

NEW DIRECTIONS FOR HIGHER EDUCATION



## Recognizing Faculty Work: Reward Systems for the Year 2000

Robert M. Diamond, Bronwyn E. Adam  
*EDITORS*

NUMBER 81, SPRING 1993  
JOSSEY-BASS PUBLISHERS

# Recognizing Faculty Work Reward Systems For The Year

**D'Agustino, Steven**



## **Recognizing Faculty Work Reward Systems For The Year :**

**Recognizing Faculty Work: Reward Systems for the Year 2000** Robert M. Diamond, Bronwyn E. Adam, 1993-07-23 It is not an easy time for higher education in the United States Major reports from the National Endowment for the Humanities the National Institute of Education the Association of American Colleges and the Carnegie Foundation for the Advancement of Teaching have called for greater emphasis on teaching clearer statements of institutional missions improved assessment practices and the development of cohesive and appropriate curricula Initiatives are under way across the country to rethink the nature of scholarship to redefine faculty work and to redesign the reward system used to recognize professional effort and achievement This volume of *New Directions for Higher Education* is structured to provide practical assistance to those engaged in the review of faculty reward systems on their campuses and to provide guidelines to academic administrators deans and chairs who are leading these efforts Chapters have been designed to address major issues relating to promotion tenure and merit pay The different ways in which campuses have approached the process of clarifying their missions and modifying their faculty reward structures are illustrated Reference materials from scholarly associations and accreditation agencies are included to demonstrate disciplinary perspectives A model for change is presented along with criteria for assessing a promotion and tenure system A professional portfolio to document the work of faculty is also described This is the 81st issue of the quarterly journal *New Directions for Higher Education* For more information on the series please see the Journals and Periodicals page

***Recognizing Faculty Work***, 1993

**Analyzing Faculty Workload** Jon F. Wergin, 1994 The question being asked with increasing regularity is Just what do faculty members do Studies of faculty workload have been commissioned in state after state Taken together the studies indicate that college faculty members are working harder than ever but are probably teaching less and are almost certainly having less contact with students particularly undergraduates This volume of *New Directions for Institutional Research* explores how the public discourse about faculty work might be improved and suggests how colleges and universities might document that work in a fashion that not only more faithfully describes what faculty do but also allows for reports that are more comprehensive and useful This is the 83rd issue of the quarterly journal *New Directions for Institutional Research* For more information on the series please see the Journals and Periodicals page

**Academic Promotion for Clinicians** Anne Walling, 2017-11-10 This book is a practical guide to the appointment promotion and tenure APT process for clinical faculty members employed by medical schools The number of clinical faculty members in US medical schools has increased exponentially in the last two decades At the same time faculty career tracks and promotion requirements have changed dramatically and medical schools have introduced multiple non tenure career tracks Currently only about 25% of the approximately 150 000 members of clinical departments This book provides insights and recommendations on career planning and academic promotion for clinical faculty members It also addresses much of the mythology surrounding the APT process and demonstrates how academic promotion should be

