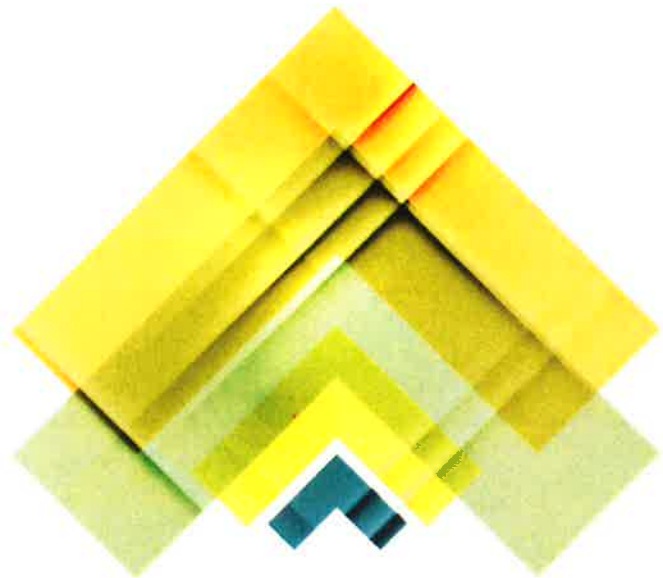DANIEL MAXEY

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# A New Paradigm for Faculty Work and Evaluation

RICHARD ALAN GILLMAN

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A universitywide commitment to student learning is the most productive way to address contemporary concerns about the value of higher education in an environment of increasing costs and limited employment opportunities for graduates. To facilitate the shift from a primarily individualistic approach to a community-based approach to faculty work, a new model for faculty work and evaluation is needed—one that places student learning at the center. A grant from the Teagle Foundation, "Preparing 21st Century Students through New Visions for Faculty Evaluation," provided an opportunity for members of the New American Colleges and Universities (NAC&U) to study changes in faculty work as a result of technology, dual-career families, new student-centered pedagogies, and increased expectations for faculty involvement in community service.

We propose an approach to the faculty reward system that recognizes the totality of faculty work and an approach to managing the faculty workload that will more effectively support student learning. A new management approach for departments that provides more departmental autonomy is needed to support these changes in faculty workload and evaluation.

Our work has led us to three conclusions:

1. Academic departments need the flexibility to support differential work by its members.
2. The faculty workload needs to be defined in ways beyond the number of credits hours taught, to include all aspects of faculty work.
3. Faculty evaluation must recognize that the expanding definitions of teaching, scholarship, and service necessitate a more flexible and holistic approach to evaluation.

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Many authors have called for changes in the way faculty work is perceived and how departments are organized. Ernest Boyer (1996) called for a broader understanding of faculty scholarship, and Debra Humphreys wrote that "just as in the business community, today's challenging environment in and for the higher education sector demands more collaborative leadership" (2013, 4). Jon Wergin (2002) and John Saltmarsh, Kevin Kecskes, and Steven Jones (2005) anticipated Humphrey's work, calling for a new way of thinking about the basic academic work unit by shifting the perspective from my work to our work and calling this new model an engaged or collaborative department. Consistent with this, Mark Hower (2012) has found that faculty members themselves are not firmly wedded to autonomous models for their work but rather appreciate and desire a blend between autonomy and community. Judith Shapiro describes this desire for a blended approach to the academic community in detail in an essay on shared education. Among other things, she wrote that building this community "requires that faculty members see their individual courses not as private property but as part of a common project that engages them with their colleagues" (2014, 23).

NAC&U has a history of anticipatory responses to change in higher education to fully meet the diverse needs of students. Founded to promote the integration of the liberal arts, professional studies, and civic engagement, NAC&U has studied the relationship between faculty members and their institutions to support and improve student learning. Linda McMillin and William Berberet (2002) suggest that NAC&U campuses subscribe to Alexander Astin's (1993) proposal of measuring institutional excellence by student-learning outcomes rather than institutional resources. In addition, NAC&U campuses have long embraced Boyer's (1990) ideas about defining the work of faculty in ways that realistically reflect the full range of academic and civic social mandates. To fully implement differentiated faculty workload and evaluation, one must begin at the departmental level. We suggest an approach that we call the holistic department.

