Table of Contents

Mission Statement of the Graduate Liberal Studies Program ......................................................... 1

Structure of the Graduate Liberal Studies Program ....................................................................... 1
  GLS Advisory Council .................................................................................................................. 1

Administrative Positions and Duties .............................................................................................. 2
  Graduate Liberal Studies Program Director .................................................................................. 2
    Job Description and Responsibilities ....................................................................................... 2
    Term of Office .......................................................................................................................... 2
    Organization .............................................................................................................................. 2
    Communication ......................................................................................................................... 2
    Personnel ....................................................................................................................................... 3
    Director Recruitment .................................................................................................................. 3
  GLS Assistant Director .................................................................................................................. 3
    Job Description and Responsibilities ....................................................................................... 4
    Hiring Procedure ....................................................................................................................... 4

Personnel
  GLS Instructors .......................................................................................................................... 5
    Hiring Procedures ....................................................................................................................... 5
  Graduate Faculty Status .............................................................................................................. 6

Faculty Workload .......................................................................................................................... 6
  Definition .......................................................................................................................................... 6
  Workload Parameters ................................................................................................................... 7
    Teaching activities ....................................................................................................................... 7
    Research Accomplishment ........................................................................................................... 7
    Service ............................................................................................................................................. 7
    Final Project Committees ............................................................................................................ 7
  Faculty Reassignment Procedures .............................................................................................. 8

Annual Evaluation Process .......................................................................................................... 8
  Guidelines and Procedures .......................................................................................................... 8
  The Basis for Evaluation ................................................................................................................. 9
  Criteria for Evaluations ............................................................................................................... 9
  Method for Evaluations ............................................................................................................... 10

Professional Development .......................................................................................................... 10
  Mentoring Policy .......................................................................................................................... 10
  Travel Funds Policy ...................................................................................................................... 10

Professional Conduct ................................................................................................................... 11

Teaching ......................................................................................................................................... 12
  Faculty Evaluation Procedure ...................................................................................................... 12
  Office Hours ............................................................................................................................... 13
  Sick Policy .................................................................................................................................... 13

Appendix A Format for a Faculty Member’s Annual Report to the Director .................................... 15
Appendix B1 Format for Classroom Evaluation of Teaching .......................................................... 17
Appendix B2 Format for Evaluation of Teaching ............................................................................ 18
Appendix C Format for Online Evaluation of Teaching .................................................................... 19
Mission Statement of the Graduate Liberal Studies Program

Consonant with the mission of the University of North Carolina Wilmington (UNCW) “to stimulate in its students intellectual curiosity, ethics, imagination, rational thinking, thoughtful expression, and a love of learning,” the Graduate Liberal Studies (GLS) program at UNCW provides a highly integrated exploration of the liberal arts, which not only adheres to the traditional values of broad liberal arts education, but is specifically designed for highly motivated learners who wish to deepen their understanding of the social, scientific, and humanistic dimensions of today’s world. Fundamental to UNCW’s GLS program is its mission to prepare its students to meet the many complex challenges facing our society, the regional and world communities, most of which do not fall within the strict confines of a single discipline or professional degree program, but rather require a broader interdisciplinary perspective.

Structure of the Graduate Liberal Studies Program

The Graduate Liberal Studies program at UNCW is administered by the Director and the Assistant Director. The Director of the GLS program reports to the Dean of the College of Arts and Sciences.

GLS Advisory Council

The Graduate Liberal Studies Program Director will appoint, in consultation with the Dean of the College of Arts and Science, a GLS Advisory Council. Normally, this Advisory Council will consist of the Director, the Assistant Director, the Director of the UNCW Onslow County Extension Program, a full-time UNCW faculty member who regularly teaches in the GLS Program, and a regular part-time instructor for the GLS Program. The duties of the Advisory Council include:

- evaluating course proposals and selecting the courses for the upcoming academic year
- developing and approving GLS Program policies
- participating in the search for a new director or assistant director
- evaluating assessment procedures and making changes as needed
- evaluating the assessments and making recommendations for changes to the curriculum
- participating in the peer evaluation full-time GLS faculty
Administrative Positions and Duties

Graduate Liberal Studies Program Director

Job Description and Responsibilities

The director of the Graduate Liberal Studies Program serves its faculty as a leader, organizer, and facilitator, acts as the program’s representative to the Dean of the College of Arts and Sciences and other administrators, and administers the programs and supervises the staff of the department. He or she is the instructor of record for all GLS 598: Final Project courses.

