

Present: Crystal, Chris, and Laurie, Will Jennings, Doug Aaron  
Present via zoom: Jennifer, Stephen Marz, & Anne Langendorfer

All of us checked in as very very busy, except Chris, who said he was as a latex house-painter to our Michaelengos, and Will, who has just returned from an anniversary trip to Tahiti. We were especially sympathetic to Steven's plight, as his workload has mushroomed unexpectedly this semester, though without any increase in compensation.

We approved the minutes for our Sept. meeting. Aaron commented that the minutes were excellent, and we all agreed.

We then spent the largest part of the meeting talking through the work we've done for "homework"

Chris led us gazelle-like through the work he has done to produce a streamlined draft of a revised Manual for Faculty Evaluation. An overview of these changes:

- He added, as a preamble, quotes from the Faculty Handbook that provide a context for the procedures outlined in the Manual.
- He added a section on annual reviews, adapted from the section on annual reviews in the existing Chapter on TT faculty.
- He cut all the details about what needs to be included in the dossier since the existing MFE refers only to Lecturers and does not align with the new FH.

Laurie expressed concern that there is no mention in the MFE of the need for hiring unit administrators to Consider whether the NTTF workload descriptions actually align with the kind of work they would need NTTF to do in order for the departments to fulfill their missions under current staffing. Chris maintained that the MFE is not the right place for this, and everyone else seemed to agree.

Kristina proposed that the next project of the NTTF should be a documentation of the kinds of work NTTF are doing beyond their primary assignments, She also pointed out that if NTTF were included in Elements, this information might become easier to collect—in fact, starkly evident.

Jennifer presented the work that she and Scott have done on what NTTF should count in the evaluation of "EXCELLENCE IN SERVICE" both for annual review and for promotion.

Their work is available on Canvas. They used lists that their own departments have come up as ways to demonstrate excellence in service for TT faculty promotion to come up with a preliminary list of ways to document service excellence for NTTF. Service can be broken down into service to the department, the university, the discipline, and ...? They noted that it is

important to distinguish between simply SERVING on a committee and CHAIRING a committee as a service commitment that warrants promotion.

In discussing their work so far, we ran into some more wicked questions:

**Should workshops on teaching pedagogy developed or attended be included in the “service” category?**

**What about workshops attended?**

**What about professional development more generally?**

(We generally agreed that professional development and workshop attendance could NOT be folded into “teaching” since 12-hour teaching load leaves no time for professional development. But this raises another wicked question:

**Is there a minimal level of professional development required for ALL teaching, things that SHOULD be part of the standard commitment for anyone teaching any course—presumably even PT faculty?**

Everyone: What wicked questions have I missed from this discussion?

Will reviewed the work that his group has done on the Best Practices for Documenting Excellence in Teaching.

He praised Anne Ho for her ability to see the big picture and her willingness to dive into the work.

The issues that this group are grappling with include:

**Who should be involved in peer review?**

**How can standard quantitative teaching evaluations be used for assessment given that some classes are more challenging than others?**

**Should students’ comments be included as part of the dossier for promotion, and if so, how should they be gathered, selected, archived?**

Kristina and Doug Said that they haven’t made much progress on thinking through how to document and evaluate best practices for evaluating research, but Doug -, in explaining what slowed him down, raised good questions:

**Is it possible to come up with a standard way to measure research excellence that works across all disciplines?**

**Is it even really our job?**

**Doug elaborated on this question:**

**If NTTF and their bosses communicate clearly in annual review meetings about the NTTF's research goals, then shouldn't the achievement of those goals count as the standard for "excellence"?**

We had a productive and inconclusive conversation about what should count as research—and how it relates to teaching: If research only counts when it results in publication, then how should we handle the kind of work that goes into staying current in one's field, or, in cases like Steven's—the work that goes into preparing a 600-level course for PHDs—which required not just being current in the field, but also on the cutting edge.

Laurie and Crystal suggested that Doug and Kristina could get in touch with Denita Hadziabdic Guerry [purdash@gmail.com](mailto:purdash@gmail.com) Former chair of this committee and former NTT Research Faculty, now TT, who has good insights.

Laurie and Crystal reported on their work coming up with a draft of questions for Misty to pass on to JZ regarding how Elements is used/should be used. **They invite comments any time before October 19.**

We ended the meeting by discussing the goals and pacing for the rest of the semester.

We agreed to have a November meeting focusing on the MFE, because Chris will be here in November but not during the break.

We agreed to meet perhaps TWICE between semesters –once during finals week and again very early in the semester—to try to pin down our “best practices” appendices on how hiring units should assess excellence in the three areas where NTTF may have workload distributions: teaching, research and service.

IN the meantime, each group should continue to work on their section. As you revise and expand your ideas for Best practices in your area, 1) take into account the questions that have been raised in this meeting and 2) try to gather more information to inform your ideas.

Also, as you feel moved, you can contribute to other sections, especially regarding the “wicked questions” that we ran into in our discussion today.