used as a career building process rather than a daunting high risk event Topics include concepts and processes within academic promotion navigating the academic promotion and tenure process and managing the outcome of the APT application Academic Promotion for Clinicians is a valuable resource for clinical medicine faculty members as they engage in and successfully handle the challenges in the APT process and thus realize their career goals **Scholarship Assessed** Charles E. Glassick, Mary Taylor Huber, Gene I. Maeroff, 1997-08-15 Scholarship Assessed continues the exploration begun by Scholarship Reconsidered It examines the changing nature of scholarship in today's colleges and universities and proposes new standards with a special emphasis on methods for assessment and documentation Begun under the oversight of Ernest L. Boyer and based on the findings of the Carnegie Foundation's National Survey on the Reexamination of Faculty Roles and Rewards Scholarship Assessed provides a base of information for and gives focus to the debate of institutional standards of rigor and quality **Higher Education: Handbook of Theory and Research** John C. Smart, Michael B. Paulsen, 2011-03-24 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities Each chapter provides a comprehensive review of research findings on a selected topic critiques the research literature in terms of its conceptual and methodological rigor and sets forth an agenda for future research intended to advance knowledge on the chosen topic The Handbook focuses on twelve general areas that encompass the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world **The Academic Portfolio** Peter Seldin, J. Elizabeth Miller, 2010-12-28 This comprehensive book focuses squarely on academic portfolios which may prove to be the most innovative and promising faculty evaluation and development technique in years The authors identify key issues red flag warnings and benchmarks for success describing the what why and how of developing academic portfolios The book includes an extensively tested step by step approach to creating portfolios and lists 21 possible portfolio items covering teaching research scholarship and service from which faculty can choose the ones most relevant to them The thrust of this book is unique It provides time tested strategies and proven advice for getting started with portfolios It includes a research based rubric grounded in input from 200 faculty members and department chairs from across disciplines and institutions It examines specific guiding questions to consider when preparing every subsection of the portfolio It presents 18 portfolio models from 16 different academic disciplines Designed for faculty members department chairs deans and members of promotion and tenure committees all of whom are essential partners in developing successful academic portfolio programs the book will also be useful to graduate students especially those planning careers as faculty members **Guidebook for Clerkship Directors - 5th edition** Alliance for Clinical Education, 2023-07-21 Praise from JAMA for the 4th edition 2012 a must read for the individual who has accepted the responsibility to direct a clinical clerkship for a medical school Contents 1

The Role of the Clerkship Director 2 Day to Day Management of a Clerkship 3 Vital Roles the Clerkship Administrator Plays in Medical Student Education 4 Directing a Clerkship Over Geographically Separate Sites 5 Medical Student Wellness in the Clerkship Year 6 The Clerkship Orientation 7 Creating a Clerkship Curriculum 8 Integrating Foundational Sciences in a Clerkship Curriculum 9 Instructional Methods and Strategies 10 Clinical Reasoning 11 Technology and the Clerkship Director 12 Simulation in Medical Education 13 Remediation for Struggling Clerkship Learners 14 Nurturing Medical Professionalism 15 Developing Ethical Physicians 16 Interprofessional Education 17 Assessment and Grading of Medical Students 18 Evaluation of Clerkship Teachers 19 Evaluating the Clerkship 20 The Clerkship Director's Practical Guide to Faculty Development 21 Developing Residents as Teachers 22 Career Development for Clinician Educators 23 Education Scholarship A Primer for Clinical Educators 24 The Current State of Pre Clerkship Clinical Skills Courses in the U S 25 Advising and Mentoring Medical Students 26 Longitudinal Medical Student Education 27 Continuum of Learning Teaching Lifelong Learning Skills 28 The Clerkship Director and the Accreditation Process 29 Basic Legal Issues and Considerations for Clerkship Directors 30 The Fourth Year Subinternship Acting Internship 31 Health Systems Science for Clerkship Directors 32 Using Quality Improvement Concepts to Improve Educational Curricula

*The Changing Face of Academic Life* J. Enders, E. de Weert, Egbert de Weert, 2009-03-26 Bringing together an international line up of contributors this collection provides a transnational examination of recent developments within the academic profession in the light of changes to higher education systems globalization and marketization

**Adaptation, Resistance and Access to Instructional Technologies: Assessing Future Trends In Education** D'Agustino, Steven, 2010-09-30 This book captures the current trends in technology integration from PreK 12 to higher education focusing on the various constituent groups namely students teachers and communities in education and the effects of educational technology on learning and empowerment Provided by publisher

**International Handbook on Teaching and Learning Economics** Gail Mitchell Hoyt, Kim Marie McGoldrick, 2012 The International Handbook on Teaching and Learning Economics is a power packed resource for anyone interested in investing time into the effective improvement of their personal teaching methods and for those who desire to teach students how to think like an economist It sets guidelines for the successful integration of economics into a wide variety of traditional and non traditional settings in college and graduate courses with some attention paid to primary and secondary classrooms The International Handbook on Teaching and Learning Economics is highly recommended for all economics instructors and individuals supporting economic education in courses in and outside of the major This Handbook provides a multitude of rich resources that make it easy for new and veteran instructors to improve their instruction in ways promising to excite an increasing number of students about learning economics This Handbook should be on every instructor's desk and referenced regularly Tawni Hunt Ferrarini The American Economist In delightfully readable short chapters by leaders in the sub fields who are also committed teachers this encyclopedia of how and what in teaching economics covers