Term of Office

The director of the Graduate Liberal Studies Program serves for a term of four years, which may be renewed. The term begins the July 1 following appointment by the Dean of the College of Arts and Sciences.

Organization

• The director must be aware of and attentive to the program’s and the university’s deadlines.
• The director is responsible for developing and maintaining—with the advice and consent of the faculty—the program’s objectives, long-term planning, and on-going evaluation procedures.
• The director is to administer the program’s budget in such a way that the instructional needs of individual faculty are balanced with the program’s needs.
• The director is to prepare schedules and teaching assignments in such a manner that both the needs of individual faculty and the needs of the program as a whole are balanced.
• The director is to schedule the program’s Advisory Council meetings in a timely manner and to lead them efficiently and democratically.

Communication

• The director should be accessible to GLS faculty, staff, and students.
• The director should provide leadership within the program, while remaining sensitive to the wishes and needs of its various concentrations.
• The director should facilitate communication among departmental faculty, staff, and students, working to resolve conflicts if they appear.
• The director represents the program to the college and the university administration, and should advocate the collective wishes of the program to the administration.
• The director is responsible for relaying information and directives from the administration to the entire program. The director should also attempt to keep the faculty informed of opportunities for curriculum development and research support.
• The director is responsible for providing reports and recommendations requested by the college or the university, but should solicit input from department faculty on such reports and recommendations, as well as on hiring, promotion, and tenure decisions.

**Personnel**

• The director is responsible for the evaluation of teaching, research, and service within the program.

• The director is responsible for hiring, supervising, and evaluating the program’s staff and student workers.

• The director is responsible for submitting recommendations to the Dean of the College of Arts and Sciences on hiring, promotion, tenure, and reappointment, and on merit pay increases in accordance with program and university guidelines.

**Director Recruitment**

The director of the Graduate Liberal Studies Program is appointed for a renewable four-year term by the Chancellor on the recommendation of the Provost and the Dean of the College of Arts and Sciences.

Qualifications required in a director ordinarily include:

- tenure and associate or full professor rank;
- at least three years of full-time service at UNCW (for internal candidates);
- evidence of effectiveness in teaching, a continuing pattern of achievement in research, regular professional service, and active professional development;
- leadership ability;
- administrative skills.

In the spring semester prior to a current director’s last year of service, the Dean will consult with the program’s advisory committee regarding the director’s replacement. The Dean will invite applications from the UNCW faculty. All applicants should submit the following application materials: (1) a statement of administrative philosophy, (2) a summary of the applicant’s research, (3) evidence of teaching effectiveness, (4) a curriculum vitae, and (5) a statement of the applicant’s vision for the program’s future. The inclusion of references (or a list of references’ names, addresses, and telephone numbers) is optional. The Dean, in consultation with the Associate Deans, will review the applications, interview candidates, and recommend the applicant to the Provost for approval.

If the current director wishes to renew for an additional term, the director should notify the Dean. The Dean will determine whether the term is renewed or a search for a new director will be initiated.

**GLS Assistant Director**

An assistant director / lecturer—who will otherwise perform the duties of the director in the director’s absence—should be selected by the director.
Job Description and Responsibilities

The duties of the assistant director are those designated to that person by the director and include:

- teaching 3 courses in the GLS program in each of the Fall and Spring semesters
- advising half of the Master of Arts in Liberal Studies (MALS) students
- advising all Post-Master’s Certificate in Liberal Studies (PMCLS) students
- advising the Graduate Liberal Studies Student Association
- reading MALS final projects for format and language
- administrating the PMCLS qualifying exit examination
- reviewing with the director all MALS and PMCLS applications
- serving on the GLS Advisory Committee
- supervising the GLS Journal and annual conference
- editing the GLS online journal

Hiring Procedures

The Graduate Liberal Studies Program is subject to and abides by all federal and state regulations, all University of North Carolina policies, and all UNCW policies and procedures concerning employment. The following points of procedure are designed to supplement such institutional procedures at the program level.

