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4

POST TENURE FACULTY DEVELOPMENT:

BUILDING A SYSTEM OF FACULTY
IMPROVEMENT AND APPRECIATION

BY JEFFREY W. ALSTETE



Posttenure Faculty Development

Matthew W. Finkin



Posttenure Faculty Development:

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

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

Success After Tenure Vicki L. Baker, Laura Gail Lunsford, Gretchen Neisler, Meghan J. Pifer, Aimee LaPointe Terosky, 2023-07-03 This book brings together leading practitioners and scholars engaged in professional development programming for and research on mid career faculty members The chapters focus on key areas of career development and advancement that can enhance both individual growth and institutional change to better support mid career faculties The mid career stage is the longest segment of the faculty

career and it contains the largest cohort of faculty. Also mid career faculty are tasked with being the next generation of faculty leaders and mentors on their respective campuses with little to no supports to do so effectively at a time when higher education continues to face unprecedented challenges while managing continued goal of diversifying both the student and faculty bodies. The stories, examples, data and resources shared in this book will provide inspiration and reality checks to the administrators, faculty developers and department chairs charged with better supporting their faculties as they engage in academic work. Current and prospective faculty members will learn about trends in mid career faculty development resources, see examples of how to create such supports when they are lacking on their campuses and gain insights on how to strategically advance their own careers based on the realities of the professoriate. The book features a variety of institution types: community colleges, regional comprehensive institutions, liberal arts colleges, public research universities, ivy league institutions, international institutions and those with targeted missions such as HSI, MSI and Jesuit. Topics include faculty development for formal and informal leadership roles, strategies to support professional growth, renewal time and people management, teaching and learning as a form of scholarship, the role of learning communities and networks as a source of support and professional revitalization, global engagement to support scholarship and teaching, strategies to recruit, retain and promote underrepresented faculty populations, the policy/practice connection and gender differences related to key mid career outcomes. While the authors acknowledge that the challenges facing the mid career stage are numerous and varying, they offer a counter narrative by looking at ways that faculty and/or institutions can assert themselves to find opportunities within challenging contexts. They suggest that these challenges highlight priority mentoring areas and support the creation of new and innovative faculty development supports at institutional, departmental and individual levels.

Post-tenure Faculty Evaluation Christine M. Licata, 1986

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.

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

adn 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 POST TENURE FACULTY DEVELOPMENT: BUILDING A SYSTEM OF FACULTY IMPROVEMENT AND APPRECIATION. ERIC DIGEST... ED440603... U.S. DEPARTMENT OF ED. United States. Office of Educational Research and Improvement,2001* *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 Faculty Review and Renewal Christine M. Licata, Joseph C. Morreale, 2002 Post Tenure Faculty Review and Renewal Experienced Voices provides insights into the development adoption and implementation of post tenure review at both individual universities and state university systems The critical contribution of this book is that editors Christine Licata and Joseph Morreale have let experienced voices The faculty leaders senior campus administrators and system officials themselves tell their 13 different stories Rationales that institutions of various sizes and missions used in establishing tenured faculty review and development how such policies were formulated and the factors leading to implementation successes and failures important campus lessons learned in moving from policy development to unit implementation plus thoughtful essays on the future of post tenure review by William Plater and faculty well being by Charles Walker and introductory and concluding discussions by the editors framing the 13 experiences in a way that provides coherence identifies strategies and envisions new directions to be explored

Faculty Development in the Age of Evidence Andrea L. Beach, Mary Deane Sorcinelli, Ann E. Austin, Jaclyn K. Rivard, 2023-07-03 The first decade of the 21st century brought major challenges to higher education all of which have implications for and impact the future of faculty professional development This volume provides the field with an important snapshot of faculty development structures priorities and practices in a period of change and uses the collective wisdom of those engaged with teaching learning and faculty development centers and programs to identify important new directions for practice Building on their previous study of a decade ago published under the title of Creating