## The Holistic Department

A holistic department is an organic whole rather than a collection of talented specialists. It is committed to shared governance and transparency of faculty work and evaluation, while maintaining the flexibility to support differential work by its members. Its focus is on the work of the department rather than on the work of individual faculty members. It is committed to a culture that supports faculty members' mentoring each other as well as its students, and it has a deep sense of shared obligations to students, its members, and the institution. The institution can rely on a holistic department to advance the goals and

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To illustrate these ideas, one can imagine a department in which the faculty members have collectively agreed that, in a given year, one member's service requirement is somewhat less than that of everyone else so that he or she can complete a major research project, while a second faculty member, who has just completed a project, may take on extra service activities. In the same year, a particular faculty member may be responsible for completing critical assessment work, another for implementing significant pedagogical change, and a senior member for teaching an extra course. All faculty members are assured that their contributions to the work of the department will be equally valued in the annual evaluation system.

In the traditional model of a department, if faculty members are encouraged to pursue their individual objectives and rewarded for doing so, ensuring that student-learning objectives are appropriate to the mission of the institution and the department and that the curriculum is designed to help students meet these objectives can easily receive a lower priority. In contrast, in a holistic department, student learning receives increased visibility as an institutional, and hence departmental, priority. Alignment of the curriculum is more likely to occur as members of the department discuss student-learning goals. Assessment of student learning becomes a natural task for the faculty as the department is rewarded for its achievements in this core function. Assessment of student learning, along with most activities involving program development and substantial pedagogical change, cannot be conducted as the work of individual faculty members; rather, it must be seen as the work of the entire unit. The holistic department attends to this work while also recognizing and rewarding the individual faculty members who make significant contributions to it in any given year.

As in a traditional department, the holistic department is committed to a culture that supports critical inquiry by the faculty. However, the scholarly work of individual faculty members, while still valued, is subordinate to the collective scholarly production of the department. James Fairweather suggests that "viewing faculty productivity as an aggregate across faculty members permits department chairs and department committees to combine the efforts of their individual members to achieve acceptable levels of productivity" (1997, 23). A holistic department's scholarly productivity is measured as a whole rather than on an individual basis. Thus, a holistic department is able to establish scholarly goals for the department that are reasonably balanced against its other responsibilities. It can then distribute the work required to reach these goals among its faculty members. This permits greater variation among the work of the faculty in terms both of scholarly productivity and of teaching activities and service to the department in a given academic year.

The holistic department supports and rewards faculty members for doing differentiated work to meet institutional and departmental goals, including those expectations that extend well beyond the traditional definitions of teaching and scholarship or even of service. Faculty work plans are negotiated and then made public to all members of the department to build the sense of community, trust, and transparency that are essential to a high-functioning collective of scholars and teachers. The department makes an effort to respond to changes in stages of the life cycle and career paths of faculty members, as well as their special needs. The department recruits new faculty members to support the curriculum and help meet goals such as service learning, undergraduate research, expert use of technology, assessment, and other related tasks critical to a department that puts student learning first. Thus, a mathematics department recruits not just an algebraic topologist, but rather one that might also be able to teach effective online courses and has experience in developing curricula via current best practices.

### Creating a Holistic Department

The move to a holistic department requires several fundamental paradigm shifts that affect the institution, the department, and individual faculty members. At the macro level, colleges and universities need to develop new ways to interact with departmental-level units to become less centralized and allow more departmental autonomy. Institutions need to develop policies and procedures that enable these units to function with increased independence and flexibility. New measures of accountability need to extend beyond the balance sheet and recognize the diverse ways that a particular unit is able to contribute to the institutional whole. Institutional policies need to reward departments as collectives, as well as the individuals within the unit, as a way of recognizing the collective work of the unit.

