

Successful Faculty Performance in Teaching, Research and Original Creative Work, and Service¹

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Success as a university faculty member is dependent on having a clear understanding of how to combine the elements of teaching, research and original creative work, and service in a way that makes the best use of the time and resources available. Faculty members are expected to make substantive contributions to the learning of their students and to their field, as well as to make service contributions to their field and the university. Faculty members are more likely to make substantive contributions when they have well-defined goals and a specific plan for reaching those goals.

The purpose of this paper is to clarify the elements of successful faculty performance at a research-extensive university.

- *Faculty members* can use this paper to regularly plan and evaluate their work, as well as discuss their work with a department chairperson and a mentor. Faculty members can also use this paper to help them prepare personal statements for third-year and promotion and tenure reviews.
- *Academic administrators, research center directors, department chairpersons, members of departmental evaluation committees, and members of promotion and tenure committees* can use this paper to clarify their criteria for evaluating faculty performance.
- *Mentors* can use this paper to help faculty better understand the nature of successful performance.
- *Faculty search committees* can use this paper to clarify the expectations for performance to candidates for faculty positions.
- *Academic administrators* responsible for new faculty orientation can use this paper as a starting point for clarifying performance expectations in specific colleges, schools, departments, and programs.

¹ This paper provides the basis for several faculty development documents, including: *Self-Evaluation of Faculty Performance in Teaching, Research and Original Creative Work, and Service*; *Writing Personal Statements for Faculty Evaluations*; *Activities and Topics for Faculty Mentoring*; *Using Personal Statements in Faculty Evaluations*; *Guidelines for Teaching Observation Letters*; *Guidelines for Writing Annual Evaluation Letters for Faculty Members*; and *Guidelines for Writing Promotion and Tenure Letters for Faculty Members*. (Citations for these documents are available in the reference section of this paper.)

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Faculty performance is most often expressed in terms of teaching, research and original creative work, and service. This paper is organized according to these categories. Specific elements of successful faculty performance are presented in Table 1.

Table 1

Elements of Successful Faculty Performance in Teaching, Research and Original Creative Work, and Service

Teaching

- Effectiveness of Course Delivery
- Quality of Course Content
- Effectiveness in Developing and Managing Instruction
 - Quality of Course Development
 - Quality of Curriculum Development
 - Effectiveness in Managing Multiple Course Sections
- Effectiveness in Mentoring Students
- Effectiveness of Academic Advising
- Using Research and Original Creative Work to Enhance Teaching
- Using Service to Enhance Teaching

Research and Original Creative Work

- Quality of Research and Original Creative Work
- Programmatic Nature of Research or Focus of Original Creative Work
- Sustainability of Research and Original Creative Work
- Productivity in Research and Original Creative Work
- Using Teaching to Enhance Research and Original Creative Work
- Using Service to Enhance Research and Original Creative Work

Service

- Service to the Institution
- Service to the Profession
- Service to Society through Consultation
- Using Teaching to Enhance Service
- Using Research and Original Creative Work to Enhance Service

Faculty members' work varies considerably, reflecting the different fields represented in a large doctoral research university. Differences also exist in the percentage of time faculty members allocate to teaching, research and original creative work, and service. Faculty members can be appointed in tenured, tenure-earning, or non-tenure earning positions. *As a result of these differences, the specific elements of faculty work included in this paper are more relevant for some faculty members than others.* This paper begins with a discussion of the benefits of synergy among teaching, research and original creative work, and service and continues with an examination of the nature of successful performance and resources available to enhance faculty work.

Benefits of Synergy among Teaching, Research and Original Creative Work, and Service

Synergy allows one aspect of faculty work to complement another aspect of faculty work. For example, faculty members' research and original creative work can become part of the

content in a course they teach. Taking advantage of synergy allows faculty members to achieve outcomes that would not otherwise be possible. Synergy also allows faculty members to better use the time they invest in their work. Given the high expectations for performance, faculty members need to take advantage of synergy in their work whenever possible. The descriptions of synergy among teaching, research and original creative work, and service that are included in this paper are only examples. Evidence of synergy among teaching, research and original creative work, and service is shown in letters from department chairs and personal statements for third-year and promotion and tenure reviews.

Successful Performance in Teaching

Performance in teaching is examined in relation to effectiveness of course delivery, quality of course content, effectiveness in developing and managing instruction, effectiveness in mentoring students, effectiveness of academic advising, and using research and original creative work and service to enhance teaching.

