North Carolina Agricultural and Technical State University
Division of Academic Affairs

Provost's Chairs Retreat

Friday June 20, 2008
8:00 a.m. - 2:45 p.m.
O.Henry Hotel, 624 Green Valley Road
Greensboro, North Carolina

Notes

8:00 - 9:00 a.m.
Check-in & Continental Breakfast
Opening – Lea Williams, Associate Vice Chancellor, Academic Affairs/Institutional Planning,
   Assessment and Research

9:00 - 11:45 a.m.
Conversation Roundtables (rotating, 30 minutes each)
   Table 1: *Annual Faculty Review/Promotion & Tenure/Post-tenure Review*
      Tyra Whittaker, Associate Professor, Human Development & Services
   Table 2: *Mentoring Junior Faculty*
      Scott Simkins, Director, Academy for Teaching & Learning
   Table 3: *Registrar's Office & Its Interface*
      Lester Lugo, Registrar
      Edna Ragins, Associate Professor/Chair, Business Administration
   Table 4: *Responsibilities of Chairs & the Daily Balancing Act*
      John Kelly, Professor/Chair, Electrical Engineering

11:00 - 11:15 a.m.
Provost's Greeting

- Welcomed the Chairs and expressed appreciation for the contributions of Chairs to the academic success of the University and the students served.

11:45 a.m. - 12:30 p.m.
Lunch & Informal Conversation

12:30 - 1:30 p.m.
Summary of Conversation Roundtables & Recommendations

- See the attached notes from each Roundtable discussion.

1:45 - 2:45 p.m.
Accuplacer – Regina Artis, Interim Assistant Director, Center for Academic Excellence
- Explained the purpose of the Accuplacer testing and the process for determining the cut scores for math and English. Accuplacer provides for placement of students based on A&T-based norms for students' performance on the tests.
- Discussed the overrides for math, especially, and the need to follow the guidelines for student placement in this pilot phase of Accuplacer
- Agreed to share the issues and concerns voiced by the Chairs with the Accuplacer task force

SACS - Lea Williams

- Provided a status update on SACS reaffirmation (on-site visit spring 2010)
- Shared feedback from faculty, staff and student sessions on the Quality Enhancement Plan (QEP). Basic skills and critical thinking are two areas to be strengthened. Final QEP selection will be fall '08 with input from representatives from the schools/colleges.
- Discussed priorities for the coming academic year: developing rubrics to assess student learning outcomes and reviewing syllabi to make sure student learning outcomes are included.

2:45 - 3:00 p.m.
Assessment – Lea E. Williams & Scott Simkins

- Discussed need for the University's general education objectives to be infused throughout the curricula in the majors
- Explained the CASTL (Carnegie Academy for the Scholarship of Teaching and Learning) project, a major initiative of the Carnegie Foundation that fosters significant, long-lasting learning for all students; enhances the practice and profession of teaching, and brings to faculty members' work as teachers the recognition and reward afforded to other forms of scholarly work.

Topic for Fall '08 Chairs Forum

- Indicated that Chairs will be surveyed to determine the topic for the fall forum

Closing

- Closed with thanks to Chairs for making the retreat a success.

Table 1: Annual Faculty Review/Promotion & Tenure/Post-tenure Review

Facilitator: Tyra Whittaker, Associate Professor, Human Development & Services

Group 1 Recorder: Paul Stanfield, Chair, Industrial Engineering

As department chairs, what do you perceive as **general issues** surrounding the:

Annual Review:
- Consistency of assessment across different teaching/research/service paths in different disciplines
- Handling of disputes in terms of perceived level of performance
- Responding to faculty concerns about lack of resources
- Connection of raises to reviews

Promotion/Tenure Process:
- Consistency of expectations across schools/departments
- Handling of denial of application
- Changing expectations over time
- Clear expression of expectations
- Keeping Post Tenure Review standard from being too low
- Dealing with issues through development plan

Share a few **best practices** you use during the

Annual Review:
- Written and signed expectations at beginning of year
- Mid-year review
- Quantitative metrics where possible

Promotion/Tenure Process:
- Senior faculty committee provides periodic feedback
- Faculty handbook awareness and adherence
- Set expectations – avoid surprises

Department documentation of standard

Table 1: Annual Faculty Review/Promotion & Tenure/Post-tenure Review

Facilitator: Tyra Whittaker, Associate Professor, Human Development & Services

Group 2 Recorder: Valerie McMillan, Interim Chair, Family & Consumer Sciences

- As Department Chairs, what do you perceive as **general issues** surrounding the Annual Review and Promotion, Tenure Process?