When hiring full-time faculty:

- The director is responsible for coordinating the hiring process with the university compliance officer and the office of the Dean of the College of Arts and Sciences.
- The director is responsible for recommending appropriate members of the search committee to the Dean. The chair, working with the committee, prepares an announcement describing the position. The announcement will be published according to institutional guidelines.
- The director receives and reviews all applications for the position. The committee submits to the director of the program the names of the candidates whom it judges suitable for interview.
- If possible, a member or members of the committee will ordinarily interview candidates at professional meetings.
- The committee recommends to the director not less than three finalists to be brought to the campus for final interview.
- Prior to the campus interviews, the dossiers of candidates are made available for faculty review in the GLS program’s office.
- The campus interview includes at least a teaching demonstration, a seminar with faculty and students, and an interview session with the members of the program.
• After all candidates have been interviewed on campus, the director will convene a meeting of the program to discuss the candidates and to arrive at a hiring recommendation.

The director is responsible for final action at the departmental level and for submitting a recommendation to the Dean.

**Personnel**

**GLS Instructors**

Since the GLS Program receives more proposals than courses it can offer each semester, it may not be possible for the program to offer employment to each instructor who has submitted a course proposal. It is also unlikely that any instructor would be permitted to offer two courses during one academic year.

The selection criteria used by the GLS Advisory Committee in determining the curriculum for any academic year include:

- **Interest to GLS students:** The GLS Advisory Committee will choose courses it feels would be interesting to GLS students.

- **Variety:** The GLS Advisory Committee will seek to ensure the courses selected represent the broad thematic areas of 1) social concerns and cultural systems; 2) environment, science, and society; and 3) arts, literature, and society. It is also unlikely that two closely related courses would be offered during the same semester.

- **Reputation of the Instructor among GLS students:** Instructors with poor SPOTs should not expect to teach for the program. For the sake of variety, instructors who are new to the GLS Program or UNCW will also be considered.

- **Reputation of the Instructor in the GLS office:** Instructors who fail to administer SPOTs, to submit grades on time, to fill out required forms for employment, to reply to official GLS emails, to use their official UNCW email account, etc. will not be permitted to teach within the program.

A curriculum vitae and criminal background check is required for all first-time hires and for instructors who have not taught for UNCW for a semester.

**Hiring Procedures**

The Graduate Liberal Studies Program is subject to and abides by all federal and state regulations, all University of North Carolina policies, and all UNCW policies and procedures concerning employment. The following points of procedure are designed to supplement such institutional procedures at the program level.

When hiring full-time UNCW faculty for GLS courses:

- The faculty member must submit a completed course proposal form by the deadline set by the director. The faculty member must receive permission from his or her chair to
teach for the GLS Program. And, the faculty member must be a member of the Graduate School.

- The GLS Advisory Committee meets to determine the courses selected.
- The faculty member must fill out required forms for employment, to reply to official GLS emails in a timely manner, and use their official UNCW email account.

When hiring part-time instructors for the GLS courses:

- The potential instructor must submit a completed course proposal form by the deadline set by the director. He or she must already be a member of the Graduate School or able to meet the Graduate School’s requirements. If the latter case, he or she must apply to become a member of the Graduate School.
- The GLS Advisory Committee meets to determine the courses selected.
- The instructor must fill out required forms for employment, to reply to official GLS emails in a timely manner, and use their official UNCW email account.

All Instructors must submit grades on time and administer SPOTs according to UNCW’s procedures. Failure to abide by these policies means the GLS Program will not allot courses to the instructor in the future.

Graduate Faculty Status

All full-time UNCW faculty, part-time instructors, and directors and readers of final project must have Graduate Faculty Status. This status is determined by the Graduate School. New full- and part-time faculty are normally granted an initial three-year appointment. Afterwards, faculty should normally publish at least two articles of scholarly merit in a peer-reviewed journal every five years. Major scholarly works other than peer-reviewed articles (i.e., books and monographs) should satisfy the requirement. Other professional writing such as chapters in books, technical reports, encyclopedia entries and book reviews will be considered as part of one’s scholarly accomplishments. Obtaining external funding is highly valued and will be viewed favorably.

Faculty Workload

Definition

Faculty workload in the Graduate Liberal Studies Program consists of the following professional activities: teaching, service, and scholarship. Under almost all circumstances, full-time program members are expected to carry 100% annual workloads in which all of these components are reflected within the ranges given below.
Workload Parameters

Teaching activities

The Graduate Liberal Studies Program regards teaching as its primary mission. Therefore, it is expected that approximately 75 percent of faculty workload during a typical academic year will be committed to teaching activities, both in and out of the classroom.

