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UNCSA Faculty Council Final 2016-17 Report

For 2016-17 UNCSA Faculty Council finalized our 2015-16 fundraising efforts, raising a total of \$31,156 for the Faculty Endowed Scholarship. We requested and received a place on the UNCSA commencement ceremony for a short acceptance speech by the UNCSA Board of Governor's Excellence in Teaching Award recipient. We conducted a faculty survey to help establish our agenda for the year. We created the Ombuds Office, Charter and elected faculty representatives to the Ombuds (oversight) Committee. We brought greater transparency on the faculty salary increase process by requesting and receiving a written salary increase policy document from the Provost's Office. We approved a supporting resolution to Faculty Assembly Resolution 2017-3 on SACSCOC Compliance. We added representation on Faculty Council for Visiting Faculty, revised the Contract Renewal - Peer Evaluation Policy and Procedures to align with the Rank Evaluation Policy and Procedures, participated in the search for the Executive Vice Chancellor and Provost position and are participating in the current search for the Vice Provost of Academic Affairs position. We re-introduced Roberts Rules of Order to conduct Faculty Council meetings, established a format for our meetings (i.e., Faculty Council issues on the first week of the month and Standing Committee reports on the third week of the month), we began publishing our minutes, motions, resolutions, standing committees and Board of Trustees summary reports on the UNCSA Faculty Council webpage. We plan to approve revisions to the 2016-17 Faculty Manual for 2017-18 at our last meeting in May 2017. Attached to this report are the motions and resolutions passed this year.

Members of Faculty Council

Michael S. Rothkopf, Chair

Wade Wilson, Vice Chair

Leslie Kamtman, Secretary

Tanya Belov

Dennis Booth

Trish Casey

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October 8, 2016

Chancellor Lindsey Bierman
Interim Provost David English
Dean of Drama, Carl Forsman

2016-01 Motion

Motion approved by UNCSA Faculty Council October 5, 2016

Faculty Council voted and certified that Paul Sharpe and Michael Wakeford are elected as faculty representatives to the Ombuds Committee. Paul Sharpe will hold a two-year term and Michael Wakeford will hold a one-year term as stated in the Charter for the UNCSA Ombuds Office.

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2016-02 Motion

Motion approved by Faculty Council October 5, 2016.

UNCSA Faculty Council requests a clear and detailed written policy and timeline on faculty salary increases regarding the criteria and plan for implementing increases to the minimum levels outlined in the April 30, 2015 memorandum from the Office of the Provost.

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2016-03 Motion

Motion approved by UNCSA Faculty Council October 5, 2016

To allow qualified faculty for the 2016-17 academic year only, to participate in a rank evaluation in the School of Drama even if the qualified faculty is from a school other than the School of Drama. This motion will allow the School of Drama to form the requisite number of evaluation committees needed this year.

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October 8, 2016

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2016-04 Motion

Motion approved by UNCSA Faculty Council October 5, 2016

To allow otherwise qualified School of Drama faculty who are in their third year of their first three-year contract, to serve a one-year term for the 2016-17 academic year only, on UNCSA standing committees. This motion will allow the School of Drama to elect the requisite number of faculty needed for School of Drama representation in all UNCSA standing committees this year.

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February 1, 2017

2017-06 Motion

Motion approved by UNCSA Faculty Council February 1, 2017
Motion to add a new Visiting Faculty At-large seat to Faculty Council.
Visiting Faculty must be in their fourth consecutive year contract in order to serve on the Faculty Council as an At-large member for a one-year term.

All current Visiting Faculty are eligible to nominate and vote to elect an At-large representative in a given year. If no nominations are made for a Visiting Faculty At-large representative in a given year, then the seat will remain vacant for that year.

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October 8, 2016

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2016-01 Resolution

Approved by UNCSA Faculty Council October 5, 2016

Whereas the UNCSA Awards for Excellence in Teaching are the highest honor conferred to faculty by UNCSA; and

Whereas the Board of Governors Award for Excellence in Teaching is the highest honor conferred to faculty by the University of North Carolina;

Resolved, That UNCSA Faculty Council requests that the UNCSA Excellence in Teaching Award recipients be recognized at both High School and College Commencement Ceremonies. Furthermore, Faculty Council requests that the Board of Governors Award for Excellence in Teaching awardee and/or nominee be recognized at both Commencement Ceremonies each year with the presentation of the award and time at the podium to offer a speech.

