of graduate study:	3.3
12. Affirmative action/equal employment:	3.1
13. Ability to obtain outside funding:	2.9
14. Salary requirements:	2.7
15. Related job experience:	2.6

### C. Teaching Awards

1. Does the department give awards for excellence in teaching of undergraduates?

a. Yes:	0 departments, 0.0%
b. No:	20 departments, 100.0%

### D. Research Awards

1. Does the department give awards for excellence in research?

a. Yes:	1 department, 5.0%
b. No:	19 departments, 95.0%

2. If yes, are teaching assistants eligible for these awards?

a. Yes:	1 department, 100.0%
b. No:	0 departments, 0.0%

3. In what form are research awards made? (multiple response)

a. Recognition:	1 department, 100.0%
b. Reduced teaching load:	1 department, 100.0%

4. Are recipients of the research awards eligible more than once?

a. Yes:	1 department, 100.0%
b. No:	0 departments, 0.0%

### E. Faculty Courseload

1. Percentage of introductory-level courses taught by:

	UNC-W	UNC systemwide average
a. Full professors:	21.3%	18.6%
b. Associate professors:	23.6%	20.1%
c. Assistant professors:	26.2%	25.9%
d. Lecturers:	20.6%	18.0%
e. Teaching assistants:	3.8%	7.8%
f. Visiting faculty:	4.1%	9.2%

2. Percentage of advanced-level courses taught by:

a. Full professors:	30.0%	29.3%
b. Associate professors:	33.4%	28.6%
c. Assistant professors:	23.4%	24.6%
d. Lecturers:	9.6%	9.5%
e. Teaching assistants:	0.0%	1.7%
f. Visiting faculty:	3.6%	5.1%

3. Percentage of graduate-level courses taught by:

a. Full professors:	25.7%	38.2%
b. Associate professors:	44.7%	33.7%
c. Assistant professors:	29.7%	19.7%
d. Lecturers:	0.0%	2.8%
e. Teaching assistants:	0.0%	0.1%
f. Visiting faculty:	0.0%	4.1%

**F. Faculty Distribution (averaged by percentage for all departments)**

1. Full professors as a percentage of all *full-time* faculty:  
UNC-W: 29%                      UNC systemwide average: 35%
2. Associate professors as a percentage of all *full-time* faculty:  
UNC-W: 33%                      UNC systemwide average: 32%
3. Assistant professors as a percentage of all *full-time* faculty:  
UNC-W: 37%                      UNC systemwide average: 33%
4. Lecturers/visiting faculty as a percentage of *all* faculty:  
UNC-W: 20%                      UNC systemwide average: 26%

**Results of North Carolina Center for Public Policy Research Survey:**

**How Do Universities in the UNC System Identify and Reward Good Teaching?**

**Results for: UNC-WILMINGTON, all deans responding (4)**

**SURVEY QUESTIONS AND TABULATION OF RESPONSES**

**A. Teaching Awards**

1. Does the school or college give awards for excellent teaching of undergraduates?
  - a. Yes: 0 schools/colleges, 0.0%
  - b. No: 3 schools/colleges, 75.0%
  - c. Made no response/not applicable: 1 school/college, 25.0%

**B. Research Awards**

1. Does the school or college give awards for excellence in research?
  - a. Yes: 0 schools/colleges, 0.0%
  - b. No: 4 schools/colleges, 100.0%

**Results of North Carolina Center for Public Policy Research Survey:**

**How Do Universities in the UNC System Identify and Reward Good Teaching?**

**Results for: WESTERN CAROLINA UNIVERSITY, all departments responding (20)**

**SURVEY QUESTIONS AND TABULATION OF RESPONSES**

**A. Departmental evaluation policies or programs**

1. Is there a uniform university-wide or school-wide course and teaching evaluation survey of undergraduate students that your department is required to conduct?
  - a. Yes: 5 departments, 25.0%
  - b. No: 14 departments, 70.0%
  - c. Made no response/not applicable: 1 department, 5.0%
  
2. Does the department conduct its own course and teaching evaluation survey of undergraduate students?
  - a. Yes: 17 departments, 85.0%
  - b. No: 2 departments, 10.0%
  - c. Made no response/not applicable: 1 department, 5.0%
  
3. How frequently does the department conduct student evaluations?
  - a. Every semester: 19 departments, 95.0%
  - b. Once during the academic year: 1 department, 5.0%
  
4. Are the evaluations conducted for each section of every course taught to undergraduates in the department?
  - a. Yes: 15 departments, 75.0%
  - b. No: 5 departments, 25.0%
  
5. How are the results of the evaluations used? (multiple response)
  - a. To provide feedback to the instructor: 20 departments, 100.0%
  - b. As part of the instructor's file for tenure, promotion, and merit pay increases: 17 departments, 85.0%
  - c. For monitoring performance in order to enhance teaching skills: 15 departments, 75.0%
  - d. As a basis for determining teaching awards: 6 departments, 30.0%
  - e. Other: 2 departments, 10.0%
  
