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ABSTRACT

The Oregon State System of Higher Education recently completed a 3-year study entitled Faculty Teaching: Models for Assessment of Quality. Over 400 teaching and administrative faculty selected on a random or stratified basis answered the following questions: (1) What factors are considered in the assessment of faculty performance? (2) What evidence is utilized in professorial assessment processes? (3) What weights are assigned by faculty to factors considered relevant to teaching, scholarship, and service when a decision is pending regarding a faculty member's promotion or tenure status? (4) What factors should be influential in promotion or tenure decisions? Faculty perceptions of 34 commonly used indicators provided insights into: gaps between policy pronouncements and actual practice, differences between colleges and universities, differences between academic disciplines, and measurement problems regarding output indicators. (MV)

Factors Influencing Professorial Assessment

by

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Each year, countless faculty members are faced with the task of preparing dossiers for use in promotion/tenure proceedings. At the same time, almost as many administrators are charged with the responsibility of reviewing these materials for the purpose of deciding the extent to which they either do, or do not meet the established "criteria" for faculty advancement. Regardless of whether or not one is being considered for advancement in any given year, almost all faculty members have their performance evaluated annually, in one sense or another. Faculty evaluation is an ongoing process even if there are no systematic means for making the assessments. Almost every activity in academia is, at some level, evaluated. The fact is that we all are constantly evaluating ourselves, our colleagues, and our peers.

What factors are considered in the assessment of faculty performance? What evidence is utilized in professorial assessment processes? What weights are assigned by faculty to factors considered relevant to teaching, scholarship, and service when a decision is pending regarding a faculty member's promotion or tenure status? Where should a newly appointed faculty member place the majority of his energy if he is intent upon attaining a timely promotion? In short, what performance counts most heavily in academic circles?

A recently completed 3-year study entitled "Faculty Teaching: Models for Assessment of Quality" addressed these questions. The study was conducted within the Oregon State System of Higher Education and was supported by a grant from the Fund for the Improvement of Postsecondary Education.

Only part of the results of this study are summarized in this paper. Generally, this report contains system-wide data supplied by over 400 teaching and administrative faculty who were selected on a random/stratified basis. All tables and figures differentiate responses from college and university faculty.

Specific attention is given to promotion/tenure factors that teaching and administrative faculty generally agree are either influential, uninfluential or ambiguous. Factors against which faculty would "prefer" to have their performance judged are also briefly presented. Between 1973 and 1976 a total of four such system-wide surveys were conducted. Those readers who desire greater methodological detail, more extensive discussions of the implications, or citations to related studies should consult the expanded version of this report (Thorne, Scott, & Beaird, 1976).

Methods and Data Sources

Baseline data were collected early in the 1973-74 academic year from two samples of teaching faculty (one representing departments within four discipline areas and one representing cross-sections of institutions stratified by academic rank). Attempts were made to collect this baseline data from every department chairman within the six participating campuses. Nearly 1,200 responses were received, representing response rates of 82% for the departmental sample, 36% for the stratified institutional sample, and 74% for the system's department chairmen.

The data reported herein were collected at the end of the 1975-76 academic year from all teaching and administrative faculty who responded to the initial baseline survey. The response rate for this follow-up sample was over 75% for each participating institution.

Exhibit 1 presents the survey instrument that provided the means for faculty to communicate their opinions regarding which factors were used in their particular settings and how much influence each of the factors exerted on the overall promotion/tenure process. The Faculty Perception Questionnaire (FPQ) consists of 34 factors or indicators which may or may not influence the promotion/tenure process on any given campus. Each respondent rated those factors that he or she

EXHIBIT 1

Faculty Perception Questionnaire

Rating Scale for Part A

Used but Very Minor Influence — Moderate Influence — Very Significant Influence

1 2 3 4 5 6 7

Col 1	Col 2	Col 3	Col 4	Col. 5
Check (√) each factor used in your department	Using the above scale, rate each checked factor for the Assistant to Associate decision	For each rated factor, circle one choice to show an increase (↑), decrease (↓) or no change (0) in influence since 1973	FACTOR	Check (√) the five factors you would prefer to be *most* influential
		↑ 0 ↓	1. Publication in scholarly journals and books	
		↑ 0 ↓	2. Student ratings of instructor performance	
		↑ 0 ↓	3. Contributions to departmental committees	
		↑ 0 ↓	4. Support of departmental policy and goals	
		↑ 0 ↓	5. Assessment of course syllabi and examinations by colleagues	
		↑ 0 ↓	6. Informal and impressionistic appraisal of teaching by colleagues	
		↑ 0 ↓	7. Formal and systematic appraisal of teaching by colleagues	
		↑ 0 ↓	8. Success in attracting grant support for research and scholarship	
		↑ 0 ↓	9. Supervision of theses	
		↑ 0 ↓	10. Personality traits and general attitude	
		↑ 0 ↓	11. *Consultation record on and off campus*	
		↑ 0 ↓	12. Record of service on college/university/OSSHE committees	
		↑ 0 ↓	13. Academic advising	
		↑ 0 ↓	14. Membership in professional organizations	
		↑ 0 ↓	15. Service (no fee) to local and/or state community	
		↑ 0 ↓	16. Supervision of field placements (practicum students, residents or fellows)	
		↑ 0 ↓	17. Elected offices in professional organizations	
		↑ 0 ↓	18. Public and/or professional presentations of research/artistic products	
		↑ 0 ↓	19. Informal (general, impressionistic) colleague appraisal of research and/or artistic work	
		↑ 0 ↓	20. Formal (product examination) colleague appraisal of research and or artistic work	
		↑ 0 ↓	21. Obtaining advanced degree	
		↑ 0 ↓	22. Evaluation by department chairman	
		↑ 0 ↓	23. Informal (general, impressionistic) colleague appraisal of service work	
		↑ 0 ↓	24. Formal (product examination) colleague appraisal of service work	
		↑ 0 ↓	25. Evidence of student learning in courses	
		↑ 0 ↓	26. Election to Faculty Senate	
		↑ 0 ↓	27. Effort to remain current in discipline	
		↑ 0 ↓	28. Credit hour production	
		↑ 0 ↓	29. Student demand for course	
		↑ 0 ↓	30. Time in academic rank	
		↑ 0 ↓	31. *Evaluation by school/department committee*	
		↑ 0 ↓	32. Availability to students	
		↑ 0 ↓	33. Innovative effort in teaching	
		↑ 0 ↓	34. Formal and systematic appraisal of the candidate by peers outside of institution	
		↑ 0 ↓		

perceived as having been influential, in his department's promotion/tenure process, on a scale ranging from "1" (used but minor influence) to "7" (significant influence). They also indicated the five factors which they most "preferred" to be influential in promotion and tenure decisions. Additional information regarding faculty evaluation was collected in structured interviews with each campus president, vice president, other administrative officer (viz., deans and department heads) and members of campus-wide promotion review committees, when such committees existed.