For example, the timetables for faculty evaluation and compensation and the development of annual work plans need to be aligned with each other and the academic calendar. In one model, work plans for the following academic year are developed in the spring semester, in tandem with the schedule of course offerings for the year. Thus, by May, each faculty member has an approved work plan for the following year, and the department also has an agenda of items that it would like to accomplish. It follows that the evaluation of work from the previous year would occur in June, and adjustments in compensation would follow in August.

Institutions need to find ways to reward departments that achieve their goals, as well as continuing to reward individual faculty members. Departmental rewards may range from simple public recognition of work well done to bonuses added to the departmental budget. Institutions also need

to develop the infrastructure required to identify and correct problems within departments that consistently fail to meet their stated objectives for scholarship, course offerings, supporting institutional initiatives, and community service.

Among other changes, program and departmental review procedures need to be developed to reflect the new model. Program review criteria need to put increased emphasis on the contribution that the unit makes to the institutional mission and strategic goals beyond, perhaps, the support of its majors. These criteria also need to place greater attention on the professional development activities of the faculty members—what are they doing to adapt to a changing workplace and profession? These changes may cause a corresponding shift in attention to the scholarly production of individual faculty members, because there needs to be continued attention to the primary work of an academic unit, which is the learning and teaching process.

As a department works through this process of identifying its essential and elective work assignments and distributing these among its faculty members, an immediate consequence is that this work becomes transparent. Gone is an environment in which much of the faculty work is invisible and hence both underappreciated and unlimited in scope. This transparency enables the department to provide a richer context to any request for additional resources. It also provides institutions with more robust opportunities to determine the contribution of the department to the larger mission of the institution. For example, a larger department may choose to have more faculty members serve on university committees, intentionally relieving small departments of this task. Transparency of the department work will make this contribution visible to other departments, while possibly justifying why a given department is not engaged in some other activity.

### Leadership in a Holistic Department

Critically, department chairpersons must shift from a managerial perspective to a leadership perspective. Often the work of a chairperson is perceived as unrewarding, largely because of the routine, often clerical, work that he or she must accomplish. This work includes activities such as course scheduling, addressing student complaints, managing the departmental budget, updating its website, and meeting with prospective students. In the worst case, a chairperson has no particular skill or interest in accomplishing these tasks. However, in a holistic department, this type of work might be delegated to members of the department who have more appropriate skills and interest in completing the work. The significant difference is that the efforts of the faculty member doing this essential work would be recognized, both by colleagues in the department and by the institution, and he or she would be rewarded for high-quality work.

In a holistic department, the chairperson needs to have and use a wide range of leadership skills, not just administrative ones (or the ability to delegate administrative tasks). First and foremost, a holistic department chairperson needs to be able to facilitate discussions among faculty members about how to prioritize and accomplish tasks and about the equity of differentiated workloads. Needless to say, these discussions might be quite contentious.

A holistic department chair needs to demonstrate strong leadership skills as he or she helps the department implement its strategic priorities. The chairperson will need to guide the faculty away from activities that detract from departmental priorities while still allowing for individual growth and for new ideas to develop. As a leader, the chairperson needs to be articulate in describing the work of the department to the administration and demonstrating how it adds value to the institutional mission; this will be an ongoing, rather than a periodic, activity. Chairpersons need to work closely with deans to ensure that the department's strategic goals and work are aligned with the goals of the institution.

Changes at the institutional and chairperson levels mean that the department, not the individual faculty member, has primary responsibly for the work to be completed. As a unit, the department establishes what its work priorities are, both those that it is required to complete (for example, teach courses) and those that it has the flexibility to make high priorities and/or distribute among the faculty in nonuniform ways (such as commitments to scholarship and service). For example, a department may identify which of AAC&U's high-impact learning practices its members have the skill and capacity to implement. It may decide that it is essential in a given year that a faculty member be assigned the task of retooling to implement pedagogy new to the department (such as flipped classrooms).

