Faculty Development and Evaluation Committee (FDEC)
Annual Report
2012-2013

1. **Name of Committee Chairperson:** Emily R. Smith

2. **Committee Membership:** Gwen Alphonso, Michael Andreychik, Jessica Davis, Cinthia Gannett, Meredith Kazer, Mary Frances Malone (ex-officio), Valeria Martinez, Aaron Perkus, Emily Smith.

   Invited Members: Patricia Calderwood (CAE), Tracey Immerso (IDEA) Suzanna Klaf (CAE)

3. **Number of Meetings Attended by each Committee Member:** Gwen Alphonso (7 meetings), Michael Andreychik (8 meetings), Jessica Davis (1 meeting), Cinthia Gannett (6 meetings), Meredith Wallace Kazer (7 meetings), Mary Frances Malone (6 meetings), Valeria Martinez (6 meetings), Aaron Perkus (5 meetings), Emily Smith (8 meetings).


5. **List of Principal Topics Considered by the Committee**
   (in chronological order)

   a. **Reconstitution of University College (UC) slot on FDEC**
      
      • For the 2012-2013 year, the committee agreed to have Aaron Perkus serve as representative for the University College (UC)/part-time student & faculty slot.
      
      • With the dissolution of UC, and the needs of part-time students represented by faculty from each of the schools, the committee submitted a proposal to Academic Council (AC) to reconfigure the UC slot. The proposal, which was passed by AC in April 2013, removes the designated UC slot and instead designates one of seven faculty slots for a faculty member from the School of Engineering.

   b. **Merit**
      
      • The committee submitted a proposal to AC to streamline merit process so that faculty who were promoted or received a positive recommendation for contract renewal need not also apply for standard merit that same year. They would, however, need to apply for additional merit. Proposal approved by AC Fall 2012.

   c. **IDEA**
      
      • The Committee identified strategies for increasing response rates from students, and FIF completion rates by faculty, particularly part-time faculty.
The Committee discussed implications related to defaulting to paper vs. online for IDEA evaluations.

The Committee considered the need/value for faculty to educate themselves about IDEA and how IDEA can be used as a tool for formative assessment and professional development. CAE hosted four IDEA workshops, 2 on Getting Started with IDEA and 2 on interpreting and using IDEA results; total attendance = 22.

The Committee made a recommendation to add an IDEA tab on the Fairfield portal (as of April 2013, this is a work in progress).

The Committee explored possibility of having an IDEA consultant come to campus (instead of paying to send a couple of faculty/staff each year to the Train the Trainer meetings). This person would meet with groups of faculty & administrators to address local concerns/questions about IDEA. After much discussion of and support for this proposal, it was decided to postpone this recommendation to the 2013-2104 year.

The Committee supported the decision to make a spot in adjunct contracts for them to elect paper or online IDEA evaluations.

The Committee consulted with some of the CAS Associate Deans to consider ways to use IDEA data in aggregate; we reviewed a sample subject report looking at averages across courses.

The Committee discussed the IDEA Short Form & interval schedule as possible future options for administration of IDEA. We decided these are both good ideas; however, it is too soon to change things up for faculty, who are still learning how to use IDEA. The Associate Dean’s assessment group will consider this further.

The Committee proposed having a session (possibly hosted by CAE) on how to use data from yellow evaluation forms.

Immerso/Baer provided reports to the dean’s about faculty from Fall 2012 who did not complete their FIF forms or who did not turn in their paper packets. They also received subject area reports. FDEC would like to consider ways to support chairs/associate deans to encourage faculty participation in the IDEA process.

d. Mentoring Initiative

A subset of the Committee engaged in discussion of the current mentor systems in place at Fairfield University during summer 2012; outgrowths from this discussion launched a yearlong mentoring focus on the Committee.

We formed a Mentoring Subcommittee at first meeting to spearhead the mentoring initiative.

The Fall FDEC Day focused on Mentoring was cancelled due to missed class time from Hurricane Sandy.

The Committee considered various ways to collect information about faculty experiences with mentoring at Fairfield. There were several lengthy discussions of plans to facilitate focus groups on faculty experiences with mentoring (received and given). The Committee decided to make this an initiative for 2013-2014 year.

The Chair and Director of CAE met with the Deans Council to begin a process of raising awareness about and assessing mentoring on campus.