Results

Data for the 34 FPQ promotion/tenure factors are presented for college and university faculty in Tables 1 and 2 respectively. The means are based on the previously discussed 7-point rating scale. The coefficients of consensus (CC) are derived scores which range from 0 to 50 and are based upon the proportion of respondents from a given group indicating the use, or non-use of a particular indicator. If in a department all faculty members indicate a factor was used (or not used), there would be little reason to question the influence (or lack of influence) of the indicator. However, as the number indicating that a factor was used approaches the number indicating that it was not used, the actual influence of the indicator becomes less clear. (Opinion splits regarding factor use or non-use of 50/50, 75-25 and 100/0 would result in CC's of 0, 25, and 50 respectively.) Coefficients of consensus may be used to gain some sense of how consensus can vary by setting for each factor. A low coefficient indicates that factor's use is clouded by uncertainty; conversely, a high score (above 35 or 40) indicates relative consensus among respondents regarding the factor's use or non-use. The certainty score is computed by the following formula:

$$CC = \left| \frac{K}{N} - .50 \right| \times 100$$

Where:

K = Number of respondents indicating an indicator or factor was not used, and

N = Total number of persons in the unit.

Table 1

Mean FPQ Values and Coefficients of Consensus for College Faculty (N=138)

Factor Label and Number	Overall Factor Mean	Coefficients of Consensus (50 = high; 0 = low)
1 Publications	2.6	31
2 Student Ratings	4.0	39
3 Service on Departmental Committees	3.2	33
4 Support of Department Policy and Goals	2.7	13
5 Colleague Assessments of Syllabi	.6	31
6 Informal Colleague Appraisals/Teaching	3.5	32
7 Formal Colleague Appraisals/Teaching	.4	40
8 Grant Support for Research	1.8	8
9 Supervision of Theses	.2	41
10 Personality Traits and Attitudes	4.1	35
11 Consultation Record on/off Campus	1.3	11
12 Service on Institution/System Committees	2.8	28
13 Academic Advising	2.2	18
14 Membership in Professional Organizations	2.0	16
15 Service (no fee) to Community	2.1	21
16 Supervision of Field Placements	1.1	12
17 Elected Offices in Organizations	2.3	14
18 Public Presentations of Products	2.5	17
19 Informal Colleague Appraisals/Research	1.8	8
20 Formal Colleague Appraisals/Research	.2	41
21 Obtaining Advance Degree	5.2	36
22 Evaluation by Department Chairman	5.0	37
23 Informal Colleague Appraisals/Service	1.9	4
24 Formal Colleague Appraisals/Service	.2	43
25 Evidence of Student Learning in Courses	1.4	16
26 Election to Faculty Senate	1.0	16
27 Effort to Remain Current in Discipline	2.4	15
28 Credit Hour Production	1.4	13
29 Student Demand for Course	1.2	16
30 Time in Academic Rank	4.8	38
31 Evaluation by School/Department Committee	3.2	10
32 Availability to Students	2.4	13
33 Innovative Effort in Teaching	2.8	21
34 Formal Peer Appraisals (from off campus)	.2	44

Table 2

Mean FPQ Values and Coefficients of Consensus
for University Faculty (N=289)

Factor Label and Number	Overall Factor Mean	Coefficients of Consensus (50 = high, 0 = low)
1 Publications	5.5	47
2 Student Ratings	3.8	44
3 Service on Departmental Committees	2.6	39
4 Support of Department Policy and Goals	1.2	12
5 Colleague Assessments of Syllabi	.4	31
6 Informal Colleague Appraisals/Teaching	2.7	30
7 Formal Colleague Appraisals/Teaching	1.1	18
8 Grant Support for Research	3.1	19
9 Supervision of Theses	1.8	7
10 Personality Traits and Attitudes	2.2	11
11 Consultation Record on/off Campus	1.0	15
12 Service on Institution/System Committees	2.3	29
13 Academic Advising	1.7	14
14 Membership in Professional Organizations	1.2	8
15 Service (no fee) to Community	1.9	15
16 Supervision of Field Placements	.5	32
17 Elected Offices in Organizations	1.7	9
18 Public Presentations of Products	3.3	30
19 Informal Colleague Appraisals/Research	2.6	18
20 Formal Colleague Appraisals/Research	2.5	6
21 Obtaining Advance Degree	2.6	4
22 Evaluation by Department Chairman	4.1	35
23 Informal Colleague Appraisals/Service	1.4	10
24 Formal Colleague Appraisals/Service	.6	30
25 Evidence of Student Learning in Courses	.9	26
26 Election to Faculty Senate	.6	29
27 Effort to Remain Current in Discipline	2.4	13
28 Credit Hour Production	.8	26
29 Student Demand for Course	1.2	15
30 Time in Academic Rank	3.4	27
31 Evaluation by School/Department Committee	4.0	24
32 Availability to Students	1.4	12
33 Innovative Effort in Teaching	2.3	11
34 Formal Peer Appraisals (from off campus)	2.8	7

Uncertainty about the use of an indicator may result from several different circumstances. Lack of awareness of procedures or criteria by individual faculty members is probably the primary and most obvious source of uncertainty. A second possible source may result from department-specific conditions (i.e., there may be specific departments in which clear communication about an indicator's influence in the promotion/tenure process has not occurred.) A third source would reflect nebulous campus procedures, guidelines and/or policy statements. And finally, uncertainty could reflect some characteristic of the FPQ item itself.

The purpose of Tables 1 and 2 is to present the most fundamental aggregrate data obtained from the 1975-76 survey. The remainder of the tables and figures in the paper display survey results that are directly based upon the information contained in these two tables.

Factor Influence Clusters

The certainty score dimension seemed to add an important perspective to the data. The thirty-four FPQ factors were arrayed by CC values and by average FPQ values, to see if meaningful clusters of factors might emerge. Figures 1 and 2 show the consequences of these plots for college and university data, respectively. Three groups of FPQ factors emerged for each type of campus. They were defined as follows: (a) influential factors (high mean's, high CC's); (b) definitely uninfluential factors (low mean's, high CC's); and (c) ambiguous factors (moderate mean's, low CC's). Factors in each influence category may be identified by referring to the appropriate subsequent tables and figures.