6. What other systematic evaluations of teaching skills does the department conduct? (multiple response)
  - a. Self-evaluation by faculty members: 12 departments, 60.0%
  - b. Assessment of course syllabi, readings, and examinations by faculty members: 9 departments, 45.0%
  - c. Visitation of classrooms by department chairs: 4 departments, 20.0%
  - d. Assessment by measures of student performance (i.e., test scores, etc.): 4 departments, 20.0%
  - e. Other: 3 departments, 15.0%
  - f. Visitation of classrooms by faculty members: 1 department, 5.0%

7. Does the department have graduate teaching assistants (TAs) teaching undergraduate students? (multiple response)
- |   |                       |
|---|-----------------------|
| a. No TAs used to teach undergraduates: | 16 departments, 72.7% |
| b. TAs assisting faculty:               | 4 departments, 18.2%  |
| c. TAs alone teaching undergraduates:   | 2 departments, 9.1%   |
8. If yes to question #7, does the department have a formal program for the training of TAs in how to teach?
- |         |                      |
|---------|----------------------|
| a. Yes: | 1 department, 25.0%  |
| b. No:  | 3 departments, 75.0% |
9. If yes to question #7, does the department have a formal program for monitoring the performance of TAs?
- |                                     |                      |
|-------------------------------------|----------------------|
| a. Yes:                             | 3 departments, 75.0% |
| b. No:                              | 0 departments, 0.0%  |
| c. Made no response/not applicable: | 1 department, 25.0%  |
10. If yes to question #7, does the department have a formal program for the evaluation of TAs?
- |         |                       |
|---------|-----------------------|
| a. Yes: | 4 departments, 100.0% |
| b. No:  | 0 departments, 0.0%   |

## B. Promotion and Tenure

1. Does the department have specific, written guidelines for promotion and tenure decisions?
- |         |                       |
|---------|-----------------------|
| a. Yes: | 18 departments, 90.0% |
| b. No:  | 2 departments, 10.0%  |
2. Who in the department determines the specific weighting given to each component in the teaching/research/service breakdown for promotion and tenure decisions? (multiple response)
- |                                       |                      |
|---------------------------------------|----------------------|
| a. The faculty tenure committee:      | 9 departments, 45.0% |
| b. The chairperson of the department: | 6 departments, 30.0% |
| c. The entire departmental faculty:   | 5 departments, 25.0% |
| d. Other:                             | 2 departments, 10.0% |
3. For each category below, the score reflects the university-wide departmental averages for the importance of each factor when evaluating faculty for tenure, promotion, and salary increase decisions. Responses were on a seven-point scale, with 1 as Not Important and 7 as Very Important.

### Responses in rank order:

- |                                       |     |
|---------------------------------------|-----|
| 1. Quality of teaching:               | 6.4 |
| 2. Quality of publications:           | 5.3 |
| 3. Community or professional service: | 5.2 |
| Institutional activities or service:  | 5.2 |
| 4. Reputation in professional field:  | 5.1 |
| 5. Quality of research:               | 5.0 |

6. "Fit" with student body:	4.9
7. Advising undergraduate students:	4.8
8. Number of publications:	4.5
"Fit" with department or institution:	4.5
9. Extent of research experience:	4.3
10. Extent of teaching experience:	4.1
11. Supervision of graduate study:	3.9
12. Related job experience:	3.5
13. Affirmative action/equal employment:	3.4
14. Ability to obtain outside funding:	3.1
15. Salary requirements:	2.9

### C. Teaching Awards

1. Does the department give awards for excellence in teaching of undergraduates?

a. Yes:	0 departments, 0.0%
b. No:	20 departments, 100.0%

### D. Research Awards

1. Does the department give awards for excellence in research?

a. Yes:	0 departments, 0.0%
b. No:	20 departments, 100.0%

### E. Faculty Courseload

1. Percentage of introductory-level courses taught by:

	WCU	UNC systemwide average
a. Full professors:	16.6%	18.6%
b. Associate professors:	29.9%	20.1%
c. Assistant professors:	36.9%	25.9%
d. Lecturers:	10.7%	18.0%
e. Teaching assistants:	0.7%	7.8%
f. Visiting faculty:	5.1%	9.2%

2. Percentage of advanced-level courses taught by:

a. Full professors:	13.6%	29.3%
b. Associate professors:	45.1%	28.6%
c. Assistant professors:	30.5%	24.6%
d. Lecturers:	7.6%	9.5%
e. Teaching assistants:	0.0%	1.7%
f. Visiting faculty:	2.8%	5.1%