The Committee discussed ways to create greater visibility of and formal acknowledgement for mentoring. These discussions precipitated initiative to amend R&T
dossier guidelines to include language related to mentoring and Peer Review of Teaching (PRoT) work.

- Planned the Spring FDEC Day focused on expanding conceptions of mentoring and identifying and developing a mentoring network.
- The Committee met with Associate Dean Im to discuss ways FDEC might support efforts to gather information about AHANA faculty experiences and to provide mentoring specific to AHANA faculty needs.

**e. Part-Time (PT) Faculty**

- The Committee discussed and supported the need to include PT faculty voice on FDEC; we explored the possibility of creating a permanent slot on FDEC for PT faculty. In the interim, agreed to invite two PT faculty members—one who teaches undergraduate courses, one who teaches graduate—to be guest members for the 2013-2014 year.
- The Committee considered the possibility of creating a working group of affiliate faculty to coordinate concerns and initiatives, and have them report to FDEC.
- The Committee kept abreast of work of the AC working group charged to consider the working conditions of part-time faculty (2 representatives from FDEC are on the working group). In the Spring 2013, the working group developed a survey for PT faculty and coordinated with faculty from AJCUs to collect information about conditions and best practices for PT faculty across Jesuit institutions.
- The Committee charged the 2013-2014 Committee with exploring ways of addressing the mentoring and development needs of PT faculty.

**f. Revision of R&T Dossier Guidelines to include Peer Review of Teaching (PRoT) & Mentoring Work**

- To launch our process of revising the Guidelines, the Committee asked Pat Calderwood to share the process that her AC subcommittee used to amend the R&T dossier guidelines to include language related to Community Engaged Scholarship.
- The Committee developed recommendations/advice to guide the 2013-2014 FDEC as they begin work on amending the R&T dossier guidelines to include language related to faculty engagement in mentoring and PRoT.

**6. List of Decisions Taken by the Committee:**

- Reconstituted Committee Membership to include a slot for a faculty member from the School of Engineering.
- Submitted proposal to AC to streamline Merit Process so that faculty who receive a positive contract renewal or promotion decision need not apply for standard merit.
- Invite two part-time faculty members to serve as invited guests on FDEC for the 2013-2014 year.
- Shift FDEC’s IDEA focus from nuts and bolts to supporting faculty to use IDEA data for formative assessment, program assessment, and professional development purposes.
- Provide deans with information about FIF completion to allow deans/chairs to support faculty who have not completed their forms in the past.
• Shift focus from evaluative leg of FDEC to development leg and focus year’s efforts of faculty mentoring on campus.
• Take steps to amend R&T Dossier guidelines to include language related to mentoring and PRoT.

7. **Anticipated Effects of Committee’s Decisions:**

• Once the amendment is finalized, SOE faculty will be represented on FDEC on a regular basis.
• Faculty completing contract renewal or promotion dossiers will have less paperwork to do; faculty who review merit will have less paperwork to review.
• The voice and development and evaluation needs of part-time faculty will be more regularly addressed by the FDEC.
• Faculty, departments and schools will begin to use IDEA for individual and program evaluation and development.
• Improved completion rates of IDEA evaluations by students and faculty.
• Faculty mentoring will become more visible on campus; faculty will be more aware of mentoring resources in their reach.
• Faculty will eventually be able to highlight their mentoring and PRoT work in their promotion dossiers.

8. **Unfinished Business:**

• Help faculty to interpret IDEA results and use them for formative assessment and program development.
• Support adjunct faculty to use IDEA (implement and interpret).
• Conduct Focus Groups on faculty mentoring experiences (with special focus on AHANA faculty)
• Explore more permanent ways of including a PT member/issues on FDEC
• Revise of R&T Dossier Guidelines to include mentoring and PRoT language.

9. **Future Agenda Items:**

• Work with CAE to facilitate focus groups to gather information about faculty experiences with mentoring & develop recommendations and action items.
• Collaborate with CAE to support AHANA faculty development and promotion (e.g., collecting information about their experiences, developing community, mentoring).
• Consider and address PT faculty development and evaluation needs (along with FT faculty).
• Amend R&T Dossier Preparation Guidelines to include language on mentoring and PRoT.
• Now that the language of Community Engaged Scholarship is in the Dossier Guidelines, educate faculty and R&T about what this is and how to document it.
Respectfully Submitted

Emily R. Smith

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