Influential Factors

Figures 3 and 4 present the influential FPQ factors for college and university settings, respectively. The items presented in Figures 3 and 4 correspond exactly to those contained within ellipse #1 in Figures 1 and 2. Examination of Figures 3 and 4 indicate that sampled college and university faculty recognized

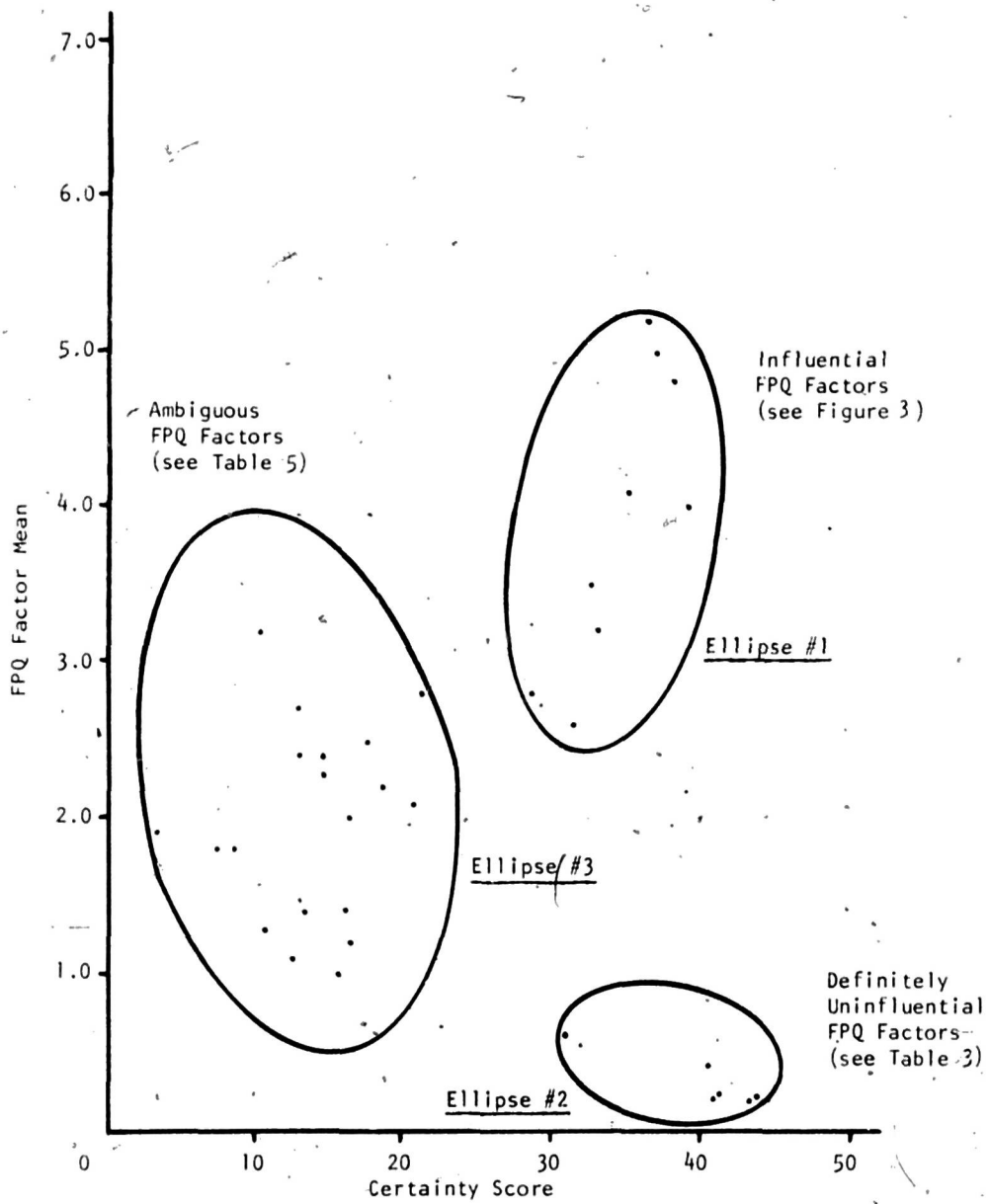

Figure 1. Plot of FPQ mean values by certainty score for all College faculty: All ranks and disciplines combined.