Effectiveness of Course Delivery

Effectiveness of course delivery involves the extent to which a faculty member can lecture, lead discussion, respond to student questions, evaluate assignments, use instructional technology, and provide individualized assistance to students when requested. For courses involving clinical practice, effectiveness also includes supervision. Evidence of the effectiveness of course delivery is shown in student course evaluations and teaching observations provided by senior faculty. Evidence of the effectiveness of course delivery can also be shown in portfolios of students' work at the end of the semester.

Quality of Course Content

Quality of course content involves the extent to which knowledge presented is valid. Course content includes: a) course readings, b) instructor-developed resources, c) class exercises, d) clinical practice, and e) experiments. The quality of course content may also involve skill acquisition as appropriate for the goals of the course. Evidence of quality in course content is shown in student course evaluations, program or departmental faculty review of course syllabi and instructor-developed resources, and external reviews of course syllabi and resources by experts in the field. As was the case with the effectiveness of course delivery, the quality of course content can be further shown by portfolios of students' work.

Effectiveness in Developing and Managing Instruction

Quality of Course Development. Course development refers to creating a new course or making substantive revisions, such as developing a distance learning component or Web-based learning resources. Evidence of quality in course development is shown by program or departmental faculty review of course syllabi and instructor-developed resources, as well as external reviews of course syllabi and resources by experts in the field.

Quality of Curriculum Development. Curriculum development includes designing new courses, distance learning programs, certificate programs, majors, and degree programs. Curriculum development does not include the normal ongoing development of an existing course. Quality in designing instructional resources involves creating documents, media, and software that enhance student learning in courses. Quality of course design involves the extent to

which content sequencing, class activities, assignments, use of information and communication technology, and examinations promote student learning. Quality in designing majors and degree programs involves creating sequences of content courses and clinical practice that lead to the development of competencies appropriate for a field of study or profession. Similar to the quality of course content, evidence of quality in curriculum development is shown by program or departmental faculty review of course syllabi and external reviews of course syllabi by experts in the field. Further evidence of quality in curriculum development is evident in the accreditation or re-accreditation of a professional degree program, such as in education, law, medicine, nursing, psychology, and social work.

Effectiveness in Managing Multiple Course Sections. Management of multiple course sections involves coordinating the ongoing design, development, and delivery of instruction for a course having several sections that are taught by various faculty members, graduate students, or adjunct faculty. Responsibilities typically include leadership in development and/or selection of course materials, revision of course content based on evaluations, selection of instructors, and arrangement of instructional technology for the course. When the course is taught by graduate students or adjunct faculty members, regular supervision and evaluation of instructors may be involved. Evidence of effectiveness in managing multiple course sections can be seen in the adequacy of aggregate teaching ratings for the course, the resources and strategies created by the faculty member in managing the course, evaluation of the course manager by the instructors, and supervisory resources created for the course (such as orientation materials).

Effectiveness in Mentoring Students

Effectiveness in mentoring involves the ability of the faculty member to encourage students and to help them understand the factors that contribute to academic success. The modeling of behavior is an essential component of mentoring students. Opportunities for mentoring in teaching can include students assisting a faculty member in teaching a class or co-teaching a class. Opportunities for mentoring in research and original creative work can include faculty supervision of student research projects, theses, and dissertations, or a student simply assisting a faculty member with a research project as a volunteer. Mentoring can also include co-authoring publications, assisting students in obtaining grants, or co-presenting sessions at professional meetings. A student working as a student assistant or graduate assistant on a faculty member's grant provides additional opportunities for mentoring in research. Student participation in the creation of original creative work also provides mentoring opportunities, such as collaborating on a performance involving multiple artists. Opportunities for mentoring in service can include encouraging and supporting students to serve on professional association committees or engage in volunteer work related to their field of study. Faculty members can provide evidence of mentoring by indicating the extent of student involvement in their publications, contracts and grants, and presentations. Department chairs can provide evidence of mentoring effectiveness by seeking feedback from students and by asking faculty members to describe the mentoring they provide to students.

Effectiveness of Academic Advising

Effectiveness of academic advising involves the ability of a faculty member to develop collaborative relationships with students, provide accurate information, help students evaluate their academic performance, help students create and maintain appropriate programs of study,

and help students understand the factors that contribute to academic success. Similar to mentoring, department chairs can provide evidence of academic advising effectiveness by seeking feedback from students and by asking faculty members to describe the academic advising they provide to students.