A typical three-credit course involves preparation, teaching, grading and advising, and is assumed to require 12.5% of a program member’s workload. Three three-credit courses for each of the fall and spring semesters in an academic year require 75% of annual workload. Recognition will also be given for other teaching responsibilities, such as Directed Individual Studies and Final Project supervision, but these activities in themselves do not warrant a reduction in course load. Faculty who are not classified as research-active [see below], and who have no special administrative/service duties will teach four three-credit courses for each of the Fall and Spring semesters.

Research Accomplishment

Research accomplishments advance knowledge in the program member’s academic discipline, enrich society, bring recognition to UNCW, and contribute to the quality of teaching. Research is not expected of the GLS Assistant Director because teaching and administrative service are his or her primary duties.

Service

Service responsibilities of program members are defined as formal and informal professional activities on behalf of the program, College, University, as well as the community at large. It is expected that service activities will constitute approximately 25% of a faculty member’s annual workload.

Final Project Committees

The Assistant Director of GLS is expected to supervise as many as two final projects per semester. Should he or she supervise more than four in an academic year, each additional supervision of a successfully completed MALS final project during that year will equal 1.0 Course Hour Equivalency (CHE) to be awarded to the Assistant Director upon student's completion of oral defense. When the Assistant Director accumulates 3.0 CHEs, she or he will be eligible for a course overload stipend, depending on available funds and with the approval of the Dean of the College Arts and Sciences. CHE-based course overload stipends can only be awarded once in each 5-year period.

Faculty members, other than the Assistant Director of GLS, who direct MALS final projects receive no compensation in terms of accumulating CHEs or merit-based pay increases. Therefore, the GLS Program will use its annual “Distance Education One-time Allocations based on Student Credit Hours” funds to provide a $200 stipend for each final project directed by an instructor, depending on available funds and with the approval of the Director of the Graduate Liberal Studies. This stipend will only be paid upon the student’s completion of the oral defense of the final project.

In case of insufficient funds to compensate all final project directors for a given academic year, the Graduate Liberal Studies Program recognizes that certain final project directors are in greater need of compensation, particularly part-time instructors, Onslow County Extension
Program instructors, and instructors supervising final projects online. Therefore, funding for final project supervision shall be allocated to the following instructors, ranked in order of decreasing priority:

1. instructors directing final projects for online-only students;
2. instructors directing final projects for students in the Onslow County Extension Program;
3. temporary instructors directing final projects for main campus students;
4. full-time UNCW faculty directing final projects for main campus students.

Any leave-earning UNCW employees (SPA or EPA) are subject to the provisions of UNCW Policy 08.135, Supplemental Payments for UNCW Employees. As this payment would be supplemental compensation for these employees, a Supplemental Compensation Form must be submitted and fully approved before any submission of pay documentation to HR. The Graduate Liberal Studies Program office will process the form including the initial preparation and submission of the form to the employee. Once the employee has signed and returned the form, it will be forwarded to the appropriate officials for approval. The instructor’s signature on the student’s Final Project Proposal Form establishes eligibility for the stipend. The stipend will be authorized for payment upon the successful completion of the final project oral defense.

Faculty Reassignment Procedures

Pursuant to University and College guidelines on faculty reassignment, the Graduate Liberal Studies Program procedures shall be as follows.

1. An eligible faculty member submits, by the appropriate deadlines, applications to the director for reassignment.
2. The director forwards the applications to the relevant University or College committee.

Annual Evaluation Process

Annual written evaluations are made of each full-time faculty member by the GLS Program Director. The faculty member shall have the opportunity to reply in writing to the evaluation. Evaluations must be completed by July 1 of each year. Recommendations for merit salary increases rely heavily on the written evaluation document, but recommendations for reappointment do not necessarily rely on the annual cumulative reports. The Director’s evaluation draws from peer evaluations of teaching, student evaluations, and the faculty member’s Annual Report. The faculty member may include reprints of publications or reviews of performances.

Guidelines and Procedures

Evaluation in the Graduate Liberal Studies Program takes place during every spring semester. The purposes of the evaluations are:

- to help in complying with the suggestions of the Southern Association of Colleges and Schools Accreditation Committee that UNCW needs stronger evaluation procedures for its faculty;
• to assist the director in making his or her annual report to the Dean of the College of Arts and Sciences;
• to provide members of the program with an opportunity to showcase their activities and accomplishments for the year.

The evaluations are made on the basis of three general areas, Teaching, Research, and Service, and correspondingly consist of three separate numerical scores. Each of these general areas is broken down into more specific categories explained below.