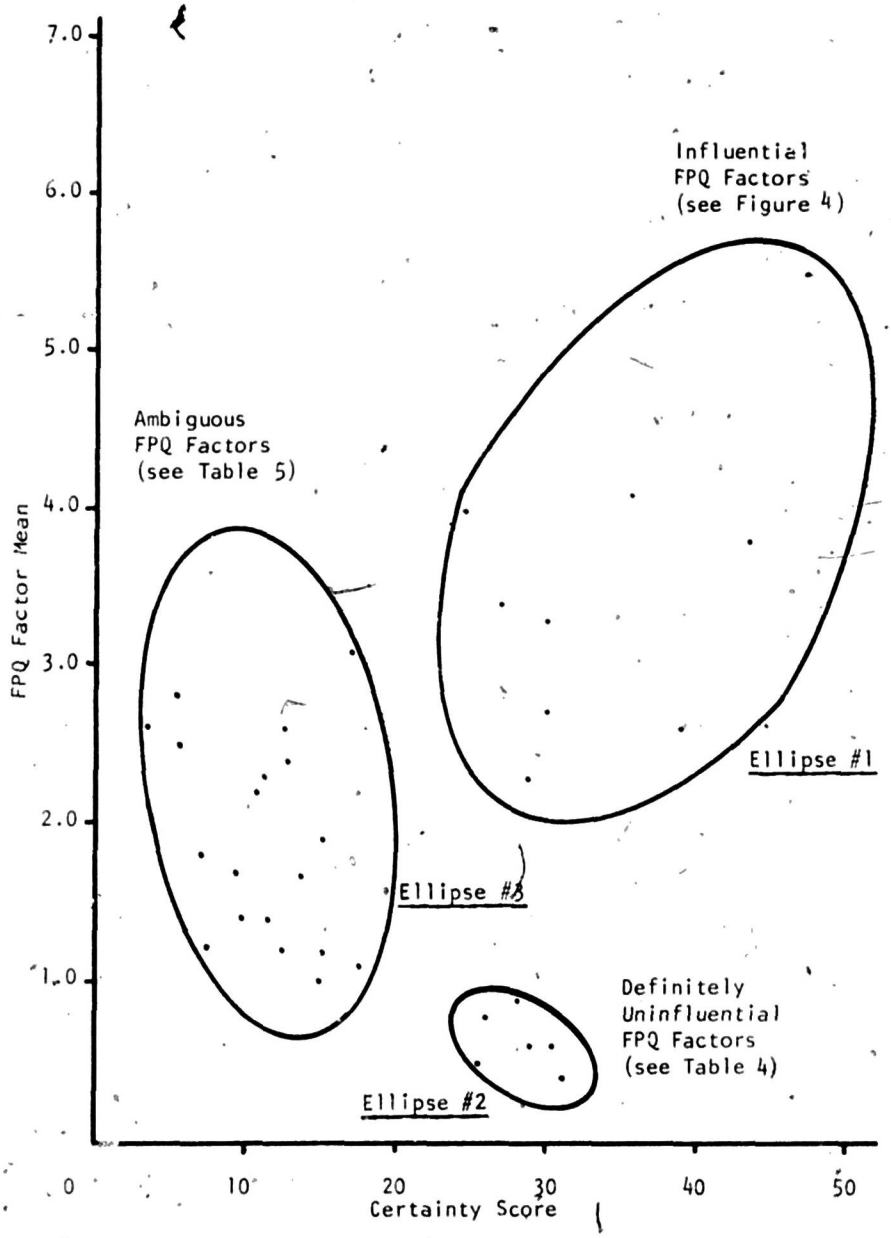

Figure 2. Plot of FPQ mean values by certainty score for all University faculty. All ranks and disciplines combined.

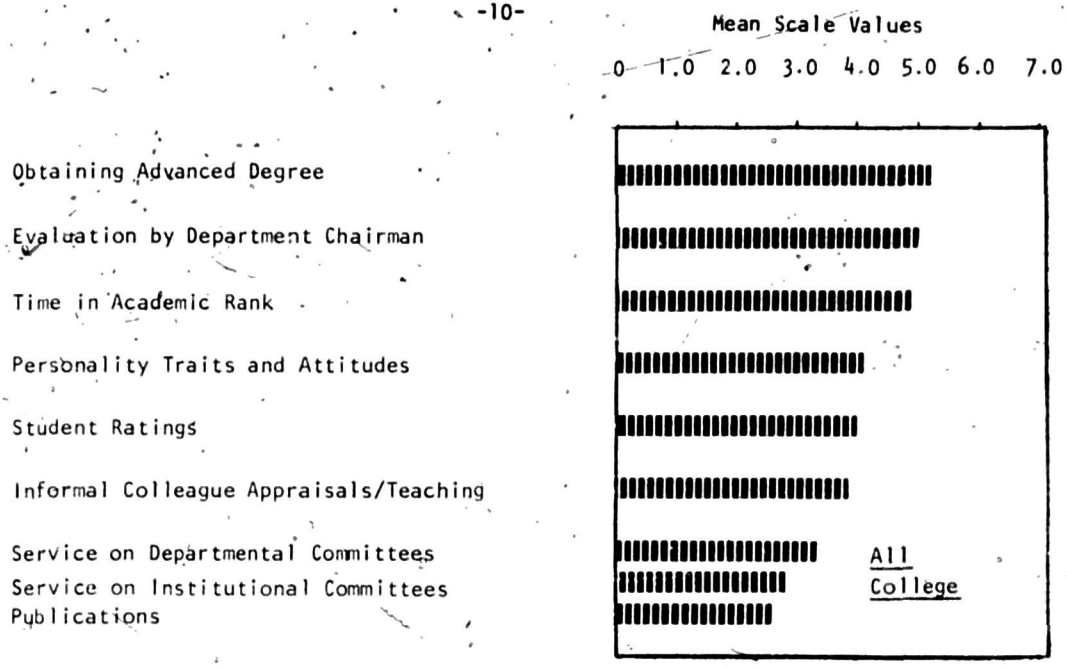

Figure 3. All College FPQ values with means ≥ 2.0 and certainty scores ≥ 30: All ranks and disciplines combined.

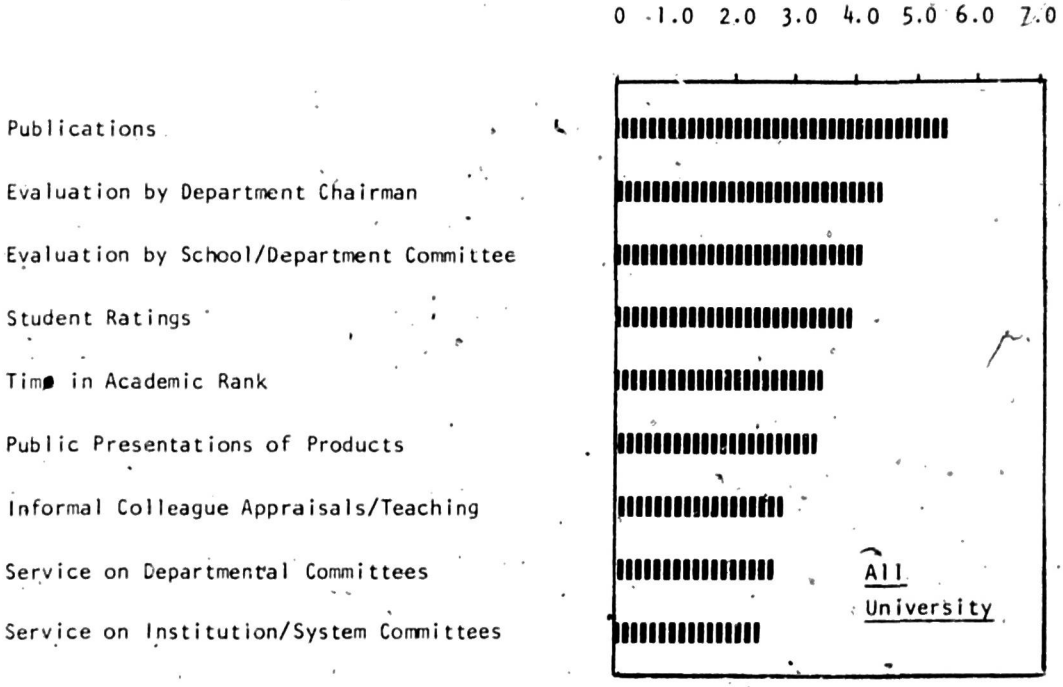

Figure 4. All University FPQ values with means ≥ 2.0 and certainty scores ≥ 25: All ranks and disciplines combined.

the overriding importance of evaluations by department chairmen, time in academic rank, and student ratings of instructor performance. Faculty from both settings also recognized, though to a lesser degree, an influential role for informal and impressionistic appraisals of teaching by colleagues, service on institutional committees and contributions to departmental committees. Two kinds of evidence were unique to college settings: obtaining an advanced degree, and personality traits and general attitudes. Three kinds of evidence were unique to university settings: publications in scholarly journals and books, evaluations by school/ departmental committees and public and/or professional presentations of research or artistic products.