Using Research and Original Creative Work to Enhance Teaching

Many faculty members teach at least one course that has similar content to one of their areas of research or original creative work. Including a faculty member's research or original creative work in a course helps keep the content up-to-date and provides a role model for students.

Actively involving students in faculty research helps students obtain the skills needed for their own research. Beginning by assisting with literature searches, a student can then progress from collecting and analyzing data to writing portions of a manuscript as a co-author. With experience, students then assume the role of senior author of a publication. Many students learn more effectively when they actually apply the research skills they have learned in the classroom in actual practice. Similar benefits exist in involving students in original and creative activities that lend themselves to collaboration, such as directing a play.

Using Service to Enhance Teaching

Faculty service on professional association committees, such as ethical and professional standards committees, provides excellent opportunities to integrate current issues into the classroom. Also, facilitating the involvement of students in professional association activities provides students with excellent opportunities for making contact with potential employers. Consulting provides an additional opportunity to integrate current theory, research, and practice into teaching. Through the use of actual case studies from consulting, students can learn how to apply specific concepts covered in class. Using real-world examples can improve the credibility of course content, especially in applied fields.

Successful Performance in Research and Original Creative Work

Research includes various scholarly efforts designed to examine questions of scientific, social, literary, or artistic importance by obtaining, analyzing, and interpreting data that can guide future research and, in some cases, lead to application of the findings and the refinement of public policy. Research contributions are most often made through publications and conference presentations. Original creative work includes various imaginative and innovative contributions that can have artistic, social, and economic value. Examples of original and creative work include novels and novellas, short stories, poems, scripts, screenplays, musical compositions, musical arrangements, choreography, performances, production and design for performances, visual art, interior design, apparel design, edited works, Internet Web site development, computer software development, and inventions. While some faculty members engage only in research, others focus only on original creative work, and still others include a combination of both. This paper continues with a discussion of the importance of faculty members making strategic decisions about their work. Performance is then examined in terms of quality, the programmatic or focused nature of work, sustainability, productivity, and using teaching and service to enhance research and original creative work.

Making Strategic Decisions about Research and Original Creative Work

Successful faculty performance in research and original creative work is guided by a series of strategic decisions about what to research or create, how to conduct the work, how to obtain funding for the work, and where to disseminate the work. Some efforts lead to easily measured and highly regarded outcomes, such as publishing refereed articles in selective and widely read journals, publishing books with well respected publishers, obtaining competitive federal research grants, or performing at prestigious venues. Other decisions lead to outcomes that are strategically important, but are not highly regarded in annual faculty evaluations, third-year reviews, and promotion and tenure reviews. For example, invited book chapters, refereed book reviews, refereed test reviews, and participation on professional association committees may not be highly valued in faculty evaluations and reviews, but the outcomes of the work may be strategically important and lead to highly regarded publications and grants in the future. The time and effort required to complete tasks that are less valued in annual evaluation, third-year review, and promotion and tenure review may be worthwhile if the work leads to the opportunity to collaborate with leading scholars in the field. Focusing time and effort only on highly regarded publications, grants, venues, and galleries may result in missing opportunities to develop valuable relationships with leading scholars. Similar strategic dynamics exist in original creative work. For example, performances at highly regarded venues are very important and easy to measure, while performances in less well-known venues may provide crucial visibility among leading artists that might lead to further opportunities. Therefore, a faculty member might be well advised to pursue opportunities in less well-known venues, if he or she can explain how those experiences are leading to or have led to his or her ability to establish a national reputation in the field.

Quality of Research and Original Creative Work

Quality research involves making a substantive contribution to one or more fields of study. Evidence of the quality of a faculty member's research is based on the judgments of researchers from outside the university. Some types of publications provide greater evidence of quality than other publications. Generally, as the chance that a publication will be rejected by a journal editor increases, the quality of the publication increases as well. Refereed publications are considered to be of higher quality than non-refereed publications. Whether a publication is submitted with or without an invitation, being refereed means that the judgment of one (preferably two) or more scholars was used to accept or reject the work. The percentages of submitted manuscripts that are subsequently published and impact ratings are common measures of journal quality.

Specific fields vary in the type of publication that provides evidence of the quality of a faculty member's research. In some fields, refereed journal articles are the most important measure of quality, while refereed books, refereed monographs, refereed conference proceedings, or refereed poster sessions are more valued in other fields. When publications other than refereed journal articles are principal indicators of research quality, this fact needs to be indicated in department chair evaluation letters.

