

NEW DIRECTIONS FOR INSTITUTIONAL RESEARCH



Evaluating Faculty Performance

Carol L. Colbeck

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Evaluating Faculty Performance No 114 New Directions For Institutional Research

John M. Braxton



Evaluating Faculty Performance No 114 New Directions For Institutional Research:

The Handbook of Institutional Research Richard D. Howard, Gerald W. McLaughlin, William E. Knight, 2012-06-28
Institutional research is more relevant today than ever before as growing pressures for improved student learning and increased institutional accountability motivate higher education to effectively use ever expanding data and information resources As the most current and comprehensive volume on the topic the Handbook describes the fundamental knowledge techniques and strategies that define institutional research The book contains an overview of the profession and its history examines how institutional research supports executive and academic leadership and governance and discusses the varied ways data from federal state and campus sources are used by research professionals With contributions from leading experts in the field this important resource reviews the analytic tools techniques and methodologies used by institutional researchers in their professional practice and covers a wide range of topics such as conducting institutional research statistical applications comparative analyses quality control systems measuring student faculty and staff opinions and management activities designed to improve organizational effectiveness *New Directions for Institutional Research* ,1974

Community College Faculty Scholarship John M. Braxton, 2015-08-28 While teaching occupies the primary role of faculty members in community colleges the question remains To what extent are community college faculty members engaged in research and scholarship This issue focuses on the types of research and scholarship performed by community college faculty the forces that foster or impede the engagement of community college faculty members in research and scholarship specific examples of community college faculty scholarship that demonstrate the value of this work to the institution and to larger society and policies and practices at the institutional local and state level that support engagement in research and scholarship This is the 171st volume of this Jossey Bass quarterly report series Essential to the professional libraries of presidents vice presidents deans and other leaders in today s open door institutions *New Directions for Community Colleges* provides expert guidance in meeting the challenges of their distinctive and expanding educational mission **Breaking Out of the Box** Marilyn J. Amey, Dennis F. Brown, 2006-10-01 *The Craft of Community-Engaged Teaching and Learning* Marshall Welch, Star Plaxton-Moore, 2019-09-05 Using a conversational voice the authors provide a foundation as well as a blueprint and tools to craft a community engaged course Based on extensive research the book provides a scope and sequence of information and skills ranging from an introduction to community engagement to designing implementing and assessing a course to advancing the craft to prepare for promotion and tenure as well as how to become a citizen scholar and reflective practitioner An interactive workbook that can be downloaded from Campus Compact accompanies this tool kit with interactive activities that are interspersed throughout the chapters The book and workbook can be used by individual readers or with a learning community **The Scholarship of Teaching and Learning in Higher Education: An Evidence-Based Perspective** Raymond P. Perry, John C. Smart, 2007-06-04 Pivotal to the transformation of higher education

in the 21st Century is the nature of pedagogy and its role in advancing the aims of various stakeholders This book brings together pre eminent scholars from Australia Canada Europe the Middle East and the USA to critically assess teaching and learning issues that cut across most disciplines In addressing long standing and newly emerging issues the researchers examine the scientific evidence on what constitutes effective teaching in college classrooms on the psychometric integrity of measures of teaching effectiveness and on the use of such measures for tenure promotion and salary decisions Systematically explored throughout the book is the avowed linkage between classroom teaching and motivation learning and performance outcomes in students In so doing the book deals with the nexus between knowledge production by researchers and knowledge utility for end users made up of classroom instructors department heads deans directors and policymakers The book will appeal to researchers interested in teaching and learning faculty members developing evidence based pedagogical practices academic administrators and policymakers responsible for instituting teaching and learning protocols and faculty development officers promoting the effective teaching practices

Putting Students First Larry A. Braskamp, Lois Calian Trautvetter, Kelly Ward, 2016-01-19 In *Putting Students First* the authors argue that colleges can and should invest in holistic student development by recognizing and building on the students search for purpose in life intellectually spiritually and morally Based on a study conducted at ten religiously affiliated schools the book urges all colleges to rethink their approach to teaching and advising the increasingly diverse students of today their critical mission should be to prepare students to become ethically responsible and active contributors to society as well as critical thinkers and skilled professionals *Putting Students First* offers perspectives and recommendations in areas of holistic student development such as Understanding millennial college students The role of faculty in defining culture The design and implementation of curriculum The impact of cocurricular involvement Fostering relationships with on campus and off campus communities By organizing the campus environment into 4Cs culture curriculum cocurriculum and community the authors create a conceptual framework for faculty student affairs staff and administrators to discuss plan and create college environments that effectively support the learning and development of students Each chapter includes an introduction evidence and analysis a summary and questions to help readers consider how to develop students holistically on their own campuses