In our initial and follow-up interviews we found that the college executive officers emphasized the preeminent importance of high quality teaching and scholarship in order to attain timely promotion or tenure. In general, they indicated a willingness to accept testimonials, especially from department heads, as sufficient evidence for the former, while the latter is mainly demonstrated through the attainment of a doctorate degree. University executive officers exhibited a much greater tendency to emphasize breadth of functioning: high quality research and teaching, and high quality university service. Research was most likely to be formally reviewed and heavily weighted in decisions in university settings, as faculty in both settings readily seemed to perceive.

Uninfluential Factors

The smallest clusters of factors arrayed in Figures 1 and 2 were those containing the definitely uninfluential FPQ factors (ellipse #2). These were factors that most faculty agreed were not used in their promotion/tenure processes: this accounts for the high CC's corresponding to these factors. Tables 3 and 4 present the definitely uninfluential promotion/tenure factors for college and university faculty, respectively. In our numerous discussions with faculty and administrators from each of the participating campuses, the most surprising

Table 3

Definitely Uninfluential Promotion/Tenure Factors*
In College Settings for Teaching and
Administrative Faculty Combined

FPQ Factor Name	Mean Rating on 7-point Scale (N=138)
Supervision of Theses	.2
Formal Colleague Appraisals/Service	.2
Formal Colleague Appraisals/Teaching	.4
Formal Peer Appraisals (from off campus)	.3
Formal Colleague Appraisals/Research	.2
Colleague Assessments of Syllabi	.6

Table 4

Definitely Uninfluential Promotion/Tenure Factors*
In University Settings for Teaching and
Administrative Faculty Combined

FPQ Factor Name	Mean Rating on 7-point Scale (N=289)
Colleague Assessments of Syllabi	.4
Election to Faculty Senate	.6
Supervision of Field Placements	.5
Formal Colleague Appraisals/Service	.6
Credit Hours Production	.8
Evidence of Student Learning in Courses	.8

* For a factor to have been included in this table it must have been rated in the bottom ten (ranks 25-34) by faculty in at least 3 of the following groupings: Assistant Professors, Associate Professors, Full Professors, and Chairmen. It also must have had a certainty score $\geq$ 25 for university data and $\geq$ 30 for college data (see figures 1 & 2).

aspect of these groups of uninfluential factors had to do with the presence of four factors that at least some faculty believe should be of some influence in the promotion/tenure process: namely, evidence of student learning in courses, assessments of course syllabi and examinations by colleagues, formal (product examination) colleague appraisals of research and/or artistic work, and formal and systematic appraisals of the candidate by peers outside of the institution.

Ambiguous Factors

The largest group of factors in Figures 1 and 2 were those about which faculty did not agree regarding their use or non-use in their promotion/tenure processes (ellipse #3). This is the cluster of factors that we have chosen to label as presently ambiguous. As a group, these factors probably account for much of the "noise" in present faculty evaluation processes. Neither faculty nor administrators seem to be sure about whether or not to consider these factors when they evaluate professorial performance. Examination of Table 5 indicates that college and university faculty overlap on half of the twenty-six ambiguous sources of evidence. Insofar as academic disciplines are concerned, there were not great differences within or between college and university campuses. (Readers interested in such comparisons should refer to Tables 8 through 11.) The most uncertainty with regard to present factor influence was found in the Arts & Humanities. The greatest agreement amongst faculty regarding factor usage was in the Physical/Natural Sciences, regardless of campus type.

Preferred Factors

All respondents were requested to indicate which five FPQ factors they would most prefer to be judged by. Tables 6 and 7 present comparisons of these preferred factors by present influence category for professional school faculty in college and university settings, respectively. (Readers who are interested in seeing such comparisons for faculty in other disciplines should consult the previously cited Final Report.) Examination of Tables 6 and 7 indicates that

Table 5

Factors Faculty Are Uncertain About Regarding Their Influence in P/T Decisions*

FPQ Factor Label and Number	Settings in which "uncertainty" applies	
	Colleges	Universities
4 Support of Department Policy and Goals	✓	✓
7 Formal Colleague Appraisals/Teaching		✓
8 Grant Support for Research	✓	✓
9 Supervision of Theses		✓
10 Personality Traits and Attitudes		✓
11 Consultation Record on/off Campus	✓	✓
12 Service on Institution/System Committees	✓	
13 Academic Advising	✓	✓
14 Membership in Professional Organizations	✓	✓
15 Service (no fee) to Community	✓	✓
16 Supervision of Field Placements	✓	
17 Elected Offices in Organizations	✓	✓
18 Public Presentations of Products	✓	
19 Informal Colleague Appraisals/Research	✓	✓
20 Formal Colleague Appraisals/Research		✓
21 Obtaining Advance Degree		✓
23 Informal Colleague Appraisals/Service	✓	✓
25 Evidence of Student Learning in Courses	✓	
26 Election to Faculty Senate	✓	
27 Effort to Remain Current in Discipline	✓	✓
28 Credit Hour Production	✓	
29 Student Demand for Course	✓	✓
31 Evaluation by School/Department Committee	✓	
32 Availability to Students	✓	✓
33 Innovative Effort in Teaching	✓	✓
34 Formal Peer Appraisals (from off campus)		✓

* Ambiguous P/T factors have been operationally defined as those FPQ Factors with means ranging from 1 to 3.2 and certainty scores < 30 for colleges and < 25 for universities.

