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# Posttenure Faculty Evaluation Threat Or Opportunity

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## **Posttenure Faculty Evaluation Threat Or Opportunity:**

**Handbook of STEM Faculty Development** Sandra M. Linder, Cindy M. Lee, Shannon K Stefl, Karen A. High, 2022-12-01

Faculty in the science technology engineering and mathematics STEM disciplines face intensifying pressures in the 21st century including multiple roles as educator researcher and entrepreneur In addition to continuously increasing teaching and service expectations faculty are engaged in substantive research that requires securing external funding mentoring other faculty and graduate students and disseminating this work in a broad range of scholarly outlets Societal needs of their expertise include discovery innovation and workforce development It is critical to provide STEM faculty with the professional development to support their complex roles and to base this development on evidence derived from research This edited handbook provides STEM stakeholders with an opportunity to share studies and or experiences that explore STEM faculty development FD in higher education settings More specifically we include work that examines faculty development planning techniques models experiences and outcomes focused on supporting the teaching research service and leadership responsibilities of STEM faculty The Handbook is suited for researchers and practitioners in STEM STEM Education Mathematics Science Technology and Engineering disciplines It is also suited towards faculty developers higher education administrators funding agencies industry leaders and the STEM community at large This handbook is organized around three constructs INPUTS MECHANISMS and OUTPUTS The STEM faculty development inputs construct focuses on topics related to the characteristics of faculty members and institutions that serve as barriers or supports to the adoption and implementation of holistic STEM faculty development programs Questions addressed in the handbook around this topic include What barriers supports exist for STEM faculty How are these barriers supports being addressed through STEM FD How do contexts e g economic political historical influence faculty administrative needs related to STEM FD How do demographics e g gender ethnicity age family background influence faculty administrative needs related to STEM FD The STEM faculty development mechanisms construct focuses on topics related to the actual implementation of STEM faculty development and we consider the potential models or structures of STEM faculty development that are currently in place or conceptualized in theory Questions addressed in the handbook around this topic include What are the processes for developing models of STEM FD What are effective models of STEM FD How is effectiveness determined What roles do stakeholders e g faculty administration consultants play within STEM FD mechanisms The STEM faculty development outputs construct focuses on how to best understand the influence of STEM faculty development on outcomes such as productivity teacher quality and identity in relation to faculty development Questions addressed in the handbook around this topic include How has STEM FD influenced higher education practices and settings What are appropriate output measures and how are they used in practice What collaborations emerge from STEM FD How does STEM FD affect other STEM stakeholders e g students administration business community The aim for this handbook was to examine the multifaceted



demands of faculty roles and together with members of the STEM education community envision pathways through which universities and individuals may support STEM colleagues regardless of their experience or rank to enjoy long and satisfying careers Our hope is for these chapters to aid readers in deep reflection on challenges faculty face to contemplate adaptations of models presented and to draw inspiration for creating or engaging in new professional development programs Chapters across this handbook highlight a variety of institutional contexts from 2 year technical colleges to teaching focused institutions in addition to research centric settings Some chapters focus primarily on teaching and learning practices and offer models for improving STEM instruction Others focus on barriers that emerge for STEM faculty when trying to engage in development experiences There are chapters that examine tenure structures in relation to faculty development and how STEM FD efforts could support research endeavors Mentorship and leadership models are also addressed along with a focus on equity issues that permeate higher education and impact STEM FD It is our sincere hope that this Handbook sparks increased discourse and continued explorations related to STEM FD and in particular the intentional focus of faculty development initiatives to extend to the many facets of academic life

**Post-tenure Review** Association of Research Libraries. Systems and Procedures Exchange Center,2000 **Post-Tenure Faculty Review and Renewal II** Christine M. Licata,Betsy E. Brown,2004-04-15 Published in association with the American Association for Higher Education

Post-tenure Faculty Evaluation Christine M. Licata,1986 Factors that have led to post tenure evaluation of faculty are considered along with limitations of tenure in general and current post tenure evaluation practices Positions of advocacy and opposition to post tenure evaluation are identified along with practical considerations that institutions might consider before modifying or implementing a formal process for post tenure evaluation Three purposes of post tenure evaluation are identified to supply documentation for removal for incompetence to provide input for decisions in the areas of reductions in force merit raises and promotions and especially to support faculty development and improved instruction Five principles of faculty evaluation are recommended a clearly defined purpose multiple sources of input to the evaluation identifying areas and criteria to be assessed measurable standards and a flexible and individualized evaluation plan Appended is a summary of a survey of 30 institutions 16 of which had a formal post tenure evaluation plan Information is provided on evaluation objectives effectiveness frequency participants process followed and the names of the 16 institutions Also appended are 16 pages of references and information on sources of sample rating forms for faculty evaluation SW *Resources in Education* ,1987-10 **Academic Freedom** Stephen H. Aby,James Kuhn,2000-02-28 The freedom of academics to pursue knowledge and truth in their research writing and teaching is a fundamental principle of contemporary higher education in the United States But this freedom has been hard won and regularly abridged reinterpreted and violated Academic freedom has been central to many issues and controversies in higher education and has thus generated literature in a variety of disciplines This book provides access to that literature Included are entries for nearly 500 books chapters articles reports web sites and other



sources of information about academic freedom Each entry includes a descriptive annotation and the entries are grouped in topical chapters While most of the works cited were published since the 1940 American Association of University Professors Statement of Principles on Academic Freedom and Tenure some older studies have also been included Though the volume focuses primarily on higher education in the U S it also includes a chapter on academic freedom in other countries