the Future of Faculty Development the authors explore questions of professional preparation and pathways programmatic priorities collaboration and assessment Since the publication of this earlier study the pressures on faculty development have only escalated demands for greater accountability from regional and disciplinary accreditors fiscal constraints increasing diversity in types of faculty appointments and expansion of new technologies for research and teaching Centers have been asked to address a wider range of institutional issues and priorities based on these challenges How have they responded and what strategies should centers be considering These are the questions this book addresses For this new study the authors re surveyed faculty developers on perceived priorities for the field as well as practices and services offered They also examined more deeply than the earlier study the organization of faculty development including characteristics of directors operating budgets and staffing levels of centers and patterns of collaboration re organization and consolidation In doing so they elicited information on centers signature programs and the ways that they assess the impact of their programs on teaching and learning and other key outcomes What emerges from the findings are what the authors term a new Age of Evidence influenced by heightened stakeholder interest in the outcomes of undergraduate education and characterized by a focus on assessing the impact of instruction on student learning of academic programs on student success and of faculty development in institutional mission priorities Faculty developers are responding to institutional needs for assessment at the same time as they are being asked to address a wider range of institutional priorities in areas such as blended and online teaching diversity and the scale up of evidence based practices They face the need to broaden their audiences and address the needs of part time non tenure track and graduate student instructors as well as of pre tenure and post tenure faculty They are also feeling increased pressure to demonstrate the return on investment of their programs This book describes how these faculty development and institutional needs and priorities are being addressed through linkages collaborations and networks across institutional units and highlights the increasing role of faculty development professionals as organizational change agents at the department and institutional levels serving as experts on the needs of faculty in larger organizational discussions

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 **Policy Documents and Reports** AAUP, 2015-01-29 The essential guide to the AAUP's best practices and policies for higher education now in its centennial edition For the past century the American Association of University Professors AAUP has developed standards for sound academic practice while working for the acceptance of these standards by the higher education community The Association has long been viewed as the authoritative voice of the academic profession in this regard The AAUP's Policy Documents and Reports widely known as the Redbook because of the color of its cover presents in convenient format a wide range of policies in some instances formulated in cooperation with other educational organizations The current edition the eleventh includes basic statements on academic freedom tenure and due process academic governance professional ethics research and teaching online and

distance education intellectual property discrimination collective bargaining accreditation and students rights and freedoms The new edition has been thoroughly updated and reorganized thematically Brief historical introductions have been added to each section along with an introductory essay on incorporating AAUP principles into faculty handbooks Among the eighteen new reports included in this edition are statements on academic freedom and outside speakers campus sexual assault the inclusion of faculty on contingent appointments in academic governance and salary setting practices that unfairly disadvantage women faculty

Understanding Academic Freedom Henry Reichman, 2025-03-25 In the evolving landscape of academic freedom in America this second edition addresses the latest challenges and developments in the field Since the publication of the first edition of Understanding Academic Freedom the never ending struggle to defend academic freedom has entered a demonstrably new phase Legislation determining what can and cannot be taught in schools in Florida Texas and other states has intensified governing board activism that impinges on widely accepted faculty prerogatives Major donors in research teaching and institutional governance have grown bold in their interference Highly polarizing controversies over antisemitism and the Israeli Palestinian conflict as well as debates over diversity equity and inclusion policies continue to broil Taken as a whole these developments indicate that we have entered a new period in the history of American academic freedom Academic freedom long heralded as a core value of American higher education may now be in as much danger as at any time since the 1950s But what is academic freedom Is it the right of faculty members to teach whatever they wish a value upheld for supporters but not opponents amid polarizing controversy or a narrow claim of privilege by a professorial elite immune from public accountability Henry Reichman who chaired the American Association of University Professors Committee A on Academic Freedom and Tenure for nearly a decade mounts a rigorous defense of academic freedom and its principal means of protection the system of academic tenure Probing academic freedom s role in multiple contexts Reichman draws on a wealth of historical and contemporary examples to offer a comprehensive introduction to the concept in all its manifestations This second edition addresses the most recent and pressing issues in academic freedom making it an indispensable resource for understanding the current controversial climate

The Uncertain Future of American Public Higher Education Daniel M. Johnson, 2018-12-19 This book addresses the costly non sustainable policies programs practices and priorities currently driving the tuition crisis in American public higher education In this era of growing competition among public colleges and universities for more students and higher rankings their leaders and governing boards have lost sight of student centered missions in favor of more and greater non education related amenities facilities programs and practices that have added substantially to the cost of a college degree without increasing its quality This book is an appeal to all interested taxpayers public officials governors governing boards and university presidents to take a second look at these costly decisions and begin a new era of placing the higher education needs and interests of students above all We have created this tuition crisis now we must solve it

Higher Education:

Handbook of Theory and Research J.C. Smart, 2004-09-24 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews These cover a diverse array of topics of interest to the higher education scholarly and policy communities Resources in Education, 2001 *The Faculty Lounges* Naomi Schaefer Riley, 2011-06-16 College tuition has risen four times faster than the rate of inflation in the past two decades While faculties like to blame the rising costs on fancy athletic buildings and bloated administrations professors are hardly getting the short end of the stick Spending on instruction has increased twenty two percent over the past decade at private research universities Parents and taxpayers shouldn't get overheated about faculty salaries tenure is where they should concentrate their anger The jobs for life entitlement that comes with an ivory tower position is at the heart of so many problems with higher education today Veteran journalist Naomi Schaefer Riley an alumna of one of the country's most expensive and best endowed schools explores how tenure has promoted a class system in higher education leaving contingent faculty who are barely making minimum wage and have no time for students to teach large swaths of the undergraduate population She shows how the institution of tenure forces junior professors to keep their mouths shut for a decade or more if they disagree with senior faculty about anything from politics to research methods Lastly she examines how the institution of tenure with the job security mediocre salaries and low levels of accountability it entails may be attracting the least innovative and interesting members of our society into teaching