Table 6

A Comparison of Preferred Factors by Present Influence Category for Professional Schools: College Settings - (N=54)

Grouping	Preferred Rank	Percent Indicating "Preferred"	Present Rank
Preferred and presently influential:			
Evaluation by Department Chairman	4	35%	2
Personality Traits and Attitudes	4	35%	4
Student Ratings	5	33%	5
Preferred and presently ambiguous:			
Effort to Remain Current in Discipline	1	44%	≥10
Innovative Effort in Teaching	2	39%	≥10
Evidence of Student Learning in Courses	4	35%	≥10
Preferred and presently uninfluential:			
(None)			
Presently influential but not preferred by 30% or more:			
Obtaining Advance Degree			1
Time in Academic Rank			3
Formal Colleague Appraisals/Teaching			6
Service on Departmental Committees			7
Formal Peer Appraisals (from off campus)			8
Publications			9

Table 7

A Comparison of Preferred Factors by Present Influence Category for Professional Schools: University Settings - (N=54)

Grouping	Preferred Rank	Percent Indicating "Preferred"	Present Rank
Preferred and presently influential:			
Publications	2	39%	1
Student Ratings	1	57%	4
Preferred and presently ambiguous:			
(None)			
Preferred and presently uninfluential:			
(None)			
Presently influential but not preferred by 30% or more:			
Evaluation by Department Chairman			2
Evaluation by School/Department Committee			3
Time in Academic Rank			5
Public Presentations of Products			6
Informal Colleague Appraisals/Teaching			7
Service on Departmental Committees			8
Service on Institution/System Committees			9

neither group of professional school faculty perceived any "preferred" factors as being presently uninfluential. However, data from professional school faculty in college settings indicated that three factors (viz., effort to remain current in discipline, innovative effort in teaching, and evidence of student learning in courses) are presently ambiguous and preferred. Student ratings of instructor performance was a preferred factor for professional school faculty in both college and university settings. The only other factor that was preferred by professional school faculty in university settings was publications in scholarly journals and books. Professional school faculty in college settings also preferred evaluations by department chairman and personality traits and attitudes.

In passing, it should be pointed out that the respondents selected the five factors that they would most prefer to be judged by from the list of 34 FPQ factors. Since the list contained a variety of factors for each of the several professorial functions, some of which overlapped, the percent indicating "preferred" should be interpreted in light of the difficulty of obtaining matches when selecting only 5 from a list of 34. Regardless of academic discipline, university faculty when asked for preferences on what factors should be used in the faculty evaluation process, most frequently nominated "publications in scholarly journals and books" as a first choice, while the college faculty tended to prefer "evaluations by department chairmen." This is consistent with the general trend that we observed on the campuses in the direction of teaching and administrative faculty in university settings preferring a more formal product-oriented assessment process versus a more informal personality-oriented process that is evident in responses from college-level faculty. The interview data also reflected these contrasts.

Implications

In general, our findings regarding what influences faculty evaluation decisions are consistent with those of Astin and Lee (1966) and Seldin (1975), on colieges and offer unique findings relative to university settings.

In both college and university settings three distinct groups of promotion/tenure factors emerge: influential, uninfluential, and ambiguous. The ambiguous group of factors is, without a doubt, unnecessarily large. The size of this cluster probably results in much counterproductive performance by faculty who are trying to be all things to all people.

Our findings suggest to us some alternative courses of actions which may be worth administrative and faculty consideration. Some action-oriented alternatives are as follows:

1. Increase the degree of "shared understanding" among all ranks of faculty with regard to performance criteria and institutional expectations relative to each area of professorial functioning. Direct action could be taken to establish whether or not these ambiguous factors are, or should be, influential or uninfluential in the faculty evaluation process.
2. Develop and disseminate guidelines, standards, and processes which will result in reducing any discrepancies between presently influential factors and current institutional faculty evaluation policies and criteria.
3. Develop a means for periodically examining the criteria and supportive data used to assess professorial performance to assure more adequate communications of expectations to faculty. There is an unmistakable lack of supportive data for many of the FPQ factors. This is a particularly troublesome problem. Undoubtedly, many of the FPQ factors are presently uninfluential, in the eyes of faculty and administrators, because of the fact that no viable means exist for evaluating some of these specific attributes of performance. However, the fact that some of these same factors are included in the preferred group makes developmental efforts worthy of serious consideration.

4. Intensify efforts aimed at developing indicators for assessing evidence of student learning, effort to remain current in discipline, and innovative effort in teaching. Each of these factors tend to be preferred by both college and university faculty.

The present findings, as a whole, point to significant gaps between institutional policy statements regarding promotion/tenure criteria and the data collected to verify their attainment. Such findings are not unique to Oregon. Other research (e.g., Eble, 1972) covering the last decade has shown faculty members to be unable to generate much substantive progress in developing equitable and adequate methods for assessing performance, whether of faculty, administrators, programs or institutions. The reality is that faculty members remain in control of what is valued, and of the determination of what evidence will be used to substantiate the attainment of those values. Campus administrators are commonly torn between this expression of the idealism of the academy on the one hand, and the management realities they must face, including the pressures of judging one's colleagues and their work, on the other. The consequence is frequently a stalemate regarding proposals for change in the assessment process. However, present national economic forecasts may exert new kinds of pressure for change among academics. Campuses are unlikely to be growing in the foreseeable future, and therefore it is likely that harsh constraints shall bear upon administrators to assure high quality performance with existing resources. The times, for better or worse, may be optimal for raising fundamental questions about the purposes and methods of evaluating faculty.

In the short span of our study we have seen some noteworthy efforts to improve faculty performance review procedures. Almost without exception, the impetus for these efforts originated from highly placed administrators, an observation clearly in support of our bias that direction for improvement must come from the top. This is not to say that we advocate unilateral and/or

arbitrary imposition of changes from above. To the contrary, we firmly believe that faculty members must be active in the design and development of evaluative instruments and procedures.

In addition to the suggested action-oriented alternatives previously presented, where might a campus administrator begin to develop faculty evaluation systems that would be capable of positively influencing the quality of instruction, research, and service? We would recommend a methodology similar to the one used in this project. A data collection effort might be a necessary component of such an approach but this decision would have to be made locally based on examination of the available data and on local circumstances. For certain, two kinds of focused activities should be initiated. The first would be to find some means for reviewing and thoroughly analyzing institutional policy and guideline statements governing salary, tenure and promotion decisions to establish: their compliance with administrative rules; that the emphasis given to the three major professorial functions is consistent with the recognized mission of the institution; the extent to which criteria and their minimum necessary evidence are specified; and the extent to which subjective and objective evidence to be gathered by systematic methods is made available to the decision makers.

The second set of activities should focus upon faculty perceptions (and preferences) regarding what influences present decisions. The discrepancies between presently influential and preferred factors, and there will be many, are not only informative but also constitute excellent subject matter for discussions. One of the major focal points for these discussions should be clarification regarding the roles of the various sources of evidence. A likely consequence of such dialogue, relative to each of the various FPQ factors, would be either to increase or to eliminate types and/or sources of evidence.

