

FRAMEWORK FOR INDICATORS OF SUCCESS

In 1990, Earnest Boyer sought to identify the functions of faculty in higher education in terms of scholarship. His reasoning that not only should faculty be scholars in the area of research discovery but also in the other pursuits of academic institutions. Boyer posited that faculty practice scholarship in four distinct areas:

- 1 DISCOVERY
- 2 INTEGRATION
- 3 APPLICATION
- 4 TEACHING

Universities in large part have embraced this definition of scholarship and have used it as a lens to examine success of faculty and programs. Most academic units have refined these activities into three functions of discovery, outreach, and teaching. Faculty engagement can be demonstrated across those three functions within the key indicators described below at the local, regional, national, and international levels. Indicators of success should be considered at all of these levels to identify specific outcomes and impacts.

NCAC-24 recognizes that the current university environment is in need of clearly defined indicators of success for these functions. This is difficult given the nature of individual disciplines on college and university campuses. Yet, the call for success indicators continues to escalate and the survival of departments/programs on university campuses may depend on additional discipline or program specific indicators. The collective outcomes and impacts of faculty members contribute to a successful unit portfolio.

The following seven key indicators are presented as a self-evaluation tool for academic units in assessing their collective effort toward unit success.



RELEVANCE

Faculty are successful when their efforts are relevant to current problems, situations, and needs in society. Relevant programs are critical for faculty, departmental, college, and university success. Relevant programs are identifiable through funding, enrollment, and impact of programs.



SCHOLARSHIP

Successful faculty are scholars in their field. Scholarship is reviewed by peers, evaluates and modified by peer scholars, shared among critical scholars and ultimately utilized by practitioners. Successful faculty demonstrate scholarship in their field by publishing in peer reviewed journals, sharing scholarship in research forums, publishing scholarship in practitioner publications, communicating discovery to the public, and putting research into practice. Successful faculty demonstrate scholarship in research, teaching, and outreach in their discipline.



INNOVATION

Universities are places of discovery and innovation. Successful faculty are themselves innovators in teaching, discovery, and outreach. Faculty exhibit innovation through their programs over time. Innovation can be displayed through teaching, discovery, and outreach programs that offer new and innovative methodologies to solve problems, discover and implement novel approaches, utilize discoveries to improve practice, and lead to other innovations.

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LEADERSHIP

Faculty can provide leadership in discovery, outreach, and teaching in the program, department, college and university as well as regionally, nationally and / or internationally. Leadership can take many forms from leading program efforts to serving on international advisory boards.



MENTORSHIP

Serving as a mentor is critical for the academy to be successful. Successful faculty demonstrate a commitment to mentoring undergraduate and graduate students regardless of their teaching, discovery, and outreach appointment.



CITIZENSHIP AND SERVICE

Citizenship and service to the department, college and university through engagement are valued. Successful faculty serve their profession through associations and service to practitioners.



RESOURCE STEWARDSHIP

Successful faculty are good stewards of funding to support their teaching, discovery, and outreach programs. Successful faculty are able to support graduate students, conference participation, program expenditures, travel, software and equipment needs, and other expenses related to program support. Funding can come from a variety of sources. Private funding and in-kind resources are just as relevant as federal funding.

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