The typical quality of a particular publication is no guarantee of the quality of any single manuscript. Critiquing published journal articles that have obvious flaws is a common assignment in research design courses and in preliminary examinations. Identifying manuscripts for critique is rarely a problem. While the quality of any faculty member's research varies,

publishing poor quality manuscripts can create problems. It is less likely that a faculty member will be invited to collaborate with other researchers if the quality of his or her research is judged to be poor. A good strategy for maximizing the quality of a faculty member's research is to obtain critical reviews of the work during the planning phase and during the revision process prior to submitting the manuscript for publication.

Evidence of research quality can also be shown in awards of competitive contracts and grants and non-competitive contracts and grants. Similar to refereed publications, competitive contracts and grants provide a valuable indicator of quality. However, non-competitive contracts and grants still provide an important indicator of the quality of a faculty member's research. The commitment by an organization to provide funding for a project is an important endorsement of a faculty member's research.

Evidence of research quality in presentations at professional conferences is higher for refereed presentations. Invited presentations, especially keynote and plenary presentations, at national and international conferences can provide good evidence of research quality. Refereed presentations at regional and state conferences generally provide less evidence of the quality of a faculty member's research. Tenure-earning faculty should make non-refereed presentations a low priority in their plan for research. Written conference proceedings in some fields, at some professional conferences, are highly competitive and provide an indication of quality that is equal to referred journal articles.

Parallels exist in the evidence of quality in original creative work and the evidence of quality in research. Two key elements of both are the judgment of multiple individuals in evaluating a work and the reputation or standing of the individuals making these judgments. Similar to the judgments from members of a journal editorial board, acceptance of an original creative work for publication, performance, or exhibition is not guaranteed and a decision from jurors or judges is necessary to accept or reject the work. An invitation or commission for an original work from respected individuals or organizations can also show evidence of quality. Examples include the standing of a specific university press for the publication of a book of poetry, the reputation of jury members for a performance or judges for an exhibition, the prestige of a venue or gallery, or published reviews of a computer application. Receiving a patent for an invention, the extent to which an invention is used, and the judgment of other well-respected individuals as to the impact of the invention provide evidence of the quality of the original creative work.

Programmatic Nature of Research or Focus of Original Creative Work

One characteristic of successful faculty members is the ability to conceptualize and refine a program of research or focus of original creative work to guide the choices they make about the opportunities that are available.

- A *program of research* involves a systematic investigation of related elements of a topic over a period of time.
 - *Research* includes various scholarly efforts designed to examine questions of scientific, social, literary, or artistic importance by obtaining, analyzing, and interpreting data that can guide future research and in some cases lead to application of the findings.

- *A focus of original creative work* involves the exploration of related artistic themes or media of expression over a period of time.
 - *Original creative work* includes various imaginative and innovative contributions that can have artistic, social, and economic value. Examples of original and creative work include novels and novellas, short stories, poems, scripts, screenplays, musical compositions, musical arrangements, choreography, performances, production and design for performances, visual art, interior design, apparel design, edited works, Internet Web site development, computer software development, and inventions.

Having a clear and consistent program of research or focus of original creative work makes it more likely that faculty members will achieve their goals and make substantive contributions to their fields. The synergy inherent to programmatic research helps faculty members gain insights and specialized expertise that would not be possible if their research were conducted on a variety of unrelated topics. A faculty member who is very familiar with the literature, research methodology, measures, and research procedures of a specific area of research can work more quickly than those who are less familiar. Programmatic research also provides greater visibility for a faculty member as other researchers note the consistent contributions of the faculty member in journals and conference presentations. Similar advantages exist for having a thematic focus for original creative work.

Synergy is an important characteristic of programmatic research. Programmatic research builds on the work of other researchers as well as the prior research of an individual faculty member. Programmatic research also builds on the research of students, as research supervisors or major professors collaborate with their students to examine a topic.

Evidence of a programmatic approach to research can be found in a faculty member's Vita. There should be an obvious coherence in the titles of publications, presentations, and contracts and grants. Similar evidence should be available in the Vita for a long-term, or periodically evolving, focus of original creative work. Further evidence of success in establishing a program of research can be found in outside letters for promotion and tenure. The referee should be able to note the faculty member's program of research in his or her letter. A faculty member's personal statement for annual, third-year, or promotion and tenure review needs to explicitly articulate his or her program of research. Letters from department chairs should confirm that the faculty member has clearly established a coherent program of research.

Balancing Focus and Flexibility. Programmatic research and focused creative work should not be constrictive. A faculty member's research or creative work should be flexible enough to take advantage of serendipity, as well as collaboration with students and colleagues.