everything There is nothing else like it and it should be required reading for anyone starting a teaching career and for anyone who has been teaching for fewer than 50 years Daniel S Hamermesh University of Texas Austin US The International Handbook on Teaching and Learning Economics provides a comprehensive resource for instructors and researchers in economics both new and experienced This wide ranging collection is designed to enhance student learning by helping economic educators learn more about course content pedagogic techniques and the scholarship of the teaching enterprise The internationally renowned contributors present an exhaustive compilation of accessible insights into major research in economic education across a wide range of topic areas including Pedagogic practice teaching techniques technology use assessment contextual techniques and K 12 practices Research findings principles courses measurement factors influencing student performance evaluation and the scholarship of teaching and learning Institutional administrative issues faculty development the undergraduate and graduate student and international perspectives Teaching enhancement initiatives foundations organizations and workshops Grounded in research and covering past and present knowledge as well as future challenges this detailed compendium of economics education will prove an invaluable reference tool for all involved in the teaching of economics graduate students new teachers lecturers faculty researchers chairs deans and directors **From the Eye of the Storm** B.W. Jongbloed,P.A. Maassen,G. Neave,2013-03-14 In order to celebrate the fifteenth anniversary the third lustrum of our Center we at CHEPS decided to collectively write a book on the issue of how higher education institutions deal with the demand for change Institutional change is without any doubt one of the burning issues for researchers in higher education and policy studies in general but even more so for administrators at the institutional level institutional leadership deans and planners of higher education in public life government agencies intermediary organisations international organisations Whereas the lustrumbook we wrote for our second lustrum concentrated on comparative policy studies many of them focusing on comparisons between different national higher education systems this time the object of our analyses is the institution itself Today s higher education institutions are faced by demands from a multitude of actors from inside the institution students staff as well as from the institution s environment governments employers research councils sponsors These demands require changes in policy practice systems and culture The ways in which institutions respond to these demands and how their behaviour may be understood and predicted is the challenge tackled by the authors of this volume each from their own perspective and each looking at different aspects of the educational organisation The Teaching of Psychology Stephen F. Davis,William Buskist,2013-03-07 The Teaching of Psychology is centered around the masterful work of two champions of the teaching of psychology Wilbert J McKeachie and Charles L Brewer in order to recognize their seminal contributions to the teaching of the discipline The book s main goal is to provide comprehensive coverage and analysis of the basic philosophies current issues and the basic skills related to effective teaching in psychology It transcends the typical nuts and bolts type books and includes such topics as teaching at small

colleges versus a major university teaching and course portfolios the scholarship of teaching what to expect early in a teaching career and lifelong learning The Teaching of Psychology also features Biographies of Bill McKeachie and Charles L Brewer Fourteen chapters written by leading authorities in the teaching of psychology which provide overviews of the latest psychological research and theories in effective college and university teaching These chapters cover lecturing classroom presence using humor in teaching pedagogy advising teaching critical thinking writing and technology and training graduate students to teach Useful advice to new teachers and seasoned veterans including qualities of master teachers understanding the many facets of working within the academy and teaching with technology Insights into teaching specific courses within the psychology curriculum including the history of psychology biological psychology statistics and research methods learning social psychology personality psychology of women cross cultural psychology industrial organizational psychology psychology of religion and environmental psychology A closing section containing Bill McKeachie's and Charles L Brewer's perspectives into the teaching of psychology and its history highlights and future This book is intended for academic psychologists who teach and or train graduate assistants to teach at the college and university level All royalties from this book will be donated to the Society for the Teaching of Psychology Division 2 of the American Psychological Association which each year sponsors many activities across the country to promote the teaching of psychology