### Departmental Accountability

With transparency comes accountability. When a faculty member is intentionally given time by his or her colleagues to produce a creative or scholarly piece of work, there is a clear expectation that the work will be produced and that he or she will be rewarded—or not, if the work is not produced. The same principle applies to other work: if a faculty member agrees to redesign the department's website, he or she will or will not be rewarded, according to the quality of that product. In the same way, a department can be held accountable for its collective work. By sharing with the administration and department members its intended work for the year—assessment efforts, pedagogical or scholarly retooling, and myriad other tasks—the department enables the institution to accurately assess its contribution to institutional goals and objectives and provide appropriate rewards.

Work models in which faculty members are treated as interchangeable game pieces must be replaced with a system that maximizes the flexibility given to the departmental unit to distribute both teaching and nonteaching

responsibilities. In particular, policies mandating that each faculty member must carry a standard teaching load (for example, eighteen, twenty-one, or twenty-four credits) per year (with the exception of release time given by a dean) must be replaced by policies that set departmental teaching expectations and leave the distribution of teaching loads up to the department. The department will also have the responsibility for assigning nonteaching activities, within broad university guidelines and resources. Nonteaching activities such as scholarly leaves and service for national organizations can be assigned credits. This approach also provides additional flexibility for accommodating personal leaves, such as parental ones. (The sidebar "An Ideal Holistic Department" illustrates how this might work in practice.)

Annual faculty activity reports, with their retrospective perspective, need to give way to forward-looking annual work plans. As mentioned above in regard to their timing in the academic year, these work plans need to be created transparently within the department, which requires both greater trust among faculty members and a deeper understanding of their collective work. Evaluation and reward structures need to be expanded in response to the work plan model to include departmental as well as individual perspectives. Fundamental to the ability of departments to manage work flexibility within the department is the holistic evaluation of faculty work.

## Learning-Centered Faculty Evaluation

Previous chapters in this book have outlined the ways in which faculty work has expanded in recent years because of an increased emphasis on experiential learning and the use of technology. As a result of these changes, we recognized that faculty evaluation must change to adequately reflect the expanded parameters of faculty work. The traditional faculty workload is most often based on the number of credit hours taught, but faculty evaluation includes scholarship and service as well as teaching. Each of these areas has evolved and is no longer clearly distinguishable as a separate category. The expanding faculty workload has affected the role of academic departments, as faculty members try to juggle multiple responsibilities. With support and encouragement from the NAC&U, we are developing the concept of a holistic department, an approach to departmental management that provides flexibility in determining workload. We are also developing a new approach to faculty evaluation to address the convergence of teaching, scholarship, and service that we call the learning-centered paradigm.

Faculty members in a university community have a diverse range of individual and collective responsibilities that have broadened and deepened in recent years. In addition to these increased responsibilities, the traditional categories for faculty work no longer apply as clearly as they did in the past. Given changes in the faculty workload, a radical revision of faculty evaluation is

## An Ideal Holistic Department

As Dr. Green drove to her office, she thought about the previous week's department meeting on departmental goals and the upcoming discussion about the coming year's workload that would be the topic for this morning's meeting. Still in her first year at the university, she was a little nervous about presenting her work plan. She liked her colleagues in the department and the way in which the department managed its work. When she arrived at the university, she and the chairperson had discussed her goals for the coming year and then shared them with the department. Her colleagues had been supportive and encouraging. They offered to review the syllabus she would be using in her courses and to help her design an appropriate assessment of student-learning outcomes. This morning she was going to present her plan for the following year to use her faculty workload credits toward completing a book based on her dissertation; a publisher was interested in the project, so she was hopeful that it would be published. As the meeting began, each member shared his or her work plan. Dr. Smith's wife was expecting a baby in December. He hoped that he would be able to arrange for parental leave toward the end of the semester. Dr. Bennett had recently attended a workshop on undergraduate research, and she was anxious to put her plan into action. She wanted to use her faculty workload credits to support extra time working with students at the local historical society. Dr. Jones was finishing up a major project and looking forward to spending more time teaching. Dr. Brown, a senior member of the department, had been asked by the university president to head up the self-study process for the regional accreditation in two years. The self study was an unexpected activity, but after some discussion department members felt that they would be able to include it in the departmental work plan. The university was interested in engaging more faculty members and students in undergraduate research, so department members approved Dr. Bennett's plan and asked her to do a workshop for the department at the end of the semester. Dr. Jones offered to take over Dr. Smith's classes during his parental leave. The department also suggested that Dr. Smith might work from home updating the department's guide for internships while Dr. Jones taught his spring course. The department reviewed Dr. Green's book proposal and timeline. While approving her plan, they asked her to revise what they thought was an overly ambitious timeline. She appreciated their advice and was pleased with the outcome of the meeting. She knew that in the following year she would need to report on her progress and that her evaluation would be based