Faculty Incivility Darla J. Twale, Barbara M. De Luca, 2008-02-04 This important book addresses the prevalence of faculty incivility camouflaged aggression and the rise of an academic bully culture in higher education The authors show how to recognize a bully culture that may form as a result of institutional norms organizational structure academic culture and systemic changes Filled with real life examples the book offers research based suggestions for dealing with this disruptive and negative behavior in the academic workplace

Bibliographic Guide to Education 2003 GK Hall, 2004-10 The *Bibliographic Guide to Education* lists recent publications cataloged during the past year by Teachers College Columbia University supplemented by publications in the field of education cataloged by The Research Libraries of The New York Public Library selected on the basis of subject headings Non

book materials including theses are included in this Guide with the exception of serials All aspects and levels of education are represented in this Guide including such areas as American elementary and secondary education higher and adult education early childhood education history and philosophy of education applied pedagogy international and comparative education educational administration education of the culturally disadvantaged and physically handicapped nursing education and education of minorities and women Also well covered are the administrative reports of departments of education for various countries and for U S states and large cities The Teachers College collection covers over 200 distinct educational systems Works in all languages are included The Bibliographic Guide to Education serves in part as an annual supplement to the Dictionary Catalog of the Teachers College Library Columbia University G K Hall Second Supplement 1973 Third Supplement 1977

Governance and the Public Good William G. Tierney, 2012-02-01 The public good is not merely an economic idea of goods and services but a place where thoughtful debate and examination of the polis can occur In differentiating the university from corporations and other private sector businesses Governance and the Public Good provides a framework for discussing the trend toward politicized and privatized postsecondary institutions while acknowledging the parallel demands of accountability and autonomy placed on sites of higher learning If one accepts the notion of higher education as a public good does this affect how one thinks about the governance of America s colleges and universities Contributors to this book explore the role of the contemporary university its relationship to the public good beyond a simple obligation to educate for jobs and the subsequent impact on how institutions of higher education are and should be governed **Balancing Acts** Mary Taylor Huber, 2023-07-03 Drawing on interviews with Dan Bernstein psychology University of Nebraska Brian Coppola chemistry University of Michigan Sheri Sheppard mechanical engineering Stanford University Randy Bass American literature Georgetown University and colleagues within and outside their institutions and fields the author looks at the routes these pathfinders have traveled through the scholarship of teaching and learning and at the consequences that this unusual work has had for the advancement of their careers especially tenure and promotion In collaboration with the Carnegie Foundation for the Advancement of Teaching

Evaluating Faculty Performance Carol L. Colbeck, 2002-10-04 This issue brings new insights to faculty work and its assessment in light of reconsideration of faculty work roles rapid technological change increasing bureaucratization of the core work of higher education and public accountability for performance With practical advice and information about processes and tools for evaluating individuals as well as academic units contributors examine evaluating individual faculty work roles in teaching scholarship and in outreach and service They also discuss the changes to faculty work and its evaluation brought by emerging technology and the World Wide Web Exploring successful methods that individuals institutions and promotion and tenure committees are using evaluations of faculty performance for career development this issue is an indispensable guide to academic administrators and institutional researchers involved in the faculty evaluation process This is the 114th volume of the Jossey Bass series New Directions for Institutional Research

The Scholarship of Teaching and Learning Reconsidered Pat Hutchings, Mary Taylor Huber, Anthony