  1. Format of review process/inconsistency between what they "faculty" do and the format used to score productivity
  2. Evaluation form does not address academic advising (critical component)
       - It's important- recognize it.
  3. Annual review should be more on0going and not only a the end of the year
       - Consider periodic or benchmark reviews (mentoring). However, chairs can have informal conversations with faculty (office visits). Share guidelines with a sense of responsibility and expectation.
  4. Evaluating teaching- How do you do it? Limited empirical knowledge; Matrix/measures
  5. Faculty are often not receptive to constructive feedback

- Share a few "best practices" you use during the **annual faculty review** process?

  1. Utilize a standardized format (however items are not weighed as faculty responsibilities vary) Critical; objectivity vs. subjectivity
  2. Faculty member and chair jointly and individually evaluate performance.
  3. Consider revising forms (By whom? Academic Affairs?) at every level (university, school, department, etc)

- Share a few "Best practices" you use during the **Promotion and Tenure** process?
  1. Can make phone calls for reference information to previous institution to inform tenure decision. Investigate specialty area discipline

Promotion and Tenure: Issues
   1(Awarding) tenure track to relatively new faculty members early in appointment
            - How to measure?

  2. Who serves on Department PT committee? Issue: Tenured faculty reviewing/evaluating non- tenured faculty are no longer producing- should the department chair serve on the PT committee? Could persuade decision of committee.
         - Post- Tenure review process is highly flawed. [Decision is not friendship driven]
  3. Promoting faculty understanding of supporting them vs. tenure portfolio (packet)
  4. Standards communication- not consistent
         - Should reflect evaluation in specialty are disciplines
  5. No guidelines to review tenure portfolio
         - Exist at university- level on review of application

Table 1: Annual Faculty Review/Promotion & Tenure/Post-tenure Review

Facilitator: Tyra Whittaker, Associate Professor, Human Development & Services

Group 3 Recorder: John Henry, Adjunct Assistant Professor, Music

- As Department Chairs, what do you perceive as **general issues** surrounding the Annual Review, Promotion Tenure Process?

There is a lack of a common review form.

The Guidelines are not clear.

The Post-tenure review process is not followed properly.

Non-Tenure Track faculty see no need in participating in the Annual Review.

There is a lack of reward system for SPA employees.

- Share a few "best practices" you use during the **annual faculty review** process?

The Administrative keeps three folders for each faculty member: Teaching, Research, and Service. As

Revisit standardized forms and make them fit the different departments.

Set criteria at the beginning so the faculty knows what to expect.

Get an understanding of SCH in order to adjust faculty course loads.

- Share a few "best practices" you use during the Promotion and Tenure Process?

Same as above plus:

Use a point system for evaluations and use it to calculate raises.
Follow the proper procedures for post-tenure review.

Table 1: Annual Faculty Review/Promotion & Tenure/Post-tenure Review

Facilitator: Tyra Whittaker, Associate Professor, Human Development & Services

Group 4 Recorder: Valerie Giddings, Chair, Family & Consumer Sciences

As Department Chairs, what do you perceive as general issues surrounding the

Annual Review

> Over inflation in reporting faculty accomplishments

> Current instrument is flawed – difficult to capture some of the activities and accomplishments

> of the faculty

Promotion and Tenure

> Lack of consideration/equity given to creative scholarship and field research in comparison to written

> publications

> Lack of incentive for promotion to full professor

> Lack of available resources for faculty research

> Research infrastructure is weak

> Collaborative research is not valued in that the 2nd and 3rd authorships are not considered

Share a few "best practices" used during the annual faculty review process

> Create a research transition plan for long-term faculty who arrived under the old system with different

> expectations

> Place a high value on teaching especially for those hired in a 100% teaching position

Share a few "best practices" used during the Promotion and Tenure process

> Give 50% release time to junior faculty for the first 3 years

> Place more value on field research and creative scholarship

> Don't lose sight of the importance of good teaching

> Collaborative research should be valued and administrators should not discriminate against 2nd and

> 3rd authorship

> Indirect costs should be funneled to the department to provide resources to support faculty research

> and other activities

Table 2: Mentoring Junior Faculty

Facilitator: Scott Simkins, Director, Academy for Teaching and Learning

The conversations centered around a series of questions focused on the importance of junior faculty mentoring, current effective mentoring practices, and suggestions for improving the mentoring environment at North Carolina A&T State University. Below is a summary of the issues/ideas raised at the "Mentoring Junior Faculty" table.

1. Why is Junior Faculty Mentoring Important?

The conversation began by outlining reasons why department chairs are interested in devoting time and energy to promote junior faculty mentoring. Here are some of the comments shared by department chairs:

Mentoring helps prepare faculty members for promotion and tenure and helps faculty navigate the University; overall, it helps to promote success for junior faculty as they continually develop and grow professionally at the university.