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February 1, 20017

2017-02 Resolution

Approved by UNCSA Faculty Council January 25, 2017

**Resolution 2017-3
On SACSCOC Compliance**

Approved by the UNC Faculty Assembly January 6, 2017

Regarding Faculty Assembly Resolution 2017-3:

Whereas, the Faculty Assembly of the University of North Carolina system passed resolution 2017-3 on January 6, 2017, in order to advise President Spellings and the Board of Governors (BOG) on what appear to be infractions of policy and code per the Southern Associations of Colleges and Schools Commission on Colleges (SACSCOC) compliance, the Faculty Council of the University of North Carolina School of the Arts hereby resolves to support said Faculty Assembly resolution. Further, since It is incumbent upon all members of the UNC system to follow due process, and to abide by the appropriately and legally established rules and procedures guiding institutional policy; Therefore, be it resolved that the Faculty Council of the University of North Carolina School of the Arts have serious concerns about the implications of the actions of the North Carolina General Assembly (NCGA) and the UNC system Board of Governors (BOG) on compliance issues with the standards set forth by SACSOC.

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March 1, 20017

2016/17-03 Resolution

Resolution 2016/17-3 Peer Evaluation Guidelines at UNCSA.

In an examination of the literature of best practices at educational institutions (<http://www.aaupnet.org/resources/for-members/handbooks-and-toolkits/peer-review-best-practices>), we learn that the faculty Peer Evaluation process of review of the performance of faculty members is reserved as an instrument of shared governance to ensure that an individual's work as a faculty member is appraised by his/her peers as well as by administrators, students, and, in some cases, external evaluators for *formative* and *summative* reasons. *Formative* review is undertaken in the spirit of guiding a faculty member toward practices that strengthen and enrich his/her performance in the classroom in scholarly activities and in governance; *summative* review is undertaken to form a judgment about the performance of the faculty member with an eye toward applying promotional or other procedures.

And, whereas the University of North Carolina system, as a whole, employs Peer Evaluations as an essential part of complete examinations of a faculty members performance on all fronts

(<http://www.northcarolina.edu/apps/policy/index.php?pg=vs&id=389&added=1>) and originally appeared in a UNC Administrative Memorandum #338 on September 28, 1993;

And whereas, UNC's Guidelines on Tenure and Teaching (UNC Policy Manual 400.3.1 [G]) includes this statement:

1c. Review procedures for the evaluation of faculty performance to ensure (1) that student evaluations and formal methods of peer review are included in teaching evaluation procedures, (2) that student evaluations are conducted at regular intervals (at least one semester each year) and on an ongoing basis, (3) that peer review of faculty includes direct observation of the classroom teaching of new and non-tenured faculty and of graduate teaching assistants, and (4) that appropriate and timely feedback from evaluations of performance is provided to those persons being reviewed.

And whereas, "Peer review is often identified with peer observations . . . it is more broadly a method of assessing a portfolio of information about the teaching of an instructor under review. This portfolio typically includes curricula vitae, student evaluations, self-evaluative statements, peer observations, and other evidence such as syllabi, assignments, student work, and letters solicited from former students

(<https://cft.vanderbilt.edu/guides-sub-pages/peer-review-of-teaching/#what>) and in the case of UNCSA's Rank Promotion application

form, supporting materials chosen by the faculty member under review are also included;

And whereas, in compliance with the UNC Policy Manual and Code #602 (https://old.northcarolina.edu/policy/index.php?pg=dl&id=s392&inline=1&return_url=%2Fpolicy%2Findex.php%3Fpg%3Dtoc%26id%3Ds12), the University of North Carolina School of the Arts (UNCSA) has devised a method of Peer Evaluation of faculty members' performances for the completely separate purposes of Contract Reappointment, Mid-Ten-Year Review and the Optional Rank Promotion process as written in the UNCSA Faculty Manual, page 58 at http://www.uncsa.edu/mysa/faculty-staff/faculty-resources/faculty-affairs/faculty-affairs-forms/rank-promotion/process_and_deadlines_for_rank_promotion_2016-2017.docx, detailing:

[Process and Deadlines for Contract Reappointment Evaluation](#)

[Process and Deadlines for Rank Promotion](#)

[Peer Review Committee for Rank Promotion](#)

[Peer Review Committee for Contract Reappointment Evaluation](#)

And whereas, the procedures, as printed in the Faculty Manual, to be undertaken in forming the personnel makeup, assignment of chairs, and administrative charge to the Peer Evaluation Committees are not explicit;