in part on whether or not she had met her goals. The following week the department chairperson circulated the department's work plan.

That evening Dr. Green had dinner with a colleague who taught at a university across town. She shared the results of the department meeting, and her colleague was amazed. "You mean," the colleague asked, "that your department could adjust how many courses each professor teaches and that you will be evaluated on your progress on your book?"

"Yes," Dr. Green replied. "Several years ago the university adopted the concept of the holistic department to provide flexibility to support differential faculty work. We are evaluated on all of our work. Some years we may do more teaching than someone else in the department, and other years we may have a special project that the department wants to support. They see my book, for example, as possibly leading to the development of a new course that they would like to offer. What I really like about this approach is that the focus is on student learning, but they see that faculty learning, such as the undergraduate research project I told you about or my book, as increasing opportunities for students. I haven't been here long enough to know everything about how this approach works, but I like the way the campus has a mission and yearly goals and how we can all contribute to those goals. It makes our work more rewarding when we can work collaboratively in our department, with other departments, and with the institution as a whole. I'm preparing my evaluation of my work for this year. My workload consisted of eighteen hours of teaching, but it also included work credit hours. These are work activities other than teaching. This year, because I am new, my work credit hours were used to develop my courses and identify specific pedagogical activities for each course. The department will look for those pedagogical activities in my syllabus. When students evaluate my teaching, they also evaluate their own learning. I've found their comments about what and how they learned in my classes very helpful, and I may revise some of my approaches next year."

needed. If the traditional criteria and methods for evaluation no longer capture the complexity of faculty work, how should the evaluation process change? Our thinking is rooted in the following important principles:

- Faculty work is too complex to be neatly categorized into the three broad categories of teaching, scholarship, and service.
- All faculty work should be recognized and valued in the evaluation process.
- The evaluation process should encourage faculty work that is supportive of student learning and faculty professional development.

- Faculty members alone cannot be held responsible for student learning; students who benefit the most from their education are those who actively engage in the learning process and assume responsibility for their own learning.

### Evaluation in Support of Student and Faculty Learning

A new integrated approach to faculty evaluation is needed that looks at faculty work holistically, allows flexibility among areas of faculty work, and recognizes the diversity of faculty work by valuing it in the evaluation process. Such an approach would no longer look at the percentage of time spent on scholarship, teaching, and service but instead would look at a faculty member's accomplishments and productivity as a whole. This is a fundamental change in faculty evaluation, one that puts the emphasis on learning—student learning and faculty learning. It allows faculty members to be productive and contribute to the mission of the institution in ways that are most compatible with their skills and knowledge. In this approach, faculty members are encouraged to continue their own learning and research, be innovative in their work and take risks as they expand its boundaries, and engage in professional community service. The approach recognizes that faculty learning should be a model for student learning. Adopting this approach to faculty work and evaluation necessitates other changes in the operation of the university.