1. Serendipity resulting from new funding options, technology, or developments in a discipline may provide valuable new opportunities that should not be ignored. Many substantive contributions in research and creative expression have occurred when faculty members departed from their prior work. Rigid consistency in research and creativity is counterproductive in a university community of shared inquiry and diverse artistic expression.
2. As mentors, faculty members often collaborate with students in areas outside their own specialized research and creative expression. This collaboration can include publishing and presenting, as well as performing or exhibiting with students.

3. Faculty members also collaborate with their colleagues by adding their specialized research skills or artistic expertise to a project even though the project is tangential to their own work.

The faculty member's personal statement for their program of research or focus of original creative work can mention their efforts to respond to serendipitous events and collaborative opportunities, even though this research or original creative work is a departure from their ongoing work.

Using a program of research statement or focus of original creative work statement. A program of research statement or focus of original creative work statement can be used in a variety of ways, including a faculty member's Vita and Annual Summary of Accomplishments, as well as FSU Web sites that are used to recruit graduate students, identify potential research collaborators among faculty, publicize faculty research, and provide information for faculty expertise databases.

Stating a program of research or focus of original creative work. A faculty member typically has only one or two programs of research at any one time. If a faculty member has two programs of research, they can be distinct or related in various ways. The same is true for original creative work. A statement is typically no longer than one or two sentences. A more comprehensive statement of a program of research would be found on a faculty member's Web site or personal statement for an annual evaluation or promotion and tenure application.

The following examples show several program of research and focus of original creative work statements:

- One Program of Research
 - "Examine the influence of extracognitive factors (beliefs, emotions, culture) in shaping the teaching and learning of science."
- Two Programs of Research
 - "Examine the content and process of career decision making using a cognitive information processing approach, and then apply the knowledge gained to designing and delivering cost-effective career resources and services. Also, examine the design and appropriate use of information and communication technology in the delivery of assessment and information resources to clients receiving distance counseling."
- One Focus of Original Creative Work
 - "Explore the interaction among light, composition, and subject matter in expressing mood in still life photographs."
- Two Foci of Original Creative Work
 - "Explore the use of laser light in creating images caused by the varied vibrations of 'found sounds' in developing multimedia electronic music compositions. Also, involve audience members in collaborating with composers in creating short pieces using sounds found in various common environments."

Sustainability of Research and Original Creative Work

Sustainability involves the ability of a faculty member to maintain an on-going program of quality research or focus of original creative work. The choice of a topic for a program of research influences sustainability. An existing research topic that is no longer considered by most scholars to be relevant is unlikely to be sustainable. The same is true for a new topic that most scholars judge as unlikely to be fruitful. If there is not significant interest in a research topic, faculty members will have a difficult time publishing and presenting their work, as well as finding and obtaining contracts and grants to support their research. Sustainability can be evaluated in original and creative works by the coherence and synergy inherent in performances or exhibitions. The continued interest in a particular topic, genre, style, or medium by authors, performers, artists, and critics may also indicate the sustainability of a faculty member's creative work.

Outside letters for promotion and tenure can provide good evidence of sustainability when a referee comments that a faculty member's program of research is important and timely. A similar comment in a department chair's letter helps to establish sustainability. Further evidence of sustainability can also be shown in the ability of a faculty member to publish and to obtain external funding over time. For tenure-earning assistant professors, there may be limited evidence that they have established a sustainable program of research. However, outside letters and the chair letter should comment on whether or not the faculty member is on a trajectory that is likely to result in developing a sustainable program of research.

Productivity in Research and Original Creative Work

Productivity involves the capacity to conduct research that is of a high enough quality to regularly appear in refereed publications and be regularly included in refereed conference presentations. The most common evidence of research productivity is the number of publications completed by a faculty member. The number of publications per year that is required to show adequate research productivity varies among fields. In some fields, experiments are quickly designed and executed over a short period, leading to a greater number of publications. In other fields, research requires considerable time to complete, leading to fewer publications. When research in a specific field generally takes a long time to complete, this fact needs to be indicated in department chair and external evaluation letters.

Some beginning faculty members invest considerable time and effort in a manuscript that is subsequently published in a premier journal that has a low acceptance rate and a high impact rating. However, committing substantial time to one manuscript may leave only enough time to complete a few other articles. The productivity of these faculty members may still be adequate for promotion to associate professor and the granting of tenure. However, one or more evaluation letters from highly recognized scholars need to comment that the article is generally considered a seminal work in the field. Given the risk that a specific manuscript may not be accepted as a seminal article in the field, the strategy of focusing a great deal of time on one manuscript may not be wise.