**Providing Useful Information for Deans and Department Chairs** Mary K. Kinnick, 1994 The major purpose of this volume of New Directions for Institutional Research is to increase the attention institutional researchers give to the information needs of deans and department chairs Higher education in the United States is in the midst of a major transformation This process will reshape and reposition in fundamental ways higher education's role in the society Deans and department chairs are pivotal change agents in this process To survive indeed to thrive postsecondary education institutions must become more learner centered and must redefine the nature and balance of valued faculty work Institutional researchers can provide useful information to deans and chairs that will help them to understand changing student needs to facilitate and assess student learning to assess and understand faculty culture and to redefine assign and assess faculty work This is the 84th issue of the quarterly journal New Directions for Institutional Research For more information on the series please see the Journals and Periodicals page

*The Last Professors* Frank Donoghue, 2018-04-03 What makes the modern university different from any other corporation asked Columbia's Andrew Delbanco recently in the New York Times There is more and more reason to think less and less he answered In this provocative book Frank Donoghue shows how this growing corporate culture of higher education threatens its most fundamental values by erasing one of its defining features the tenured professor Taking a clear eyed look at American higher education over the last twenty years Donoghue outlines a web of forces social political and institutional dismantling the professoriate Today fewer than 30 percent of college and university teachers are tenured or on tenure tracks and signs point to a future where professors will disappear Why What will universities look like without professors Who will

teach Why should it matter The fate of the professor Donoghue shows has always been tied to that of the liberal arts with the humanities at its core The rise to prominence of the American university has been defined by the strength of the humanities and by the central role of the autonomous tenured professor who can be both scholar and teacher Yet in today's market driven rank and ratings obsessed world of higher education corporate logic prevails faculties are to be managed for optimal efficiency productivity and competitive advantage casual armies of adjuncts and graduate students now fill the demand for teachers Bypassing the distractions of the culture wars and other crises Donoghue sheds light on the structural changes in higher education the rise of community colleges and for profit universities the frenzied pursuit of prestige everywhere the brutally competitive realities facing new Ph D's that threaten the survival of professors as we've known them There are no quick fixes in *The Last Professors* rather Donoghue offers his fellow teachers and scholars an essential field guide to making their way in a world that no longer has room for their dreams First published in 2008 *The Last Professors* have largely had its arguments borne out in the interim as the percentage of courses taught by tenured professors continues to dwindle This new edition includes a substantial Preface that elaborates on recent developments and offers tough but productive analysis that will be crucial for today's academics to heed *An Insider's Guide to Academic Medicine* David C. Aron, 2023-02-11 This book serves as an insider's guide to careers in academic medicine The author shares his 45 years of experience as a clinician teacher researcher and administrator His journey has often taken unpredictable turns and the book offers practical guidance to becoming a successful physician scientist in academic medicine or to become a successful clinician affiliated with an academic medical center Divided into four parts the book begins by focusing on academic medicine as a complex system This is followed by parts on academic duties academic life and concludes with words of wisdom These sections and subsequent chapters are tied together by the scholarships of discovery teaching application and integration To pursue research practice teaching and administration scholarship should be the core value of every physician **The Wiley International**

**Handbook of Service-Learning for Social Justice** Darren E. Lund, 2018-08-17 A comprehensive guide to service learning for social justice written by an international panel of experts The Wiley International Handbook of Service Learning for Social Justice offers a review of recent trends in social justice that have been until recently marginalized in the field of service learning The authors offer a guide for establishing and nurturing social justice in a variety of service learning programs and show that incorporating the principles of social justice in service learning can empower communities to resist and disrupt oppressive power structures and work for solidarity with host and partner communities With contributions from an international panel of experts the Handbook contains a critique of the field's roots in charity a review of the problematization of Whitenormativity paired with the bolstering of diverse voices and perspectives and information on the embrace of emotional elements including tension ambiguity and discomfort This important resource Considers the role of the community in service learning and other community engaged models of education and practice Explores the necessity of disruption and



dissonance in service learning Discusses a number of targeted issues that often arise in service learning contexts Offers a practical guide to establishing and nurturing social justice at the heart of an international service learning program Written for advanced undergraduate students graduate students scholars and educators The Wiley International Handbook of Service Learning for Social Justice highlights social justice as a conflict ridden struggle against inequality xenophobia and oppression and offers practical suggestions for incorporating service learning programs in various arenas **Disciplinary Styles in**