The new model embraces difference and aims to be inclusive. Faculty evaluation of teaching must progress beyond classroom observation and simple evaluation of syllabi and assignments; it must look at the use of evidence-based practices that support student learning. Carl Wieman (2015) suggests that an evaluation system for science, technology, engineering, and math courses might be based on the high-impact learning strategies identified by George Kuh (2008). Such evaluation should consider important areas such as undergraduate research, digital scholarship, experiential learning, inter- and crossdisciplinary teaching and research, cooperative learning, field labs, and service learning. In many ways, teaching, scholarship, and service converge in experiential learning that encourages student and faculty collaboration. Whether such learning takes place in the biology laboratory or at the local historical society, it is rooted in hands-on interaction with tangible materials, which produces a type of functional knowledge so often lacking from current and more traditional classroom learning.

A learning-centered approach to faculty evaluation should be less about the sum of the parts and more of an assessment of the whole based on the interaction and quality of the parts. It should embrace collaborative student and faculty work, a type of social learning that has developed through centuries of pedagogical innovation and exploration. Very, very few faculty members

currently have the interest, talent, or time to excel in all areas of faculty work. Fairweather (1997) found that only 10–13 percent of faculty members are highly productive in research and teaching. He also found that only about 7 percent of faculty members in four-year institutions who are highly productive in research use collaborative teaching practices. The holistic department provides opportunities for faculty members to engage in the activities for which they do have interest and talent. More generally, the intent of a holistic department is not to pigeonhole faculty members for life, but rather to enable them to bring their desires for personal growth to the community for support and thoughtful opportunities to pursue them.

### Student Self-Evaluation of Learning

The increased availability of student-learning experiences through technology, internships, competency-based education and project-based learning suggests that expectations for students have changed as well. As students participate in a variety of learning opportunities, they need to assume more responsibility for their own learning and see the professor as a facilitator of learning rather than as a transmitter or dispenser of knowledge.

Thus, faculty evaluation should embrace diversity in the classroom, accounting for the myriad approaches to student learning. This new evaluation embraces the theory that everyone involved in the educational enterprise is responsible, albeit in different ways, for learning. The notion that responsibility for learning is shared among the agents involved—especially between the professoriate and the student body—increases the likelihood that student learning will flourish. Students can be asked to evaluate their contribution to their own learning, what strategies were most effective for them as they tried to meet established student-learning outcomes, and how actively they engaged in the learning process. They might also be asked what they learned about their personal learning process and how they might apply this knowledge in future classes.

This new approach to faculty evaluation allows flexibility in the work that faculty members do each year. It also suggests a longitudinal approach to evaluation in recognition that faculty work will change each year. Fundamental to a holistic evaluation of faculty is the ability of departments to manage work flexibility within the department and reflect that flexibility in evaluation.

### Implementation of the Holistic Department
### and Learning-Centered Evaluation

To implement the holistic department and the corresponding revision of faculty evaluation, it is vital that the institution ready itself in several ways. One prerequisite for this change is a common belief among the faculty and administration that faculty work conditions need to be reexamined. Beginning with this assumption, faculty and staff members and administrators should reexamine

the institutional mission in light of current trends in and the changing land-
scape of higher education and should use that mission to describe the breadth
and depth of faculty work. In addition the faculty must be open to innovation
and invention at the level of faculty evaluation so that the full breadth and
depth of faculty work is included.

We suggest the following actions for implementing holistic faculty
evaluation and departments (for more details, see Hensel, Hunnicutt, and
Salomon 2015):

1. Administrators consider the impact of developing holistic departments on
   current policies and procedures and determine how they can be changed.
   A holistic department is an integral part of a holistic approach to faculty
   evaluation. For a holistic department to function effectively, administrators
   must adapt campus policies to allow for the necessary flexibility and trans-
   parency of a holistic department. Institutions begin to revise policies, prac-
   tices, and norms to encourage the development of holistic departments.
   This includes leadership training opportunities for department chairs. It
   also includes developing mechanisms for reporting departmental goals—
   which both aggregate and contribute to individual work plans—and accom-
   plishments to the administration beyond program reviews.