Given that refereed journal articles are typically a primary indicator of quality, faculty members should emphasize this type of publication to present their research. Making refereed journal articles a priority is particularly important for tenure-earning assistant professors. However, publishing opportunities beyond refereed journal articles should not necessarily be

avoided. Investing time and energy on publications other than refereed journal articles can be strategically important if the publication enhances the visibility of a faculty member among leading scholars in his or her field. For example if a faculty member is asked to write a book chapter or write a non-refereed test review by a leading authority in the field, the time required to complete the work may well be worth the effort. Likewise, if a tenure-earning faculty member is asked by a leading authority to write content for a professional association Web site, the time required may be justified if it leads to more research opportunities or provides an exceptionally high level of visibility. Responding positively to requests for participation by leading authorities may be strategically important if the same scholar is subsequently asked to provide an outside evaluation letter for promotion and tenure. In making decisions about publication priorities, the value of visibility and the opportunity for networking needs to be weighed against the potentially greater contribution of refereed journal articles in establishing the credibility of a faculty member's research.

Refereed and invited book and monograph chapters contribute to research productivity in varying degrees. Some book and monograph chapters can make an important contribution to research productivity because they provide excellent visibility for faculty members. Book and monograph chapters that make a good contribution to research productivity provide an opportunity to synthesize the faculty member's current program of research, critically review current theory, research, and practice in the faculty member's area of research, or publish the results of a faculty member's research in more detail than is typically possible in a refereed journal article. Faculty members should not write book and monograph chapters that fail to contribute to their program of research. Given the amount of time often required to write a book chapter, tenure-earning faculty should make this type of publication a low priority unless it provides extensive visibility for their program of research. Book and monograph chapters that clearly contribute to faculty productivity need to be indicated in department chair evaluation letters.

Refereed tests and assessments can be particularly valuable in a faculty member's program of research. Tests and assessments can be a very effective tool in integrating theory and research. A program of research can be considerably advanced by a series of studies that systematically examines variables that are measured by the test or assessment that the faculty member has created. However, given the often considerable amount of time required to develop a valid test or assessment, tenure-earning faculty members should carefully evaluate the costs and benefits of this type of research.

Refereed textbooks can contribute to research productivity if the book clearly synthesizes a faculty member's program of research. Some textbooks are considered seminal publications in the field and are used as a standard reference by other researchers. However, given the often considerable amount of time required to write a book, tenure-earning faculty should generally avoid writing a textbook. Refereed multimedia and refereed Web site content can make a contribution to research productivity, but only if the work is directly related to the faculty member's program of research.

The non-refereed publications identified previously can make small contributions to an overall assessment of faculty research productivity. However, for non-refereed publications to contribute to productivity, the publications must clearly be part of a program of research. For example, a non-refereed technical report published on an institutional Web site may provide an opportunity for a more in-depth presentation of research as well as more immediate exposure of

the work. In setting priorities for research publications, non-refereed publications should have a low priority, unless the work provides a beginning faculty member with extensive visibility among leading researchers. Other examples of non-refereed publications include contract and grant reports, non-refereed occasional papers, non-refereed journal articles, non-refereed monographs, non-refereed books and textbooks, non-refereed conference papers and proceedings, non-refereed tests and assessments, non-refereed multimedia, non-refereed book reviews, non-refereed test reviews, annotated bibliographies, bibliographies, and professional association newsletter articles.

Faculty members place varying degrees of emphasis on theory, quantitative research, qualitative research, and practice. Some faculty members place an emphasis on theory, others emphasize research, and still others place an equal emphasis on both. Faculty members in departments that prepare credentialed practitioners, such as teachers, psychologists, nurses, and physicians, may also focus on critiques of current practice or the development of innovative practice as part of their overall research efforts. In a graduate research university, as opposed to a college or university with a primary teaching mission, publications on practice need to be clearly integrated with a faculty member's program of research. Publications on practice that are unrelated to a faculty member's program of research make little contribution to research productivity for the purposes of faculty evaluation. In addition, given the mission of a graduate research university, focusing on trends and innovative practice at the expense of theory and research does not contribute to appropriate research productivity.