From a moral perspective, it is "the right thing to do;" from a pragmatic perspective, it is expensive (in both time and money, but especially in time) to continually hire new faculty members.

Mentoring junior faculty members is important for the success of the department; replacing faculty members who leave diverts time, energy, and attention from the mission of the department, keeping it from excelling.

Junior faculty members, especially those fresh from graduate school, have been in a competitive environment and need help transitioning to an academic community that values collaboration and collegiality.

Mentoring is more than just about academics or professional development; it must be holistic in nature, dealing with the whole person.

2. What's Being Done Currently — Effective Mentoring Practices

Department chairs shared a number of practices that they currently have in place to promote the continued success of their junior faculty members. The list below illustrates some of the most effective practices shared with the group.

Department chair directly involved with the scholarship of junior faculty members, offering editing advice and suggestions about appropriate publishing outlets

Junior faculty member selects a mentoring *committee* that includes a variety of skills and attributes (faculty with teaching and research expertise, senior and mid-career faculty, in-department and out-of-department backgrounds, etc.)

Having a standing "junior faculty mentoring committee" in the department, with release time provided for this service; new faculty members are directed to this committee upon arrival [Note: at departmental promotion and tenure meeting, the *mentors* make the case for junior faculty members' suitability for promotion and tenure]

Table 3: Registrar's Office & Its Interface

Facilitator: Edna Ragins, Chair, Business Administration

ISSUE	RECOMMENDATION
1. Accuplacer Scores for Orientation	*Provide placements along with scores also breakout by department*

2. Changing a major:
   a. For freshmen
   b. For upper classman
	a. Allow freshmen to change majors during 1st semester and will be effective the second semester
	b. The change is immediate

3. In Progress Option (no "F" after 6 weeks) when more time is needed (for dissertation and thesis courses only)	*Inform chairpersons and graduate faculty of these grading options and provide a differentiation between "I" and "IP" grades*
4. Validation for students when department scholarship or fellowship is involved	*Department chair should send an e-mail to registrar confirming payment of department scholarships so students will not be dropped from classes. The financial aid director should also be copied on the email.*
5. Student Pre-registration for the next course (assumes pass) when in fact the student fails the prerequisite course currently enrolled in	*At the end of each semester, registrar to generate a report of students who failed the prerequisite(s) by course and Department. Registrar to notify the students that they will be dropped from the previously registered course(s). Report to be sent to chairpersons also.*
6. Action Plan for students who don't have the required GPA	*Advise these students to go to a community college and get 2 year degree and then reapply to NCAT with a "clean slate".*
7. Adherence to published deadline for graduations applications	*All (including the Provost, Dean and Chancellor) should adhere to published deadlines.*
8. Chairpersons receive list of students who have applied for graduation too late	*List will be provided to chairperson by mid September for December grads and by the end of January/beginning of February for May grads*
9. Substitution Waivers (when to send to registrar's office?)	*Send substitution waivers to Registrar's office at the time the substitution is waived.*
10. Undergraduate Graduation Clearance Package (What should be in it?)	*Clearance Form, Substitution Form and Curriculum guide with grades filled in*

Table 4: Responsibilities of Chairs & the Daily Balancing Act

Facilitator: John Kelly, Chair, Electrical Engineering

The demands on a department chair at North Carolina A & T State University are shaped by the environment in which we serve. Many of our students rely on the university to resolve sometime complex bureaucratic challenges. Additionally, chairs at North Carolina A & T State University have a broad range of responsibilities. One chair said, "…we unlock the building in the morning and take out the trash in the evening."