The Basis for Evaluation

The primary document for the evaluation is each individual's Annual Report to the Director. In addition, supporting documentary evidence, such as books, journals, off prints of articles, acceptance letters, supplementary student evaluations, thank-you notes, etc., should be included.

Each program member should submit a brief (approximately one-page) self-evaluation, assessing his or her own accomplishments for the past year and plans for the upcoming year. The self-evaluation should also include a numerical score for teaching, research, and service, as described below, under “Method of Evaluation.”

Presenting one’s report is an opportunity to demonstrate one’s contributions in teaching, research, and service. Those who fail to submit any questionnaire, materials, or self-evaluation to the director are evaluated nonetheless. It is thus in the interests of each program member to cooperate to make his or her case, since evaluations are made on the basis of written materials.

Criteria for Evaluations

The format for the Annual Report to the director provides a guideline for the criteria involved in the areas of Teaching, Research, and Service. (The format for the annual report is appendix A of this document.)

• For instance, under Teaching, one submits representative syllabi, exams, other pertinent course materials, and evidence of other activities relevant to teaching.
• Under Research, one includes all scholarly publications such as books, refereed journal articles, chapters in books, as well as papers presented at professional meetings, works in progress, grants, and evidence of other activities relevant to research. Note: at present, research is not an expectation for the Lecturer / Assistant Director of the Graduate Liberal Studies Program. However, he or she may wish to include his or her research activities to enhance the report.
• Under Service, one includes service to the university (e.g., committee assignments, faculty senate, sponsorship of student organizations); professional service (e.g., memberships, conferences attended, offices held); community service (e.g. public lectures, media presentations, participation in civic affairs or educational events). It would be helpful to the evaluation committee to know approximately how much of the department member's time each of these service listings require.
Method for Evaluations

The director rates each program member in each of three categories using a four-item scale, with a written evaluation or explanation of the numerical rating. The scale to be used is the following.

“NA” **Not Applicable** (This rating should be given, for example, when leave of absence, special research grant, or some other circumstance precludes service, or frees the program member from teaching assignments.)

“1” **Below Average** (This rating should be given when teaching or research is below program’s standards or when no appropriate service was done.)

“2” **Good** (This rating should be given when efforts are considered appropriate to the individual's professional development, that is, when they are within the parameters of the ‘program’s average.’)

“3” **Excellent** (This rating should be given when efforts are considered to be noteworthy, or outstanding.)

Professional Development

Faculty professional development is viewed partly in terms of such quantifiable factors as degrees earned, years of service to UNCW, student evaluations of teaching, and professional service. It is also observed in intangible qualitative factors which are difficult to measure quantitatively, such as intellectual curiosity, creativity, enthusiasm, interest in helping students and the ability to motivate them, teaching effectiveness, and cooperative, harmonious relationships with colleagues. Comprehensive evaluations of faculty therefore must use subjective as well as objective measures.

Mentoring Policy

The Graduate Liberal Studies Program recognizes the value of mentoring lecturers and part-time instructors as part of the process of academic growth and development. The director will serve as a mentor for the lecturer. The mentor will advise the lecturer member on academic policy and other matters involving orientation to the program and the university. Part-time instructors will be mentored on request by the director or assistant director.

Travel Funds Policy

The Graduate Liberal Studies Program recognizes the importance of faculty professional development and encourages its full-time members to participate in relevant professional meetings and conferences. Funding for such professional development shall be allocated with priority given to the following levels of participation, ranked in order of decreasing priority:

1. service to the program and/or the university (such as interviewing job candidates),
2. delivering a paper or a formal paper length written response to a paper or group of papers,
3. taking an active part in a pre-organized panel,
(4) service to the profession, e.g., as an elected officer taking an active role in business meetings, as an organizer of a panel, seminar, or session,

(5) delivering informal responses to paper(s),

(6) participation in an ongoing seminar (i.e., a formally organized group, but one larger than a four or five person panel)

(7) presiding at a session [introducing speakers],

(8) attendance without formal participation.

In case of insufficient funds to support the requests of all faculty members with the same priority, the Graduate Liberal Studies Program, in accordance with the priorities set by Academic Affairs, recognizes the greater professional and financial needs of full-time, junior faculty. However, the GLS Program also recognizes the need for fairness and reasonableness in the allocation of travel funds: program’s members attending several conferences or professional meetings in one year, even with levels of participation with the highest priorities, should not expect funding for each conference or meeting. Similarly, because of the much greater costs of overseas conferences or meetings, faculty should not expect full funding when the Program’s funds are limited. Moreover, the faculty member should apply for support through the Office of International Programs.