Given that refereed journal articles are considered the best indicator of quality in many fields, faculty members (especially tenure-earning faculty) should emphasize submission of manuscripts to refereed journals and then emphasize manuscript submissions to other types of refereed publications. However, given the contribution of programmatic research to quality and productivity, refereed journal articles that do not contribute to a program of research count little towards annual, third-year, and promotion and tenure reviews. Exceptions for publishing outside of a program of research would be articles that faculty members write with their students or collaborations between faculty mentors and tenure-earning assistant professors as part of mentoring.

Consistency is an important aspect of productivity. One potentially effective strategy is to submit some manuscripts to journals with moderate acceptance rates while submitting other manuscripts to journals with low acceptance rates. This may contribute to consistency by having some manuscripts published more quickly and other manuscripts published after a submission to a second journal.

Collaborative research teams are becoming increasingly popular, with the typical number of collaborators varying by field. In planning and executing a program of research, faculty members are expected to assume a leadership role in some of the research. As a result, a faculty member's publication record needs to show some evidence of senior authorship of their publications. The relative proportion of senior authorship that is appropriate varies by field or even specialization within a field. Mentors can assist faculty members by clarifying the characteristics of a good collaborator (e.g., dependability, complementary points of view, and shared values).

University faculty members at public institutions are sometimes criticized by policy makers for not disseminating knowledge that is of practical value to citizens who pay the taxes

that fund higher education. Faculty members in applied fields may use the results of their research as a basis for developing resources for the public. Types of resources for use by the public include, but are not limited to self-help books, Web site content, television content, multimedia/computer software, and magazine and newspaper articles. For example, a faculty member conducting research on the various strategies that parents use to help their children learn to read may develop a self-help educational resource for parents on guidelines for helping pre-school children learn to read. Evidence of research quality in resources for use by the general public (such as self-help books, Web-site content, television content, popular magazines, or computer software) can also be shown by external reviews by experts and the extent to which the resource has been disseminated to the public (number of sales, Web site hits, and viewers). Resources for the public that are unrelated to the faculty member's program of research make little or no contribution to research productivity for the purposes of faculty evaluation.

Generalizations about productivity in original creative work are difficult due to the variability in time and effort required to complete a specific work. A faculty member's composition of a symphony with extensive choral passages may require considerable time to complete and perform. This output may equal the work of another faculty member who has composed a series of a cappella choral works. Productivity should be evaluated in the context of norms for original creative works in specific fields.

Using Teaching to Enhance Research and Original Creative Work

Class discussions can provide faculty members with a potentially valuable source of future research questions and options for original creative work. The critical thinking that may take place in class discussions can help faculty members consider research questions or creative works that are outside current contributions to the field. Also, reflecting on the process that was just used to develop research questions and creative options helps students better understand the nature of their field. These types of discussions also provide a good opportunity for faculty members to model the research process.

Using Service to Enhance Research and Original Creative Work

For many fields, quality research is becoming increasingly a collaborative effort among faculty. In addition to collaborating with university faculty, substantial benefits are possible from collaborating with leading faculty members who have a similar program of research or focus of original creative work at other institutions. In addition to conducting high quality research and creative work, this type of collaboration can sometimes improve the chances of obtaining contracts and grants. Funding agencies and foundations are increasingly requiring collaboration among institutions as part of the grant application process. Service to professional associations provides a convenient opportunity to establish collaborative relationships. Assuming occasional leadership positions in a professional association can provide a better opportunity to develop relationships than simply attending conferences. Senior leadership positions in a professional association can provide tenured faculty with extensive visibility among colleagues.

Consulting can provide a good opportunity to create research questions or stimulate original creative work as faculty members reflect on the outcomes of their consultation. Consultation that does not relate to a faculty member's program of research or focus of original creative work is less likely to result in relevant questions for future studies.

Successful Performance in Service

Performance in service is examined in relation to the institution, the profession, and society. Service is also examined in relation to using teaching, as well as research and original creative work to enhance service.

Service to the Institution

One aspect of annual, third-year, and promotion and tenure reviews is the judgment of review committees and administrators as to whether or not the faculty member is a “good citizen.” Being a “good citizen” implies that faculty members are willing to complete their share of service tasks that keep the institution functioning, including tasks that are unrelated to their areas of interest. Faculty members need to serve at various times on committees at all levels of the institution (e.g., program, department, school, college, and university). Full and associate professors should be assuming leadership positions on committees. Given the need to clearly establish competence in teaching and research, tenure-earning assistant professors should work with their department chairs to restrict their service efforts to a few carefully selected committees and generally avoid serving in any leadership capacity.

