UNC Tomorrow, Selected Points
With Implications for Faculty Roles & Responsibilities, Workload and Evaluation

(AFE/TPR Considerations)

a) CLA (which has implications for teaching evaluations; link below). Critical Thinking, Analytical Reasoning, Written Communication, Problem Solving.
http://www.cae.org/content/pro_collegiate.htm

b) "College Portrait" (which probably has some implications for teaching evaluations; links below). See page 8 of the linked document, which mentions Group Learning Experiences, Active Learning Experiences, Experiences with Diverse Peoples and Ideas, Student Interaction with Campus Faculty and Staff (not all UNC institutions will participate in all aspects of the Portrait) [Sponsored by AASCU & NASULGC]
http://www.voluntarysystem.org/about_cp/CollegePortraitDetails_110407.pdf

c) NSSE, which also contains criteria on which the institution (& therefore faculty) are measured against. Analysis, Synthesis, Making Judgments, Application, Collaboration.
http://nsse.iub.edu/index.cfm

c) The new elective Carnegie institutional classification, "Community Engagement," for which some might apply (which may also have implications for faculty evaluation):
http://www.carnegiefoundation.org/classifications/index.asp?key=783

d) UNC Tomorrow initiative, where we might want to note the following selective excerpts that might relate to faculty evaluations:
http://www.nctomorrow.org/content.php/reports_documents/commission_reports.htm

In the AFE/TPR context, **4.1.1**, including:

- Reinvigorated emphasis on the so-called "soft skills" (covered also by CLA)
- Reinvigorated emphasis on writing skills (and communication skills more generally)
  Note related article from Scholar's Council
  http://www.nctomorrow.org/content.php/reports_documents/Soft_Skills_Trends_(Bosley).pdf
- Increased emphasis on "entrepreneurial thinking,"
- Encouragement and support of faculty use of pedagogical methods of proven effectiveness, such as active learning, collaborative teams, problem-based learning, & client-based projects.
- Encouragement of the incorporation of experiential learning opportunities across degree programs and throughout curricula (through such activities as internships, job-shadowing, undergraduate research, community and service projects, project-based and active learning, work-study programs, study abroad, and business mentors).
- Promotion and reward of civic engagement, leadership, and community service among students, faculty, and staff.
- The integration of career counseling with academic advising.

Under **4.4**, Our Communities and Their Economic Transformation, the encouragement of:

- the promotion and education of communities and students in entrepreneurship and innovation (again; 4.4.1)
- faculty and student research and public service projects in partnership with nonprofits focused on community needs (4.4.1)
- rewarding faculty involvement in addressing important community issues when considering faculty incentives, promotion and tenure, and granting release time (4.4.5)

Under **4.6**, Our Environment: "UNC should assume a leadership role in addressing the state's energy and environmental challenges."
Note related article from Scholar's Council
http://www.nctomorrow.org/content.php/reports_documents/scholars/Grady_-_Energy_and_the_Environment_Brief-Final1.pdf

- Bring economic benefits to rural and economically distressed areas through the development of energy and environmental business opportunities (4.6.2)
- Develop new sustainable leadership training programs and expand current education option for business, governmental, and community leaders... (4.6.3)

Under **4.7**, University Outreach and Engagement: "UNC should become more directly engaged with and connected to the people of North Carolina, its regions, and our state as a whole."

- UNC should apply, translate, and communicate research and scholarship to broader audiences (4.7.1)
- Align campus programs with regional needs as the driver for applying the skills and resources of University faculty
- Enhance and streamline dissemination and commercialization of UNC technologies and discoveries ("tech transfer")

4.7.2 UNC should develop a strategic plan for scholarly public service on each campus that is detailed and specific in definition and scope [here I would think that institutions could build on our work in the domain of Scholarship of Teaching and Learning.]

- UNC leadership should underscore the importance of public service on each campus that is detailed and specific in definition and scope (4.7.2)
- [Consider examination of TPR policies that reward public service (some disciplines more than others, by nature)]
- Link to the strategic needs of each region, motivate faculty to engage with the community, and create a plan to fund public service
- [Even to the point of considering course release time]
- [Note under 4.7.3 the emphasis on virtual groups and inter-institutional faculty collaboration]

Section 5: What changes should be made within UNC to respond to the needs of our state?

5.3 UNC should lead the campuses in a refinement and adjustment of the tenure, promotion, and incentive system to place greater value on faculty involvement and engagement in applied research and outreach that will enhance the state's competitiveness without decreasing support for teaching, basic research, and scholarship.

- Work with UNC Faculty Assembly to provide leadership to create and reward structure a more balanced incentive and reward structure for University faculty that appropriately values achievements in teaching, research and scholarship, and public service.
- Encourage faculty to address important societal issues and reward them for doing that work well.
- Create incentives for faculty to engage in applied research, scholarship, and public service.
- Continue to support and reward basic research, theoretical scholarship, and creative activities.
- Make appropriate University faculty more accessible to small business owners, nonprofit organizations, K-12 schools, and community groups.
- Continue to support the use of the tenure process as a way to validate that faculty candidates are highly qualified experts in their fields.

5.4 UNC should prepare for wide-scale faculty retirement and should increase efforts to recruit and retain high-quality faculty.

5.8 UNC should continue efforts to establish accountability and performance measures that ensure and demonstrate transparently its success in carrying out its missions.

Section 6: Next steps.

[Among other things] *"In developing responses to the challenges facing our state, faculty involvement -- indeed, enthusiastic support -- is needed to effect meaningful transformation within UNC. Campuses will be encouraged to involve faculty in developing their response plans [to this report]. Similarly, students and staff should also be involved."*

#   #   #