Ciccone, 2011-07-12 Praise for The Scholarship of Teaching and Learning Reconsidered A worthy capstone that pulls together two decades of Carnegie Foundation projects on the scholarship of teaching and learning The authors review the genesis of these ideas and envision a future of continued integration of a culture of evidence in the world's universities and colleges Projects end but the work continues Lee S Shulman president emeritus The Carnegie Foundation for the Advancement of Teaching and Charles E Ducommun Professor of Education emeritus Stanford University This book captures the most important lessons from a decade of thoughtful experimentation with methods to improve the learning outcomes of American college students The authors have deep experience in institutionalizing various approaches that have been devised and endorsed by faculty in many kinds of higher education settings It will be a manual for those seeking to improve their own teaching and learning outcomes Katharine Lyall president emerita University of Wisconsin System The authors recount the history of research into one's own teaching further develop its conceptualization and make recommendations for how to bring it into the mainstream Collectively they have been at the center of the movement and have written spoken strategized and organized conversations and scholarly work on the topic for many years They present rich examples from many different environments and an unwavering vision of the benefits of the scholarship of teaching and learning and its potential Nancy Chism Indiana University School of Education Indianapolis This book reframes the literature on the scholarship of teaching and learning faculty development assessment and the future of higher education The writing sparkles with fresh analysis on teaching learning academic culture and the possibilities for change This book will help both individual faculty and entire institutions to enhance scholarly teaching and to deepen student learning Peter Felten assistant provost and director Center for the Advancement of Teaching and Learning and associate professor of history Elon University *Developing a Comprehensive Faculty Evaluation System* Raoul A. Arreola, 2007 Based on thirty six years of research and experience building and operating large scale faculty evaluation systems and consulting to thousands of college and university personnel the author has established an eight step process for building a comprehensive evaluation system These steps include Determining the faculty role model Determining the faculty role model parameter values Determining roles in the faculty role model Determining role component weights Determining appropriate sources of information Determining the source impact weights Determining how information should be gathered and Completing the system by selecting or designing forms protocols and rating scales In this third edition each step including the definitions of the various roles to be evaluated has been expanded and enhanced based on the experiences of many institutions that have followed the procedure outlined in the book The third edition also features a new introduction fresh research in the field updated forms and procedures a new detailed case study of an institution that developed a Web enabled computer supported system based on the eight step process and a new body of work that defines the professoriate as a meta profession with a rubric for defining more than

twenty faculty skill sets Readers will learn how to generate and use an overall composite rating in promotion tenure merit pay and post tenure review decisions they will also discover the issues in designing or finding using and cataloging student rating forms Sample forms worksheets models and sample faculty evaluation manuals round out this practical user friendly handbook for anyone developing a faculty evaluation system

Analyzing Faculty Work and Rewards: Using Boyer's Four Domains of Scholarship John M. Braxton, 2006-05-19 All those involved in evaluating faculty work and the concomitant faculty rewards system will find this a useful volume Known for their thoughtful scholarship on this topic the chapter authors bring their diverse perspectives to bear on Boyer's four domains the scholarship of discovery the scholarship of application the scholarship of integration and the scholarship of teaching Individual scholars engage in each of these scholarships as their professional roles career stages and research goals change over time Understanding the unique characteristics of the four domains as well as how work in one domain connects with and influences work in another will give readers a map of the broad territory of scholarly activity and recognizes the legitimacy of each different intellectual contribution

The Performance of Asian Higher Education Gwilym Croucher, Chuanyi Wang, Jiale Yang, 2022-07-28 With contributions from several Asia Pacific countries this book compares performance and productivity in higher education from the perspective of institutional change Using multiple methods and datasets and including case studies from Australia Cambodia China Malaysia India and Japan the authors focus on shedding light on the efficacy of institutional policies and reforms The worldwide Gross Enrolment Ratio GER in higher education neared 40 per cent in 2020 due to the dramatic increase in enrolments in many developing economies especially in Asia This significant increase in the number of students in higher education brings great benefits but requires major ongoing investment by governments around the world This growth has followed waves of internationalization and marketization and universities are undergoing substantial change in their organization and character The goal of many institutional policies and reforms has been better performance and higher productivity Yet little is known about whether they have achieved this aim Students government officials and university leaders all have the right to ask whether the outcomes of higher education justify the costs of running the system Although increasing attention has been paid to higher education institutions management and operation the study of higher education performance and productivity is still in its relative infancy compared to other enterprises Written for students and scholars interested in higher education management and productivity this book will also appeal to government officials and university leaders keen to know more about institutional reform and how to achieve better performance

Advancing Faculty Learning Through Interdisciplinary Collaboration Elizabeth G. Creamer, 2005-08-16 This volume addresses the limitations of an instrumental perspective on collaboration and explores why stakeholders in higher education should refocus attention on collaboration as a source of faculty learning The chapters establish a theoretical basis for thinking about faculty learning and then use case studies to explore this topic in the context of service or outreach research and teaching Included