**the Scholarship of Teaching and Learning** Mary Taylor Huber, Sherwyn P. Morreale, 2023-07-21 Ten sets of disciplinary scholars respond to an orienting essay that raises questions about the history of discourse about teaching and learning in the disciplines the ways in which disciplinary styles influence inquiry into teaching and learning and the nature and roles of interdisciplinary exchange The authors hope to contribute to a common language for trading ideas enlarging our pedagogical imaginations and strengthening our scholarly work Disciplines represented chemistry communication studies engineering English studies history management sciences mathematics psychology and sociology A collaboration of The Carnegie Foundation for the Advancement of Teaching and AAHE *Higher Education: Handbook of Theory and Research* Michael B. Paulsen, Laura W. Perna, 2019-04-02 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities Each chapter provides a comprehensive review of research findings on a selected topic critiques the research literature in terms of its conceptual and methodological rigor and sets forth an agenda for future research intended to advance knowledge on the chosen topic The Handbook focuses on a comprehensive set of central areas of study in higher education that encompasses the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community Each annual volume contains chapters on such diverse topics as research on college students and faculty organization and administration curriculum and instruction policy diversity issues economics and finance history and philosophy community colleges advances in research methodology and more The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world Engaging in the Scholarship of Teaching and Learning

Cathy Bishop-Clark, Beth Dietz-Uhler, 2023-07-03 This is a book for anyone who has ever considered engaging in the scholarship of teaching and learning known familiarly as SoTL and needs a better understanding of what it is and how to engage in it The authors describe how to create a SoTL project its implications for promotion and tenure and how it fosters Increased satisfaction and fulfillment in teaching Improved student learning Increased productivity of scholarly publication Collaboration with colleagues across disciplines Contributing to a growing and important body of literature This guide provides prospective SoTL scholars with the necessary background information foundational theory tools resources and methodology to develop their own SoTL projects taking the reader through the five stages of the process Generating a research question Designing the study Collecting the data Analyzing the data and Presenting and publishing your SoTL

project Each stage is illustrated by examples of actual SoTL studies and is accompanied by worksheets to help the reader refine ideas and map out his or her next steps The process and worksheets are the fruit of the successful SoTL workshops the authors have offered at their institution for many years SoTL differs from scholarly and reflective teaching in that it not only involves questioning one's teaching or a teaching strategy but also formally gathering and exploring evidence researching the literature refining and testing practices and finally going public The purpose of SoTL is not just to make an impact on student learning but through formal peer reviewed communication to contribute to the larger knowledge base on teaching and learning While the roots of SoTL go back some 30 years it was Ernest Boyer in his classic *Scholarship Reconsidered* who made the case for the parity of the scholarships of integration of discovery of application and of scholarship of teaching as vital to the health of higher education Glassick Huber and Maeroff's subsequent *Scholarship Assessed* articulated the quality standards for SoTL since when the field has burgeoned with the formation of related associations a proliferation of conferences the launching of numerous journals and increasing recognition and validation by institutions

## Enjoying the Track of Expression: An Emotional Symphony within **Recognizing Faculty Work Reward Systems For The Year**

In some sort of eaten by monitors and the ceaseless chatter of instant communication, the melodic splendor and emotional symphony created by the published term usually diminish in to the back ground, eclipsed by the constant sound and distractions that permeate our lives. However, located within the pages of **Recognizing Faculty Work Reward Systems For The Year** a wonderful fictional value brimming with fresh feelings, lies an immersive symphony waiting to be embraced. Crafted by an elegant composer of language, that interesting masterpiece conducts visitors on a psychological trip, skillfully unraveling the concealed tunes and profound influence resonating within each carefully constructed phrase. Within the depths of the emotional review, we shall investigate the book is main harmonies, analyze its enthralling publishing design, and submit ourselves to the profound resonance that echoes in the depths of readers souls.

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### **Recognizing Faculty Work Reward Systems For The Year Introduction**

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