Leveraging Multigenerational Workforce Strategies in Higher Education Edna Chun, Alvin Evans, 2021-04-14 The higher education literature on workplace diversity has overlooked the development of multigenerational workforce strategies as a key component of an inclusive talent proposition While race gender sexual orientation disability and other demographic attributes have gained considerable attention in diversity strategic planning scant research pertains to building inclusive multigenerational approaches within the culture and practices of higher education Now more than ever there is an urgent and unmet need to identify actionable strategies and approaches that optimize the contributions of multigenerational talent across the faculty administrator and staff ranks With the goal of enhancing workforce capacity and creating more inclusive workplaces *Leveraging Multigenerational Workforce Strategies in Higher Education* offers an in depth look at multigenerational strategies that enhance institutional capacity and respond to educational needs This book is the first to address the creation of multigenerational strategies in the higher education workplace based upon substantial empirical studies and qualitative research Drawing on in depth interviews with faculty and administrators the book examines the broad framing of generations that consists of stereotypes narratives images and emotions Through the lens of these narratives it describes how ageist framing is magnified by other minoritized statuses including race ethnicity gender and sexual orientation and can result in structural inequality process based discrimination and asymmetrical behavioral interactions in the higher education workplace A major feature of the book is its focus on best in class HR and diversity policies and strategies that institutional leaders can deploy to overcome generational and ageist

barriers and build an inclusive culture that values the contributions of all members Due to its practical and concrete emphasis in sharing leading edge policies and practices that comprise a holistic multigenerational workforce strategy the book will serve as a concrete resource to boards of trustees presidents provosts deans diversity officers department chairs faculty academic and non academic administrators diversity and human resource leaders and diversity taskforces in their efforts to create strategic evidence based multigenerational workforce approaches In addition the book will be utilized in upper division and graduate courses in higher education administration diversity human resource management educational leadership intergenerational issues gerontology social work and organizational psychology **The Chief Academic**

Officer's Handbook Gregor Thuswaldner, 2025-09-16 The essential guide for provosts navigating leadership strategy and crisis in today's complex higher education landscape The role of the provost the chief academic officer has never been more critical or challenging Tasked with overseeing the academic mission of colleges and universities provosts manage a wide range of responsibilities from guiding institutional strategy and resource allocation to navigating faculty relationships student success and increasingly complex crises The Chief Academic Officer's Handbook is an essential resource for those stepping into this demanding role as well as seasoned leaders seeking new strategies and perspectives Written by current and former provosts affiliated with the Association of Chief Academic Officers ACAO and edited by Gregor Thuswaldner this comprehensive volume offers practical advice best practices and candid reflections from leaders representing a wide range of higher education institutions Organized for quick reference the handbook spans the full spectrum of the provost's responsibilities From establishing an inclusive academic vision and working effectively with presidents and senior leadership to engaging with external stakeholders and managing institutional resources each chapter addresses real world challenges with clarity and insight The book also tackles critical issues like crisis management faculty relations and the need for self care in a role defined by constant high stakes decision making The Chief Academic Officer's Handbook is the must have guide for those committed to leading academic enterprises with integrity vision and resilience Published jointly with the Association of Chief Academic Officers *The Case for Tenure* Matthew W. Finkin, 1996 At a time when some institutions of higher learning are questioning the need for academic tenure and numerous state legislatures are considering its abolishment Matthew W Finkin presents a thorough and unapologetic case in defense of tenure Finkin has culled materials from a variety of sources economic analyses judicial opinions investigative reports institutional studies speeches and personal essays to survey the entire system of tenure from probationary appointment to retirement or dismissal for cause To these viewpoints he adds his own commentary to illuminate what tenure means and to clarify what it does and does not protect He places the need for tenure not only in historical perspective but also in the highly charged context of the contemporary campus In suggesting the origins of the concept of academic tenure for example Finkin excerpts the 1915 Declaration on Academic Freedom and Tenure That document characterized the university as an intellectual experiment station where new

ideas may germinate and where their fruit though still distasteful to the community as a whole may be allowed to ripen until finally perchance it may become a part of the accepted intellectual food of the nation or of the world

Posttenure Faculty Development Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has be more apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Posttenure Faculty Development**," published by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve in to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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