as well as a meta analysis of the cases to demonstrate what they teach about contexts that promote faculty learning and a discussion of the implications of the analysis for higher education policy and practice including the evaluation of collaboratively produced work. The framework and cases are useful to an audience of academic leaders committed to faculty development and to creating hiring, promotion and tenure policies that reward the full range of scholarly pursuits. They should also prove instructive to faculty embarking on interdisciplinary teaching, research or outreach activities. This is the 102nd issue of the Jossey Bass quarterly report series *New Directions for Teaching and Learning*. **Educating Integrated Professionals: Theory and Practice on Preparation for the Professoriate** Carol L. Colbeck, KerryAnn O'Meara, Ann E. Austin, 2008-04-11. There is a need for doctoral students to broaden their perspective on their own education so that they value teaching and service professional and community equally with research. This volume explores two interrelated paths to that goal. The first path encourages doctoral students and their faculty mentors to take advantage of the synergies among their teaching, research and community service roles. Involving students in research, conducting research about one's teaching or collaborating with community partners and students to investigate and solve real world problems can enhance the effectiveness and efficiency of academic work. The second path emphasizes connections between professional and academic aspects of faculty work. Faculty members who integrate their disciplinary and professional work become adept at recognizing and solving ill defined problems, skilled at understanding and responding to ethical questions and able to discover, teach and apply knowledge with colleagues, students and community partners. Topics discussed include Professional Identity, Development Theory and Doctoral Education, Applying Lessons from Professional Education to the Preparation of the Professoriate, Graduate Education and Community Engagement, Networking to Develop a Professional Identity, A Look at the First Semester Experience of Doctoral Students in Business, Lost in Translation, Learning Professional Roles Through the Situated Curriculum, Strategies for Preparing Integrated Faculty, The Center for the Integration of Research, Teaching and Learning, Career Preparation for Doctoral Students, The University of Kansas History Department. The authors consider the successes and failures of their case studies in the light of theories of identity development, professionalization, apprenticeship, socialization, mentoring, social networks, situated curriculum, concurrent curricula and academic planning. They illuminate some of the drawbacks of current education for the professoriate and at the same time point toward current programs and new possibilities for educating doctoral students who will begin their faculty careers ready to integrate teaching, research and service. This is the 113th volume of the Jossey Bass higher education quarterly report series *New Directions for Teaching and Learning*, offering a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and on the latest findings of educational and psychological researchers. Faculty Priorities Reconsidered KerryAnn O'Meara, R. Eugene Rice, 2005-08-17. No reform effort in American higher education in the last twenty years has been more important than the attempt to enlarge the dominant understanding of the scholarly work of

faculty what counts as scholarship Faculty Priorities Reconsidered assesses the impact of this widespread initiative to realign the priorities of the American professoriate with the essential missions of the nation's colleges and universities to redefine faculty roles and restructure reward systems Faculty Priorities Reconsidered traces the history of the movement to redefine scholarship It examines the impact of the 1990 landmark report Scholarship Reconsidered Priorities of the Professoriate from The Carnegie Foundation for the Advancement of Teaching and the decade-long work of the American Association for Higher Education's Forum on Faculty Roles and Rewards that initiated and sustained much of the work reported on here The struggles to move beyond narrow definitions of research to distinguish between scholarly teaching and the scholarship of teaching while acknowledging the importance of both to encourage faculty engagement in meeting the scholarly needs of the larger civic community and to recognize the importance of academic synthesis and integration all elements of a broader understanding of scholarship are addressed in this book In Faculty Priorities Reconsidered the leading pioneers of the movement reflect on their own work with campuses nationwide and examine concrete issues involved in introducing new perspectives on the different forms of scholarship In addition the book contains studies of nine very diverse institutions Madonna Albany State South Dakota State Kansas State Portland State and Arizona State universities Franklin College the University of Phoenix and the University of Colorado School of Medicine Each study tells a unique story of the struggle to change faculty work and its rewards This book offers practical advice to academic leaders considering similar changes and responds to questions for the future about encouraging supporting assessing and rewarding multiple forms of scholarship

Scholarship Reconsidered Ernest L. Boyer, Drew Moser, Todd C. Ream, John M. Braxton, 2015-10-06 Shifting faculty roles in a changing landscape Ernest L. Boyer's landmark book Scholarship Reconsidered Priorities of the Professoriate challenged the publish or perish status quo that dominated the academic landscape for generations His powerful and enduring argument for a new approach to faculty roles and rewards continues to play a significant part of the national conversation on scholarship in the academy Though steeped in tradition the role of faculty in the academic world has shifted significantly in recent decades The rise of the non-tenure track class of professors is well documented If the historic rule of promotion and tenure is waning what role can scholarship play in a fragmented unbundled academy Boyer offers a still much needed approach He calls for a broadened view of scholarship audaciously refocusing its gaze from the tenure file and to a wider community This expanded edition offers in addition to the original text a critical introduction that explores the impact of Boyer's views a call to action for applying Boyer's message to the changing nature of faculty work and a discussion guide to help readers start a new conversation about how Scholarship Reconsidered applies today

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