Mentoring faculty, especially tenure-earning assistant professors is a crucial aspect of program, department, school, and college service. Full professors need to take leadership in mentoring. Mentors need to help new faculty members understand the nature of the institution and the factors associated with successful faculty performance, as well as helping faculty create and review ongoing plans for their work in teaching, research and original creative work, and service. Some mentors also need to contribute to new faculty orientation programs.

Service to the Profession

Professional associations have numerous opportunities for faculty to make important contributions to a discipline or profession. Examples include being appointed as a member or chair of a committee, task force, or working group, or assuming an elected leadership position. Given the large number of professional associations that exist, faculty members need to make strategic decisions about contributing to a few organizations where they are likely to have the most impact. Without setting limits, professional associations can consume a considerable amount of time, leaving less time available to perform successfully in teaching and research and original creative work. Similar to institutional service, tenure-earning assistant professors should restrict their service to a few carefully selected professional association committees and avoid time-consuming leadership positions.

Service to Society through Consultation

Service to society includes consulting as well as community service. Consultation may be compensated or pro bono. This service can be in a faculty member’s area of expertise or an area that allows a faculty member to develop and use other skills. Given the amount of time that can be consumed in consulting, tenure-earning faculty should make this type of service a low priority unless it provides extensive visibility for their program of research or focus of original creative work.

Using Teaching to Enhance Service

Continuing professional development is an essential element of applied professions, especially those professions requiring licensure and certification. Faculty members who apply current course content to continuing education offerings help to ensure that the participants are receiving the up-to-date information they need.

Using Research and Original Creative Work to Enhance Service

Some faculty research or original creative work directly relates to the efforts of a professional association. For example, a faculty member whose program of research involves analyzing the factors that influence educational attainment of children with visual disabilities can provide assistance to their professional association in developing model legislation for educational standards.

Additional use of faculty research expertise in the profession can include service as the editor of a refereed journal or being a member of an editorial board for a refereed journal or a juror for a performance. Service on a review panel for federal grants provides another opportunity to apply research expertise in a service activity.

For some faculty members, their research or creative expertise can contribute directly to a university committee or function. For example, a faculty member in nursing with expertise in the development of health policy can serve on a university committee reviewing procedures for student academic withdrawal for health problems.

Resources

A variety of resources exist to support faculty success in teaching, research and original creative work, and service. Examples of available resources include:

- The Center for Teaching and Learning (<http://learningforlife.fsu.edu/ctl/>) provides information on:
 - Best practices (<http://learningforlife.fsu.edu/ctl/explore/bestPractices/>)
 - Online resources (<http://learningforlife.fsu.edu/ctl/explore/onlineresources/index.cfm>)
 - Modifying your teaching approach (<http://learningforlife.fsu.edu/ctl/collaborate/modify/>; resources address writing a teaching improvement plan, analyzing SPOT scores, and improving your teaching with feedback)
 - Strategies for using student ratings on SUSSAI to improve teaching (<http://learningforlife.fsu.edu/ctl/collaborate/modify/docs/InstImprovStrategies.pdf>)
 - Creating a teaching improvement plan (<http://learningforlife.fsu.edu/ctl/collaborate/modify/teachingimprovement.cfm>; this includes a blank and sample plan)
 - Instruction at FSU: A Guide to Teaching and Learning Practices (<http://learningforlife.fsu.edu/ctl/explore/onlineresources/I@FSU.cfm>)
 - Effective syllabi (<http://learningforlife.fsu.edu/ctl/explore/bestPractices/syllabi.cfm>)

- Writing learning outcomes
(<http://learningforlife.fsu.edu/ctl/explore/bestPractices/learningoutcomes.cfm>)
- Teaching observations
- Mentoring
- Colleague review of research and original creative work, including funding proposals
- Sabbatical study and visiting professorships

Additional faculty development resources are described in *Creating Effective Faculty Improvement Plans* (Sampson, Wager, Driscoll, Carroll, & McElrath, 2010).

Conclusion

Faculty members need to clarify their own vision of successful performance with input from colleagues, mentors, department chairs, and deans. After clarifying a vision of successful performance, faculty members need to establish a realistic plan to achieve their goals and then evaluate their performance. Important questions for consideration include:

Do I have a clear understanding of the elements of successful faculty performance?

Do I have clearly defined goals of what I want to achieve as a faculty member?

Do I have a realistic plan for achieving my goals?

Am I thinking strategically about my teaching, research and original creative work, and service?

Am I making good progress towards achieving my goals?

What do I need to change and what do I need to keep doing in my work in order to achieve my goals?

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