And whereas, the UNCSA Provost's Office in collaboration with the Faculty Rank Committee (FRC) has now deployed the Engaged and Sustained Professoriate (ESP) as the structure for evaluating Optional Rank Promotion for faculty who elect to undergo this process, and has now detailed the distinctions between the separate evaluative procedures of Contract Reappointment, Mid-Ten-Year Review, and Optional Rank Promotion (see appended definitions and example of Engaged and Sustained endeavors in the areas of Creative and/or Research Activities, Service and Teaching in Appendix A and Appendix B to this document);

And whereas, the FRC has now reviewed more than 50 Rank Promotion applications over the course of the past two years, and in that time has discovered that the constitution of Peer Review Committees have not been consistent (i.e., sometimes members were chosen and appointed selected by Arts Schools and Division Deans, and sometimes Chairs of the Peer Evaluation Committees have been selected by some Deans and, in some cases, the Peer Review Evaluation itself has come under the shaping influence of some Deans);

And whereas, in discussion with the FRC, the Office of the Provost has expressed a desire to standardize the personnel make-up and procedure for forming Peer Evaluation committees for all three separate purposes

(Contract Reappointment, Mid-Ten-Year Review and Optional Rank Promotion);

And, whereas the FRC, on Faculty Enrichment Day, 2016, initiated a campus wide and faculty wide effort and dialogue, led by keynote speaker David Teachout in his main address and in two breakout sessions on that day, and supported by documentation authored by Dee Fink that was later disseminated by email to the entire Faculty about the foundational principles that guide contractual normal, usual, expected and routine performance in teaching in distinction to Engaged and Sustained performance required for Optional Rank Promotion;

And whereas the Faculty would like to ensure that each faculty member to be reviewed has a Peer review that is strictly a product of faculty peers;

The Faculty Rank Committee, therefore, proposes to the Faculty Council of UNCSA that in order to create consistency across all Peer Review procedures and across all the Arts Schools, Divisions and Programs, the following procedures should be placed into the UNCSA Faculty Manual and replace the directives that now exist in that document:

1. The Office of Faculty Affairs identifies which faculty will be evaluated in a given cycle. The Office of Faculty Affairs then determines for given cycle 1) how many three-person Peer Evaluation Committees (PECs) are needed, 2) the number of eligible faculty needed based on how many faculty must be reviewed, and 3) which faculty are eligible to serve on a PEC.
2. The Office of Faculty Affairs informs the Dean of a School, Program or Division which faculty are being evaluated, how many PECs and eligible faculty are needed in a given cycle and which faculty are eligible to serve on a PEC.
3. The Dean or designee convenes the full faculty, announces which faculty are eligible to serve on a PEC in a given cycle or year, explains procedure and leaves the room, along with the faculty member(s) under review.
4. The faculty elect a leader to run the selection process. The faculty discuss, nominate and select by written vote, one committee at a time, a three-member PEC for each member under review. Before constituting the next committee, the outcome of each vote is tabulated and announced. A faculty member may serve on more than one PEC.
5. In cases where an Art School or Division or Program does not have enough faculty to constitute PECs for everyone under review in a given year, the Office of Faculty Affairs will provide a list of all eligible faculty evaluators

campus-wide to make up the three-person core PEC. The faculty will then use this list to elect and finalize the PEC, as outlined above.

6. In cases where a faculty member under review would like to have a fourth peer reviewer from outside the faculty member's School or Division or Program join the three-person PEC, the faculty member should submit that name to the Dean or designee, who will contact the fourth reviewer to determine if she/he is willing to serve.
7. The Dean will convene the PECs to charge them to meet, elect a chair and undertake the evaluation process of named faculty.
8. The Chair of the PEC will charge the other members to undertake teaching observations, including pre- and post-observation interviews and reflections by evaluators that are shared transparently with the faculty being reviewed, in accordance with best practices.
Suggested examples of best practice:
 - a. <https://www.cte.cornell.edu/resources/documenting-teaching/peer-review-of-teaching/index.html>
 - b. <https://www.cte.cornell.edu>
9. Further, the Chair will charge the PEC members to review the documents in the entire dossier for the faculty member under review and then will write a summative evaluation based on the committee's notes. In the cases where any member disagrees with the evaluation or has a different recommendation, the Chair will include the dissenting member's letter with the summative evaluation.
10. In the case of Contract Reappointment and Mid-Ten-Year Review, the Chair will complete the 'Peer Review Committee Evaluation & Recommendation for Contract Reappointment Evaluation.' The Chair will insert the PEC letter(s) into the appropriate form.
11. In the case of Optional Rank Promotion, the Chair will sum up the points given by PEC members and complete and sign the Rank Promotion Application Form. The Chair will insert the PEC letter(s) into the Rank Promotion Application Form.

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