It is our expectation that any campus completing these two sets of activities will be in a position to simplify and improve their faculty evaluation procedures,

and thereby provide considerably more realistic incentives for faculty. There should be no justification for either a faculty member pursuing or an administrator recommending a "shotgun" approach to either performance or assessment. The business of collecting any and all kinds of data having some face validity can, and should cease. Our campus-specific findings have repeatedly shown that a very limited number of criteria and review sources should satisfy (a) the reality of making decisions (decision makers do not utilize dozens of variables in making a choice, even though they may think they do), and (b) the preferences of most faculty, who have indicated, by their responses, that they would prefer to be judged with systematic and/or product-oriented evidence.

A good starting point for simplifying the review process would be to reaffirm the use of those criteria and review sources in which there is consensus that they are (a) definitely influential and (b) consistent with institutional policy. The process should concurrently serve to eliminate all factors that occupy an ambiguous status at present. All such criteria should be removed from guideline statements in an overt fashion until consensus can be achieved among all connected with the process regarding their value, and operational definitions assigned to them.

As a result of this process we would anticipate that somewhere between four and six criteria would eventually emerge and be justified for general use on either a college or a university campus. These would definitely include (a) student ratings of instructional performance, (b) assessments of publications and/or artistic products, and (c) evidence of student learning in courses. Two primary review sources are likely: department chairpersons and department or school committees. Reviews by interdisciplinary groups (e.g., campus-wide promotion/tenure committees) raised serious questions for us because of the wide disciplinary differences in criteria and standards delineated by our data. Rather than force a dilution by merging these discipline criteria, we would prefer to

see, and believe that sufficient justification can be made for, the establishment of broad campus procedures and guidelines that would allow disciplines to set at least a major portion of their own criteria.

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Table 8

Certainty Scores for College Faculty
by Discipline: All Ranks Combined

The certainty scores listed below may be used to gain some sense of how consensus can vary by setting for each factor. Certainty scores range between 0 and 50. A low "certainty score" (near zero) indicates that factor's use is clouded by uncertainty; conversely, a high score (above 35 or 40) indicates consensus among respondents regarding the factor's use or non-use.

Factor Label	Disciplines			
	Arts & Humanities	Physical Sciences	Social Sciences	Professional Schools
1 Publications	29	34	36	24
2 Student Ratings	34	36	46	41
3 Service on Departmental Committees	50	31	32	33
4 Support of Department Policy and Goals	24	6	5	24
5 Colleague Assessments of Syllabi	13	43	36	28
6 Informal Colleague Appraisals/Teaching	29	24	41	32
7 Formal Colleague Appraisals/Teaching	29	41	36	43
8 Grant Support for Research	24	27	27	4
9 Supervision of Theses	45	45	41	37
10 Personality Traits and Attitudes	40	27	32	44
11 Consultation Record on/off Campus	24	20	14	4
12 Service on Institution/System Committees	29	29	23	30
13 Academic Advising	8	13	18	24
14 Membership in Professional Organizations	13	29	9	19
15 Service (no fee) to Community	3	15	23	22
16 Supervision of Field Placements	24	24	14	2
17 Elected Offices in Organizations	24	20	5	20
18 Public Presentations of Products	13	34	14	7
19 Informal Colleague Appraisals/Research	8	4	18	6
20 Formal Colleague Appraisals/Research	24	48	41	48
21 Obtaining Advance Degree	29	43	23	41
22 Evaluation by Department Chairman	29	41	27	43
23 Informal Colleague Appraisals/Service	13	1	9	7
24 Formal Colleague Appraisals/Service	29	45	50	46
25 Evidence of Student Learning in Courses	13	29	32	2
26 Election to Faculty Senate	13	13	36	7
27 Effort to Remain Current in Discipline	8	20	0	13
28 Credit Hour Production	8	34	18	4
29 Student Demand for Course	3	29	9	13
30 Time in Academic Rank	18	41	32	44
31 Evaluation by School/Department Committee	29	15	0	4
32 Availability to Students	13	13	5	26
33 Innovative Effort In Teaching	8	27	27	9
34 Formal Peer Appraisals (from off campus)	45	48	36	46

Table 9

Certainty Scores for University Faculty
by Discipline: All Ranks Combined

The certainty scores listed below may be used to gain some sense of how consensus can vary by setting for each factor. Certainty scores range between 0 and 50. A low "certainty score" (near zero) indicates that factor's use is clouded by uncertainty; conversely, a high score (above 35 or 40) indicates consensus among respondents regarding the factor's use or non-use.

Factor Label	Disciplines			
	Arts & Humanities	Physical Sciences	Social Sciences	Professional Schools
1 Publications	45	48	50	46
2 Student Ratings	50	37	46	43
3 Service on Departmental Committees	41	37	41	39
4 Support of Department Policy and Goals	7	12	11	14
5 Colleague Assessments of Syllabi	32	34	36	25
6 Informal Colleague Appraisals/Teaching	32	41	21	19
7 Formal Colleague Appraisals/Teaching	20	14	23	24
8 Grant Support for Research	8	40	23	2
9 Supervision of Theses	1	17	11	6
10 Personality Traits and Attitudes	12	20	9	0
11 Consultation Record on/off Campus	21	22	17	4
12 Service on Institution/System Committees	26	23	34	28
13 Academic Advising	12	5	20	7
14 Membership in Professional Organizations	4	15	6	11
15 Service (no fee) to Community	11	7	33	37
16 Supervision of Field Placements	36	44	29	17
17 Elected Offices in Organizations	11	2	9	26
18 Public Presentations of Products	32	22	39	33
19 Informal Colleague Appraisals/Research	17	19	29	4
20 Formal Colleague Appraisals/Research	8	8	0	22
21 Obtaining Advance Degree	5	22	0	22
22 Evaluation by Department Chairman	36	33	37	33
23 Informal Colleague Appraisals/Service	5	11	4	11
24 Formal Colleague Appraisals/Service	25	37	24	32
25 Evidence of Student Learning in Courses	18	31	30	26
26 Election to Faculty Senate	22	38	17	33
27 Effort to Remain Current in Discipline	7	15	7	7
28 Credit Hour Production	16	33	17	33
29 Student Demand for Course	5	21	0	24
30 Time in Academic Rank	29	31	31	26
31 Evaluation by School Department Committee	21	21	33	22
32 Availability to Students	1	17	6	4
33 Innovative Effort in Teaching	24	6	7	17
34 Formal Peer Appraisals (from off campus)	12	19	3	19