**Post-Tenure Faculty Review and Renewal III** Christine M. Licata, Joseph C. Morreale, 2006 A joint publication from the American Association for Higher Education's New Pathways Project and Anker Publishing Company this is the final book in a series on review renewal and vitality of tenured faculty This volume brings together the findings from nine different institutional case studies and focuses on the effectiveness and outcomes of post tenure review Providing the most comprehensive report on the outcomes of post tenure review within senior level institutions as reported by campus faculty and administrators this is the only national study to date that uses multiple methods of data collection to understand how campuses of differing size mission and culture experience the review process and describe its impact Contents include accountability and faculty performance putting post tenure review into context and practice faculty and administrator views about post tenure review practices qualitative findings a medical school version of post tenure review similarities and differences across institutions quantitative findings bridging results to practice how post tenure review is a lever for organizational change and considerations for the future

#### **The Structure of the Life Course: Standardized?**

**Individualized? Differentiated?** Ross Macmillan, 2005-07-14 Current debates in life course studies increasingly reference theories of individualization standardization and differentiation in the structure of the life course This volume brings together leading scholars from a variety of fields to assess the theoretical underpinnings the empirical evidence and the implications of existing arguments The contributions include comparative historical work demographic analysis and detailed survey research The topics covered include historical cross cultural and racioethnic variation in the transition to adulthood the school to work transition educational careers retirement activity characteristics over the life span and the life course context of psychological well being The various contributions expand our understanding of the contemporary life course and its implications The authors offer innovative theoretical and methodological approaches that demonstrate the utility of holistic approaches to conceptualizing the life course and understanding its implications for modern society

#### **Post-Tenure**

**Faculty Development** Jeffrey W. Alstete, 2000-07-25 This book examines the debate around posttenure review and suggests a model for faculty development that combines posttenure review with faculty assessment and development The book addresses issues such as what is faculty development types of posttenure faculty development programs designing development strategies and what are the implications of choosing to develop faculty Section titles include 1 Why Is Development of Tenured Faculty a Concern posttenure review need for posttenure faculty development 2 How Has Higher Education Responded to This Concern history roots of faculty development models of faculty development faculty



development and posttenure review 3 Posttenure Faculty Development in Action optional posttenure programs required posttenure faculty development jointly sponsored programs 4 Designing Development Programs for Tenured Faculty recommendations and tools assessment of development programs nondeveloping tenured faculty A concluding section suggests that posttenure faculty development should not be linked directly with the formal posttenure review process instead it suggests a comprehensive system of optional development opportunities with annual development plans that combine merit pay and strong administrative leadership to ensure that improvement activities reach all tenured faculty Appendixes include a resource section example of a program at the University of Nebraska Lincoln and sample guidelines for a faculty development plan Contains approximately 180 references CH

**Post-tenure Review** Christine M. Licata, Joseph C. Morreale, 1997 Reviews current institutional policies and practices aimed at periodically evaluating tenured faculty Topics examined include campus goals for post tenure review specific evaluation criteria procedures implementation considerations and resource implications Discusses the opportunities and difficulties associated with the initiation of such reviews and how institutions handle measurement of outcomes and effectiveness *Community, Technical, and Junior College Journal*, 1986

**High School-college Partnerships** Arthur Richard Greenberg, 1991

**Meeting the Mandate: Renewing the College and Departmental Curriculum** William Toombs, William G. Tierney, 1991-10-14 This monograph addresses the need for reshaping the college undergraduate curriculum in order to meet the new and compelling issues that have emerged from the criticism and analysis of the past decade These issues are as follows 1 how to accommodate diverse races and ethnic traditions and both genders 2 how to incorporate global perspectives on the environment and exchange among nations and 3 how to deal more effectively within the human dimensions of the educational equation Discussed are five conditions for changing the curriculum First a firmer grasp is needed on what the curriculum is as an idea what language can describe it and at what levels it operates The concept of design and a pragmatic terminology give an operational definition Second the flood of criticism dissection recommendation and interpretation visited on the collegiate curriculum merits a careful review Third the need is continuous for modest self analysis dealing with what the academic profession is and what its condition of practice should be Fourth because little is known about what the solutions might be a longer perspective is needed Finally there is a need for wider understanding of the organization and its content Together it is noted these factors can help higher education institutions to recognize the shape of change and the forces of culture within which it moves Contains over 270 references GLR

*Academic Freedom in American Higher Education* Robert K. Poch, 1993-05-12 Presents the popular conceptions and historical progress of academic freedom Examines AAUP's 1940 Statement of Academic Freedom and discusses its legal aspects Addresses issues on artistic expression academic freedom in church related colleges and universities and political correctness

*Strategies and Consequences: Managing the Costs in Higher Education* John S. Waggaman, 1992-01-14 Prepared by ERIC in cooperation with the Association for the Study of Higher Education The



Campus Green Barbara E. Brittingham, Thomas R. Pezzullo, 1990 In depth guidance for college and university fundraising The U S education system has long relied upon the support of private donors and fundraising plays a major role in academia even today The Campus Green Fund Raising in Higher Education offers robust guidance for all aspects of this critical task from cost and ethics to donor behavior program evaluation and beyond Rich with supplementary references and timeless advice this guide provides the analysis and depth of information professional fundraisers need to counter the increasing costs of higher education      **Catalog of ERIC clearinghouse publications** ,19??      *Working Effectively with Trustees* Barbara E. Taylor, 1987      **Quality** Ellen Earle Chaffe, Lawrence A. Sherr, 1992-04-14 A look at TQM and higher education      **Collective Bargaining in Higher Education and the Professions** ,1988



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