Each faculty member has the responsibility of informing the director of the Program at the beginning of the academic year (or as soon as possible) of upcoming travel needs.

Professional Conduct

The Graduate Liberal Studies program is a community of scholars engaging in a common task which is articulated in the mission statement. In addition to the various duties and responsibilities of the faculty outlined in this manual, the GLS Program has the expectation that the faculty members’ behavior towards colleagues, staff, and students be consistent with professional standards. Therefore, GLS faculty are expected to abide by national standards for professional conduct as identified in the American Association of University Professors Statement on Professional Ethics as follows:

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student’s true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory
3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Suspected violations of these standards for professional conduct may be referred to the Faculty Professional Relations Grievance Committee for possible mediation or to other reporting authorities for possible disciplinary action as specified in the UNCW Faculty Handbook.

Teaching

Faculty Evaluation

All instructors who teach for the GLS program (and not any other department in which they are evaluated) are evaluated for teaching effectiveness. This evaluation includes face-to-face courses and online courses, both UNCW main campus courses and Onslow County Extension Program courses.

Procedure

GLS instructors teaching face-to-face courses will be evaluated each semester by direct observation. The Director or the Assistant Director will attend a class and evaluate the teaching effectiveness using Appendix B 1: Format for Classroom Evaluation of Teaching. For Onslow County Extension Program courses, an appropriate faculty member may be selected. The date of the classroom visitation will be arranged in consultation with the instructor. Furthermore, course materials such as the syllabus and assignments will be evaluated using Appendix B 2: Format for Evaluation of Teaching.
GLS instructors teaching online courses will be evaluated each semester by having the Director or the Assistant Director made “Administrators” for the courses in Blackboard. The Director or the Assistant Director will evaluate the teaching effectiveness using *Appendix C Format for Online Evaluation of Teaching*. The date of the evaluation will be arranged in consultation with the instructor.

The instructor will receive a copy of the evaluation that is submitted to the director as feedback, and a copy will be placed in his or her file as documentation. Should the Director or instructor have any concerns about the evaluation a meeting to discuss these concerns will be arranged before the end of the semester. If recommendations are made by the Director, a subsequent meeting will be arranged before to ensure the recommendations have been acted on for future courses. The summary of this meeting must be documented and placed in the instructor’s file.

**Office Hours**

According to the *UNCW Faculty Handbook*, “Although the university has no specific requirements regarding faculty office hours, each member of the faculty is expected to be available to students and advisees for at least two hours per day during the regular academic year, and at least one hour per day during the term of a summer session in which a faculty member teaches. Office hours should be posted on office doors and should be at times convenient for students. On any occasion when an unavoidable conflict arises, faculty should post a note (or have the secretary post a note) on their office door.”

Therefore, full-time faculty should have at least two days per week of posted/observed hours totaling at least four hours per week of posted/observed hours. Every day of the work week must have a “by appointment” option.

Part-time faculty must also be available to students. Part-time GLS faculty do not have offices and do not teach more that 3 credit hours per semester. Therefore, they should put contact information on the syllabus and use the “by appointment” option. Reasonable efforts should be made to accommodate a student’s request for a meeting that falls within normal business hours during the work week. Such meetings should take place in the GLS office or some other academic space.

Part-time faculty who teach only online courses must also be available to students. Therefore, part-time faculty should put contact information on the syllabus and use the “by appointment” option. Meetings shall take place using the “chat” option within Blackboard, by telephone, or by some voice-over-the-internet software application such as Skype.

**Sick Policy**

If a faculty member is ill and cannot teach a class, the faculty member must notify the students and the Director as soon as possible, ideally before the class meets. The faculty member should assign alternate work for the class.

If a faculty member is ill and cannot teach classes for two weeks, the faculty member must notify the students and the Director as soon as possible. The classes should be covered, if possible, by Assistant Director or Director.
If a faculty member is ill for more than two classes, the faculty member must notify the Director to work out a long-term solution (for example, under the Family or Medical Leave Act). The Director will consult with the Dean of the College of Arts and Sciences and/or Human Resources so that classes are covered (e.g. a stipend for a faculty member who steps in to teach the course depending on availability of funds).
Appendix A
Format for a Faculty Member’s Annual Report to the Director

Academic Year [e.g., 2001-2002] Annual Report to Director
Time Span Covered by Report [e.g., May 2001 - April 2002]

Your Name
Your Rank
Graduate Liberal Studies Program
University of North Carolina at Wilmington

Date Submitted

NOTE: This report for the most part uses the categories and structure of the RPT application as outlined in the UNCW Faculty Handbook, Appendix C: “Criteria for Reappointment, Promotion, and Award of Tenure.” Sections I - III of the RPT form do not apply to annual reports.

