

How do the duties of the Vice Provost for Faculty Affairs align with the priorities set out in the University's Strategic Plan?

1. Enhancing Student Success through Faculty Development

The Office of Faculty Development (OFD) promotes the [Scholarship of Teaching and Learning](#) through an integrated set of workshops and programs that supports learning communities for assistant, associate, and nontenure-track (NTT) professors. The SoTL paradigm bridges the traditional hierarchy of research, teaching, and service in ways that are consistent with the trends I examined in an article in [AAUP's Academe](#). I offer [a similar set of workshops](#). This spring we expanded the series with [a retreat on mentoring](#) that we are using to launch a [mentoring initiative](#) that includes a collaboration with our research office, which is offering mentoring groups on writing grants. This initiative is a response to faculty criticisms of support for mentoring in the [COACHE survey](#) that I administered. Comparable criticisms were received in the [COACHE survey at NC State](#).

- While the OFD offers [collaborative programs](#) with the Office of Institutional Equity and Diversity (OIED), could collaborations among faculty development programs help strength support for research, which received very low ratings on the NC State COACHE survey?
- Could such collaborations be extended to improve support for mentoring at the department level?

2. Enhancing Research through Recruitment, Recognition and Retention

NC State has developed [interdisciplinary cluster hiring initiatives](#), and OIED has developed a Target of Opportunity hiring program and [robust hiring resources](#). I have also offered [hiring workshops](#) aimed at building diverse pools of top performers based on research on the strategies used in executive searches. Research on best practices can also be useful in retaining faculty, especially early career faculty, who leave my current university at twice the rate of other faculty ranks. The exit surveys, COACHE survey, and related research I have conducted all emphasize the importance of recognizing faculty contributions, including those of NTT faculty.

- How could we build on the strengths of peer mentoring groups such as the [assistant professor community](#), perhaps with [community-building events](#) such as [ones that are already being offered](#)?
- What else could the OFD be doing to deepen faculty engagement at NC State?

3. Enhancing Interdisciplinary Scholarship in Reappointments and P&T

I am working with heads to better align our hiring and review procedures for interdisciplinary faculty, as you do with your [Statements of Mutual Expectations](#). To advance this effort, I drafted a revision of our P&T criteria to include an ["inclusive view of scholarship"](#) that values interdisciplinary collaborations, service, and community and business partnerships. I worked with our Faculty Senate to implement these revisions following a series of campus forums, and they are being promoted with [workshops and documentation](#) aimed at strengthening mentoring and encouraging faculty to see promotion and annual reviews as opportunities to get input on how to advance their careers. Promotion and tenure processes at NC State are generally rated well in your COACHE survey, except for the procedures for NTT faculty, but I do not know how annual reviews are viewed. To strengthen our annual review process, I am implementing an online annual reporting system, [the UA Vitae system](#), which will provide a comprehensive record of faculty teaching, research, and outreach contributions to better document the university's impact.

- How effectively are annual and promotion reviews promoting mentoring, supporting career development, rewarding strategic contributions, and strengthening interdisciplinary contributions?

4. Enhancing Organizational Excellence through Leadership Development

The Office of Faculty Development offers two leadership programs: [The Leadership for a Diverse Campus](#) and the [Climate Workshops for Academic Department Heads](#). I have developed related leadership programs: The [Academic Leadership Institute](#) and the [New Head Ed Seminars](#) program. Our Institute includes personality profiles, presentations on university initiatives, and 360⁰ assessments from coworkers, supervisors and direct reports. Our heads' seminars include workshops on managing budgets, supervising staff, mentoring, and increasing research productivity. These seminars provide vital skills to frontline managers. I also administer the [Heads Up](#) network that provides peer mentoring to department heads. NC State has a comparable [Organization of Academic Department Heads](#) and an Administrative Advisory Committee on Academic Departments.

- Are these and other programs providing heads with the management and leadership skills they need?
- What could be done to better support heads, faculty leaders, program directors, and other administrators, and in the process help retain them by providing them with career advancement opportunities?

5. Enhancing Strategic Engagements through Faculty Policy Development

The faculty policies at my current institution are detailed in our [University Handbook for Appointment Personnel](#) (UHAP), which is comparable to the [NC State Policies and Regulations](#). I helped lead a major revision of UHAP to formalize the policy revisions cited above, including our efforts to expand engagements with community and business partners. These revisions were developed collaboratively with our Faculty Senate. I am currently working with our Senate leaders to audit our five-year administrative reviews and promotion criteria for NTT and TT faculty. While my university has seen [a fifty percent increase in NTT faculty](#) over the last decade, [NC State has had a remarkably stable NTT population](#) and a tradition of [research on best practices in supporting NTT faculty](#). To support these policy initiatives, I am working with various partners to strengthen related infrastructure. For example, our online annual reporting system will provide the information for a robust university directory and a research expertise database that will be more broadly accessible than the Scival Experts databases licensed by my current institution and by NC State. These resources will help students and community partners engage with faculty in research and service collaborations.

- What policy reforms and institutional support are needed to advance NC State's land grant efforts to expand its community and business partnerships?

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More details on my [teaching](#) and [administration](#) can be found on line.

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