3. Percentage of graduate-level courses taught by:

a. Full professors:	33.8%	38.2%
b. Associate professors:	47.1%	33.7%
c. Assistant professors:	16.1%	19.7%
d. Lecturers:	0.0%	2.8%
e. Teaching assistants:	0.0%	0.1%
f. Visiting faculty:	2.8%	4.1%

## F. Faculty Distribution (averaged by percentage for all departments)

1. Full professors as a percentage of all *full-time* faculty:  
WCU: 22%                      UNC systemwide average: 35%
2. Associate professors as a percentage of all *full-time* faculty:  
WCU: 45%                      UNC systemwide average: 32%
3. Assistant professors as a percentage of all *full-time* faculty:  
WCU: 33%                      UNC systemwide average: 33%
4. Lecturers/visiting faculty as a percentage of *all* faculty:  
WCU: 20%                      UNC systemwide average: 26%

### Results of North Carolina Center for Public Policy Research Survey:

#### How Do Universities in the UNC System Identify and Reward Good Teaching?

Results for: WESTERN CAROLINA UNIVERSITY, all deans responding (4)

### SURVEY QUESTIONS AND TABULATION OF RESPONSES

#### A. Teaching Awards

1. Does the school or college give awards for excellent teaching of undergraduates?
  - a. Yes: 1 school/college, 25.0%
  - b. No: 3 schools/colleges, 75.0%
2. Are student evaluations used in determining undergraduate teaching awards?
  - a. Yes: 1 school/college, 100.0%
  - b. No: 0 schools/colleges, 0.0%
3. Are teaching assistants eligible for these awards?
  - a. Yes: 0 schools/colleges, 0.0%
  - b. No: 0 schools/colleges, 0.0%
  - c. Made no response/not applicable: 1 school/college, 100.0%
4. In what form are teaching awards made? (multiple response)
  - a. Monetary awards: 1 school/college, 100.0%
  - b. Recognition: 1 school/college, 100.0%
  - c. Other: 1 school/college, 100.0%
5. Are recipients of the undergraduate teaching awards eligible more than once?
  - a. Yes: 1 school/college, 100.0%
  - b. No: 0 schools/colleges, 0.0%

#### B. Research Awards

1. Does the school or college give awards for excellence in research?
  - a. Yes: 0 schools/colleges, 0.0%
  - b. No: 4 schools/colleges, 100.0%

## Results of North Carolina Center for Public Policy Research Survey:

### How Do Universities in the UNC System Identify and Reward Good Teaching?

Results for: WINSTON-SALEM STATE UNIVERSITY, all departments responding (9)

#### SURVEY QUESTIONS AND TABULATION OF RESPONSES

##### A. Departmental evaluation policies or programs

1. Is there a uniform university-wide or school-wide course and teaching evaluation survey of undergraduate students that your department is required to conduct?

- a. Yes: 9 departments, 100.0%
- b. No: 0 departments, 0.0%

2. Does the department conduct its own course and teaching evaluation survey of undergraduate students?

- a. Yes: 3 departments, 33.3%
- b. No: 4 departments, 44.4%
- c. Made no response/not applicable: 2 departments, 22.2%

3. How frequently does the department conduct student evaluations?

- a. Every semester: 7 departments, 77.8%
- b. Once during the academic year: 1 department, 11.1%
- c. Other: 1 department, 11.1%

4. Are the evaluations conducted for each section of every course taught to undergraduates in the department?

- a. Yes: 4 departments, 44.4%
- b. No: 5 departments, 55.6%

5. How are the results of the evaluations used? (multiple response)

- a. To provide feedback to the instructor: 9 departments, 100.0%
- b. For monitoring performance in order to enhance teaching skills: 8 departments, 88.9%
- c. As part of the instructor's file for tenure, promotion, and merit pay increases: 6 departments, 66.7%
- d. As a basis for determining teaching awards: 3 departments, 33.3%
- e. Other: 1 department, 11.1%

6. What other systematic evaluations of teaching skills does the department conduct? (multiple response)

- a. Visitation of classrooms by department chairs: 9 departments, 100.0%
- b. Self-evaluation by faculty members: 7 departments, 77.8%
- c. Assessment by measures of student performance (i.e., test scores, etc.): 5 departments, 55.5%
- d. Assessment of course syllabi, readings, and examinations by faculty members: 5 departments, 55.5%
- e. Visitation of classrooms by faculty members: 2 departments, 22.2%
- f. Videotaping of lectures and accompanying assessment of performance: 1 department, 11.1%

7. Does the department have graduate teaching assistants (TAs) teaching undergraduate students? (multiple response)

a. No TAs used to teach undergraduates: 9 departments, 100.0%

## B. Promotion and Tenure

1. Does the department have specific, written guidelines for promotion and tenure decisions?

a. Yes: 4 departments, 44.4%

b. No: 5 departments, 55.6%

2. Who in the department determines the specific weighting given to each component in the teaching/research/service breakdown for promotion and tenure decisions? (multiple response)

a. The chairperson of the department: 5 departments, 55.5%

b. The entire departmental faculty: 4 departments, 44.4%

c. The faculty tenure committee: 3 departments, 33.3%

d. Other: 2 departments, 22.2%

3. For each category below, the score reflects the university-wide departmental averages for the importance of each factor when evaluating faculty for tenure, promotion, and salary increase decisions. Responses were on a seven-point scale, with 1 as Not Important and 7 as Very Important.