IV Teaching
Courses Taught

Summer I 2007 — 00 courses
GLS 000 00 students
(title)

Summer II 2007 — 00 courses
GLS 000 00 students
(title)

Fall 2008 — 00 courses
GLS 000 00 students
(title)
GLS 000 00 students
(title)
GLS 000 00 students
(title)

Spring 2008 — 00 courses
GLS 000 00 students
(title)
GLS 000 00 students
(title)
GLS 000 00 students
(title)

Teaching Evaluations
Peer Evaluations of Teaching – Classroom Visitation

Advisees

List of names …

At this point, continue to use the categories and structure of the RPT application as outlined in the UNCW Faculty Handbook, Appendix C: “Criteria for Reappointment, Promotion, and Award of Tenure,” beginning with the optional categories of Part IV, and followed by Part V (Research), and Part VI (Service).

At the end of the annual report, include the following sections.

Self-Evaluation

The Past Year

Goals and Plans

Numerical Self-Assessment

TEACHING 3 (excellent) / 2 (appropriate) / 1 (below average)
— [main reason for this assessment]

RESEARCH 3 (excellent) / 2 (appropriate) / 1 (below average) / Not Applicable
— [main reason for this assessment]

SERVICE 3 (excellent) / 2 (appropriate) / 1 (below average) / Not Applicable
— [main reason for this assessment]

Teaching Evaluations

SPOT Question 16 number listed by course

GLS 000-00 0.00 [spot number]
GLS 000-00 0.00 [spot number]
GLS 000-00 0.00 [spot number]

Optional evaluation of your SPOT results

You may append selected individual SPOT forms if desired.
Appendix B 1
Format for Classroom Evaluation of Teaching

Graduate Liberal Studies Program
Classroom Visitation Report

**Instructor:**

**Course number and title:**

**Observer:**

**Date of observation:**

1. **Structure.** Describe the topic, goals, and format of the class.

2. **Planning.** Comment on the instructor’s planning, preparation, and course materials. Consider how the class meeting fits into the overall design of the course, based on the syllabus.

3. **Delivery.** Comment on the quality of instruction. Consider clarity, coherence, appropriateness, use of instructional resources, and instructor’s knowledge of the subject matter.

4. **Response.** Describe the level and effectiveness of instructor’s interaction with students. Consider methods used to involve students in learning.

5. **Summary.** Provide general comments about this instructor’s approach to teaching. Comment on strengths or areas in need of improvement.

Dated Signature of Observer
Appendix B 2

Format for Evaluation of Teaching

Graduate Liberal Studies Program
Course Materials Evaluation for Classroom Courses

<table>
<thead>
<tr>
<th>Organization and Design</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The course is well-designed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course has an introduction to the course for the students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The requirements of the course are clearly defined.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear course goals and objectives are set.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate academic guidelines with regard to copyright issues are followed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework expectations are clear and links available for students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation and grading procedures are clear.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course content is complete, accurate, current, and free from typographical errors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Content</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The course is aligned with the GLS Student Learning Outcomes</td>
<td></td>
</tr>
<tr>
<td>The course-specific SLOs are clearly stated.</td>
<td></td>
</tr>
<tr>
<td>The course-specific SLOs clearly match at least some GLS SLOs.</td>
<td></td>
</tr>
<tr>
<td>The course materials provide opportunities for students to learn related SLOs.</td>
<td></td>
</tr>
<tr>
<td>The course materials are suitable for a graduate course.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instruction</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learning activities are appropriate</td>
<td></td>
</tr>
<tr>
<td>Learning activities are logically sequenced.</td>
<td></td>
</tr>
<tr>
<td>The number of learning activities is realistic, efficient, and appropriate.</td>
<td></td>
</tr>
<tr>
<td>The learning activities can be performed with the resources and time available.</td>
<td></td>
</tr>
<tr>
<td>Critical thinking and/or creativity is encouraged.</td>
<td></td>
</tr>
<tr>
<td>The assigned readings are relevant.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation and Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The exercises and assignments are appropriate</td>
<td></td>
</tr>
<tr>
<td>Guidelines and instructions are provided for each exercise and assignment.</td>
<td></td>
</tr>
<tr>
<td>A variety of course-related assignments or evaluation exercises are provided.</td>
<td></td>
</tr>
<tr>
<td>Students are informed of criteria that will be used to evaluate online participation.</td>
<td></td>
</tr>
<tr>
<td>There is a clear relationship between the assignments and the SLOs.</td>
<td></td>
</tr>
</tbody>
</table>