Table 10

Mean FPQ Factor Values for College Academic Disciplines - 7 point scale

	Factor Label	Overall Factor Mean (N=138)	Overall Standard Deviation	Disciplines			
				Arts/ Humanities (N=19)	Physical Sciences (N=43)	Social Sciences (N=22)	Prof. Schools (N=54)
1	Publications	2.6	1.88	3.2	2.9	2.8	2.2
2	Student Ratings	4.0	2.15	4.3	3.8	4.8	3.8
3	Service on Departmental Committees	3.2	1.88	3.9	3.1	2.8	3.3
4	Support of Department Policy and Goals	2.7	2.33	2.9	2.0	2.0	3.4
5	Colleague Assessments of Syllabi	.6	1.40	1.2	.1	.6	.8
6	Informal Colleague Appraisals/Teaching	3.5	2.17	3.2	3.4	4.1	3.6
7	Formal Colleague Appraisals/Teaching	.4	1.24	.7	.2	.5	.3
8	Grant Support for Research	1.8	2.26	.9	2.6	1.0	2.0
9	Supervision of Theses	.2	.68	.1	.1	.1	.4
10	Personality Traits and Attitudes	4.1	2.14	3.8	3.2	4.0	5.0
11	Consultation Record on/off Campus	1.3	1.84	.6	.8	1.3	1.9
12	Service on Institution/System Committees	2.8	1.92	3.0	2.9	2.5	2.9
13	Academic Advising	2.2	2.06	1.2	1.7	2.6	2.9
14	Membership in Professional Organizations	2.0	1.93	2.1	2.3	.9	2.3
15	Service (no fee) to Community	2.1	1.89	1.7	1.9	2.2	2.4
16	Supervision of Field Placements	1.1	1.79	.6	.6	1.2	1.7
17	Elected Offices in Organizations	2.3	2.02	2.6	2.6	1.3	2.4
18	Public Presentations of Products	2.5	2.18	2.8	3.1	2.0	2.2
19	Informal Colleague Appraisals/Research	1.8	2.15	2.4	1.6	1.0	2.1
20	Formal Colleague Appraisals/Research	.2	.99	.9	.1	.3	.2
21	Obtaining Advance Degree	5.2	2.32	4.6	5.4	4.4	5.7
22	Evaluation by Department Chairman	5.0	2.42	4.6	5.3	3.7	5.4
23	Informal Colleague Appraisals/Service	1.9	2.13	1.2	1.7	1.6	2.3
24	Formal Colleague Appraisals/Service	.2	.81	.6	.1	0.0	.1
25	Evidence of Student Learning in Courses	1.4	2.22	1.6	.9	.7	2.1
26	Election to Faculty Senate	1.0	1.61	.9	1.1	.4	1.2
27	Effort to Remain Current in Discipline	2.4	2.45	1.8	2.7	2.0	2.8
28	Credit Hour Production	1.4	2.19	1.3	.3	1.4	2.3
29	Student Demand for Course	1.2	1.90	1.7	.6	1.7	1.3
30	Time in Academic Rank	4.8	2.28	3.3	4.8	4.9	5.3
31	Evaluation by School/Department Committee	3.2	2.85	4.4	3.3	2.8	3.0
32	Availability to Students	2.4	2.26	1.1	2.4	2.4	3.1
33	Innovative Effort in Teaching	2.8	2.33	2.2	3.2	3.2	2.6
34	Formal Peer Appraisals (from off campus)	.2	1.02	.2	.1	.7	.2

Table 11

Mean FPQ Factor Values for University Academic Disciplines - 7 point scale

	Factor Label	Overall Factor Mean (N=289)	Overall Standard Deviation	Disciplines			
				Arts/ Humanities (N=76)	Physical Sciences (N=89)	Social Sciences (N=70)	Prof. Schools (N=54)
1	Publications	5.5	2.03	5.2	6.3	5.7	4.5
2	Student Ratings	3.8	2.01	4.5	3.1	3.8	3.9
3	Service on Departmental Committees	2.6	1.77	3.1	2.1	2.5	2.7
4	Support of Department Policy and Goals	1.2	1.89	1.3	1.2	1.3	1.1
5	Colleague Assessments of Syllabi	.4	1.00	.4	.4	.4	.5
6	Informal Colleague Appraisals/Teaching	2.7	1.98	2.8	3.1	2.6	2.1
7	Formal Colleague Appraisals/Teaching	1.1	1.99	1.1	1.3	1.1	.9
8	Grant Support for Research	3.1	2.58	2.5	4.4	2.3	2.1
9	Supervision of Theses	1.8	1.99	1.7	2.4	1.4	1.3
10	Personality Traits and Attitudes	2.2	2.26	2.2	2.4	2.3	1.9
11	Consultation Record on/off Campus	1.0	1.74	.9	.8	.8	1.9
12	Service on Institution/System Committees	2.3	1.83	2.7	1.8	2.5	2.3
13	Academic Advising	1.7	1.93	2.0	1.2	1.9	1.8
14	Membership in Professional Organizations	1.2	1.70	1.3	.7	1.1	1.9
15	Service (no fee) to Community	1.9	1.90	1.8	1.0	2.2	2.9
16	Supervision of Field Placements	.5	1.30	.4	.9	.6	1.1
17	Elected Offices in Organizations	1.7	1.85	1.7	1.2	1.6	2.7
18	Public Presentations of Products	3.3	2.27	3.6	2.8	3.2	3.7
19	Informal Colleague Appraisals/Research	2.6	2.32	2.6	2.8	2.7	1.9
20	Formal Colleague Appraisals/Research	2.5	2.75	3.1	3.0	2.4	1.1
21	Obtaining Advance Degree	2.6	3.04	3.1	1.5	2.9	3.4
22	Evaluation by Department Chairman	4.1	2.41	4.3	4.2	3.9	4.1
23	Informal Colleague Appraisals/Service	1.4	1.90	1.6	1.1	1.5	1.3
24	Formal Colleague Appraisals/Service	.6	1.46	.9	.3	.7	.6
25	Evidence of Student Learning in Courses	.9	1.77	1.2	.7	.6	.9
26	Election to Faculty Senate	.6	1.27	.7	.3	.8	.5
27	Effort to Remain Current in Discipline	2.4	2.43	2.2	2.9	2.1	2.3
28	Credit Hour Production	.8	1.69	1.3	.4	1.1	.4
29	Student Demand for Course	1.2	1.91	1.7	.7	.7	.9
30	Time in Academic Rank	3.4	2.34	3.6	3.4	3.6	2.8
31	Evaluation by School/Department Committee	4.0	2.84	3.8	4.0	4.7	3.6
32	Availability to Students	1.4	1.98	1.9	.9	1.5	1.5
33	Innovative Effort in Teaching	2.3	2.15	2.6	1.9	2.0	2.6
34	Formal Peer Appraisals (from off campus)	2.8	2.86	3.2	3.6	2.3	1.3