### Responses in rank order:

1. Quality of teaching:	6.7
2. "Fit" with department or institution:	6.1
3. Reputation in professional field:	5.9
4. "Fit" with student body:	5.8
5. Institutional activities or service:	5.4
6. Supervision of graduate study:	5.2
Advising undergraduate students:	5.2
7. Related job experience:	5.1
8. Community or professional service:	4.9
9. Quality of research:	4.8
10. Ability to obtain outside funding:	4.7
Extent of teaching experience:	4.7
11. Extent of research experience:	4.6
Affirmative action/equal employment:	4.6
12. Quality of publications:	4.4
13. Number of publications:	4.3
Salary requirements:	4.3

## C. Teaching Awards

1. Does the department give awards for excellence in teaching of undergraduates?

a. Yes: 1 department, 11.1%

b. No: 8 departments, 88.9%

2. If yes, are teaching assistants eligible for these awards?

- a. Yes: 0 departments, 0.0%
- b. No: 0 departments, 0.0%
- c. Made no response/not applicable: 1 department, 100.0%

3. In what form are teaching awards made? (multiple response)

- a. Recognition: 1 department, 100.0%

4. Are recipients of the undergraduate teaching awards eligible more than once?

- a. Yes: 0 departments, 0.0%
- b. No: 0 departments, 0.0%
- c. Made no response/not applicable: 1 department, 100.0%

#### D. Research Awards

1. Does the department give awards for excellence in research?

- a. Yes: 0 departments, 0.0%
- b. No: 9 departments, 100.0%

#### E. Faculty Courseload

1. Percentage of introductory-level courses taught by:

	WSSU	UNC systemwide average
a. Full professors:	19.9%	18.6%
b. Associate professors:	21.0%	20.1%
c. Assistant professors:	29.8%	25.9%
d. Lecturers:	23.9%	18.0%
e. Teaching assistants:	0.0%	7.8%
f. Visiting faculty:	5.2%	9.2%

2. Percentage of advanced-level courses taught by:

a. Full professors:	31.6%	29.3%
b. Associate professors:	22.4%	28.6%
c. Assistant professors:	22.7%	24.6%
d. Lecturers:	12.3%	9.5%
e. Teaching assistants:	0.0%	1.7%
f. Visiting faculty:	11.1%	5.1%

3. Percentage of graduate-level courses taught by: Not applicable

#### F. Faculty Distribution (averaged by percentage for all departments)

1. Full professors as a percentage of all *full-time* faculty:

WSSU: 29%                      UNC systemwide average: 35%

2. Associate professors as a percentage of all *full-time* faculty:

WSSU: 20%                      UNC systemwide average: 32%

3. Assistant professors as a percentage of all *full-time* faculty:  
WSSU: 50%                      UNC systemwide average: 33%

4. Lecturers/visiting faculty as a percentage of *all* faculty:  
WSSU: 27%                      UNC systemwide average: 26%

### Results of North Carolina Center for Public Policy Research Survey:

#### How Do Universities in the UNC System Identify and Reward Good Teaching?

Results for: WINSTON-SALEM STATE UNIVERSITY, all deans responding (1)

#### SURVEY QUESTIONS AND TABULATION OF RESPONSES

##### A. Teaching Awards

1. Does the school or college give awards for excellent teaching of undergraduates?

a. Yes:	1 school/college,	100.0%
b. No:	0 schools/colleges,	0.0%

2. Are student evaluations used in determining undergraduate teaching awards?

a. Yes:	1 school/college,	100.0%
b. No:	0 schools/colleges,	0.0%

3. Are teaching assistants eligible for these awards?

a. Yes:	0 schools/colleges,	0.0%
b. No:	0 schools/colleges,	0.0%
c. Made no response/not applicable:	1 school/college,	100.0%

4. In what form are teaching awards made? (multiple response)

a. Monetary awards:	1 school/college,	100.0%
b. Recognition:	1 school/college,	100.0%

5. Are recipients of the undergraduate teaching awards eligible more than once?

a. Yes:	1 school/college,	100.0%
b. No:	0 schools/colleges,	0.0%

##### B. Research Awards

1. Does the school or college give awards for excellence in research?

a. Yes:	0 schools/colleges,	0.0%
b. No:	1 school/college,	100.0%



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