Observer: ___________________________ Date of observation: ___________________________
# Appendix C

## Format for Online Evaluation of Teaching

<table>
<thead>
<tr>
<th>Organization and Design</th>
<th>Minimum</th>
<th>Average</th>
<th>Excellent</th>
<th>Consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course is well-designed</td>
<td>The course has an introduction to the course for the students.</td>
<td>The course is visually and functionally consistent.</td>
<td>The requirements of the course are clearly defined.</td>
<td>Units of instruction are subdivided into clear and logical subunits.</td>
</tr>
<tr>
<td></td>
<td>Color, graphics, and tools were used effectively.</td>
<td>Appropriate legal guidelines with regard to copyright issues are followed.</td>
<td>Honor code expectations are clear and links available for students.</td>
<td>Evaluation and grading procedures are clear.</td>
</tr>
<tr>
<td>The course is current and complete</td>
<td>The course is complete, accurate, and functional.</td>
<td>Content is complete, accurate, and free from typographical errors.</td>
<td>The course contains current and relevant course materials.</td>
<td>Course updates and additional resources are available.</td>
</tr>
</tbody>
</table>

## Course Content

<table>
<thead>
<tr>
<th>The course is aligned with the GES Student Learning Outcomes</th>
<th>The course-specific SLOs are clearly stated.</th>
<th>The course-specific SLOs clearly match at least one GES SLO.</th>
<th>The course materials provide opportunities for students to learn related SLOs.</th>
<th>The course and assignments are aligned for a graduate course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course utilizes the unique strengths of the online medium</td>
<td>Student interacts with a variety of tools and resources.</td>
<td>The course facilitates learning from multiple viewpoints.</td>
<td>The course supports different learning styles.</td>
<td></td>
</tr>
</tbody>
</table>

## Instruction

<table>
<thead>
<tr>
<th>The learning activities are appropriate</th>
<th>Learning activities are intentionally representative.</th>
<th>The number of learning activities is suitable, sufficient, and appropriate.</th>
<th>The learning activities can be completed within the time available.</th>
<th>Criteria related to the course are assessed.</th>
</tr>
</thead>
</table>

## Interaction

<table>
<thead>
<tr>
<th>A learning community is formed</th>
<th>The course promotes interdependence, discussion, and peer support.</th>
<th>Reassurance for communication and collaboration among students is ensured.</th>
<th>The instructor participates in online group activities.</th>
<th></th>
</tr>
</thead>
</table>

## The instructor is an active participant in the course

<table>
<thead>
<tr>
<th>The instructor generates questions to stimulate thought and critical thinking.</th>
<th>The instructor provides students with constructive, relevant, and timely feedback.</th>
<th>The instructor creates a positive learning environment.</th>
<th>The instructor encourages student participation and participation in discussions.</th>
<th>The instructor promotes student participation and participation in discussions.</th>
</tr>
</thead>
</table>

## The discussions are well-designed and are supervised appropriately

<table>
<thead>
<tr>
<th>The discussions incorporate course content and relevant readings.</th>
<th>The instructor provides students with constructive, relevant, and timely feedback.</th>
<th>The instructor creates a positive learning environment.</th>
<th>The instructor encourages student participation and participation in discussions.</th>
<th>The instructor promotes student participation and participation in discussions.</th>
</tr>
</thead>
</table>

## The exercises and assignments are appropriate

<table>
<thead>
<tr>
<th>The exercises and assignments are provided for each exercise and assignment.</th>
<th>The assignments are consistent with the instructional objectives.</th>
<th>The assignments are relevant to the course and assess the skills needed.</th>
<th>The feedback is clear and timely.</th>
<th>The feedback is clear and timely.</th>
</tr>
</thead>
</table>

## The instructor provides proper evaluation

| The instructor provided feedback in a timely manner. | The instructor provided feedback in a timely manner. | The feedback was clear and relevant. | There is a clear relationship between the assignments and the SLOs. | There is a clear relationship between the assignments and the SLOs. |

Observer: __________________________ Date of observation: __________________________