The goals of this roundtable discussion were to uncover common challenges, target them for efforts to make chairs more effective, and to facilitate sharing of best-practices. To that end, the form found in *Attachment I* was used to collect a list of common tasks that consume a chair's time. Twenty forms were collected, each having space for seven tasks that take at least one hour a week to complete. The results are shown in *Figure 1* and as a table in *Attachment II*.
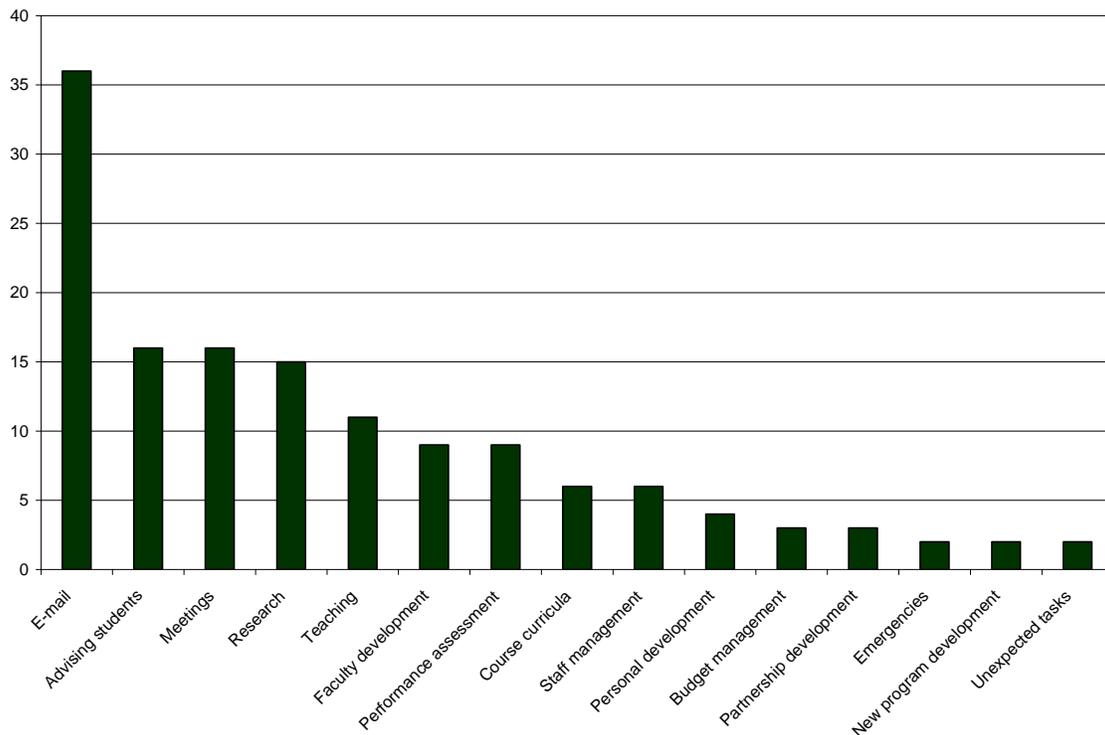
Figure 1

There were several new chairs and we discussed the important documents every chair should have and understand. The list we generate included: 1). The Faculty Handbook, 2). Comprehensive Academic Advising Handbook, 3). Working with Students with Disabilities, 4). The Business and Finance Policies and Procedures Manual, 5). The Undergraduate Bulletin, and 6). The Graduate Bulletin. There may be others.

The consensus of the group was that the first category of activity that should be undertaken is to gather a list of potential best-practices. Several chairs have developed outstanding processes for many of the recurring responsibilities of the chair. It was also recommended that a web resource, like BlackBoard, be created for the chairs. This site could host discussions or house the shared resources to be developed.

References

Gmelch, Walter H. and Miskin, Val D. (1993). "Leadership Skills for Department Chairs". Boston, MA: Anker

"Time Management for More Effective Results", The Department Chair (www.acenet.edu/resources/chairs/docs/Crandell_**Time**.pdf)

The Role of the Department Chair, *Adapted from:* Hecht, Higgerson, Gmelch and Tucker (1999). *The Department Chair as Academic Leader*. http://paid.uci.edu/chairs%20retreat%20files/B.%20Role%20Of%20the%20Department%20Chair.pdf.

"Lessons in Time Management", The Chronicle of Higher Education http://www.chronicle.com/jobs/news/2003/12/2003121601c.htm

Attachment I

The next page is the time management self-assessment used in the chairs' retreat.

Time Management Self-Assessment

On a scale of one to ten, how well are you using your time? _____

List the three most significant time challenges for you as a department chair:
1._____
2._____
3._____

Name seven (7) things you do on a regular basis. These are things you do weekly that take at least one hour each week:

	Task	**T**	**#**
1			
2			
3			
4			
5			
6			
7			

Indicate your best guess of the amount of time spent on the tasks above in the column marked "T".

There is an often used model that shows four quadrants of time utilization. I've reproduced a version of it below. Under the "#" column specify which quadrant each activity occupies.

	Important	Not Important
Urgent	I	II
Not Urgent	III	IV

Attachment II

The list below shows the results of 20 self-assessments completed by the chairs at the June 20, 2008 meeting.

Task	Number
E-mail	36
Advising students	16
Meetings	16
Research	15
Teaching	11
Faculty development	9
Performance assessment	9
Course curricula	6
Staff management	6
Personal development	4
Budget management	3
Partnership development	3
Emergencies	2
New program development	2
Unexpected tasks	2