2. Institutions engage in discussions about the ways in which teaching,
   scholarship, and service have been transformed on their campuses. Each
   institution has its own culture and mission, and the approach to faculty
   evaluation must be compatible with that culture and mission.

3. Departments, led by their chairpersons, modify their decision-making pro-
   cesses to be more transparent and collaborative, particularly in the develop-
   ment of faculty work plans. Departments also need to develop collaborative
   processes for departmental agenda setting and assessing departmental
   effectiveness. Departments will approach a holistic management style in dif-
   ferent ways depending on the discipline, numbers of faculty members and
   students, and other institutional factors. Smaller departments have to be more
   selective than larger departments and programs about how they respond to
   some campuswide initiatives and how they participate in the community
   beyond the campus. Some departments, such as those of education, social
   work, and criminal justice, may be more active in civic engagement than
   English or philosophy departments. Departments in the sciences are likely
   to put more emphasis on proposal writing and collaborative research than
   humanities departments are. Departments need the flexibility to develop an
   approach that works for them. Administrators need to know that departments
   are meeting their goals and responding to the institutional mission.

4. Faculty members and administrators need to discuss the expanded
   definition of faculty workload and come to an agreement on how much

flexibility individual departments should have in creating work assignments, and which of those assignments will be included in the direct evaluation of faculty productivity. For example, an institution may decide that all faculty members must serve as academic advisors rather than allow department-level decisions about which faculty members do this work or whether nonfaculty academic advisors should be used. At the same time, the institution may or may not decide to have an annual evaluation of the quality of individual faculty members' work as academic advisors.

5. Faculty members discuss how teaching or learning, scholarship, and service can be merged for evaluation purposes into a holistic process. Compared to current approaches in the academy, a holistic approach to evaluation is a more effective way of recognizing the totality of faculty work. However, it is also a more complex approach to evaluation, and it is critical for faculty members and administrators to understand and agree on new approaches for evaluating faculty work.

6. Faculty members revise student evaluations of faculty and courses to include students' self-assessment of their contributions to the learning process. Experiential learning suggests that students need to be more engaged in their own learning process, and they should be held accountable for their own learning. In addition, when students comment on their contributions to the learning process, faculty members can increase their understanding of what pedagogical strategies are most effective for student learning.

## Summary

The work of the faculty has become more integrated and holistic as the lines between teaching, research, and service have blurred. We believe that professors need to be evaluated in a holistic manner that recognizes the significant overlap and integration of the traditional evaluation categories. A holistic approach values nontraditional approaches to teaching, scholarship, and service. We also believe that the shift in emphasis from teaching to learning and the new experiential approach to student learning requires students to assume more responsibility for their own learning. Students' evaluation of faculty members should include a component of student self-assessment.

A holistic approach to evaluation recognizes that work areas differ from semester to semester. If professors are evaluated on the whole of their work, departments need to operate in a holistic manner as well. Holistic departments support the expanded definitions of faculty work in all areas and use faculty work plans to provide balance to faculty as well as ensuring that departmental and institutional goals are met. Holistic faculty evaluation and holistic departments can support student learning by encouraging pedagogical innovation;

providing faculty professional development; and expanding the definitions of teaching, scholarship, and service to include student-faculty collaborative work.

These paradigm shifts in faculty work and how universities evaluate that work have the potential to have a significant positive impact on student learning. The increased transparency of faculty work will enable departments to focus attention on student learning by increasing awareness of, and appropriately shifting priorities away from, the faculty work that is often distracting and invisible to both the faculty and the administration.

By rewarding professional development activities and a wider range of activities on the boundaries between teaching, scholarship, and service, faculty members will be encouraged to learn and implement new sets of pedagogical practices. In particular, not only will departments be more likely to implement some of the high-impact practices identified by Kuh (2008), but they will be able to do so effectively and with confidence, effective assessment and revision, and the support of the institution. The trust, autonomy, and flexibility that are part of the holistic department and learner-centered faculty evaluation developed through a collaborative process will strengthen the campus mission and its ability to meet its goals.

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