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Faculty Perceptions on Professional and Student Development in Performance Evaluations

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Abstract: *In many higher educational institutions, one of the faculty requirements is to engage in continuous professional development. Faculty expectations may also include various student development activities. However, the impact of faculty and student development has not been emphasized in previous research, even though it has been noted to contribute to enhancing academic learning and performance. This study examines the perceptions of faculty at several Midwestern higher educational institutions by collecting data through surveys on the importance of faculty and student development in faculty evaluation decisions. The findings are used to make recommendations for administrators, faculty, and future research related to policy and practice on faculty promotion decisions.*

INTRODUCTION

The roles and expectations of faculty vary by the type of higher educational institution and by its specific mission. The ability for thousands of American higher educational institutions to pursue unique and varied missions has long been considered a hallmark of the performance evaluation process (Eaton, 2009). This variety leads to differences in the specific responsibilities assigned to and expected of the faculty. Ongoing faculty responsibilities usually include teaching, research, and service engagement that are beneficial for the faculty's discipline and the institution, where the ratio of each of these may depend on the type of institutional priorities and practices. In addition, faculty responsibilities include faculty professional development and student development.

Differences in standards and practices may also exist according to the type of faculty position, such as tenure and non-tenured faculty, private or public institution, union or non-union faculty, accreditation agency standards, administrative priorities, faculty contracts, and appointment terms. In a student-centered learning environment, one of the roles of faculty is to help maximize student growth and potential. Faculty may often be required to participate in academic advising and career guidance to assist students explore and identify realistic life, educational, career and personal goals, and develop plans to realize those goals. Student development and advising consist of providing information about academic program options, developing course plans and course selection alternatives to help match the student's interests, career goals, skills, and desirable learning outcomes.

Faculty responsibilities often include serving as role models to students and the community. In most higher educational institutions, faculty are required to maintain high professional standards, ethical behavior, service to the campus and community, the profession and academia, and engage in continuous professional development. In order to maintain subject matter expertise in the discipline, faculty must actively participate in professional workshops, present papers at conferences, serve on committees, and engage in curriculum development, institutional outcomes assessment, and accreditation reviews.

Becker and Gerhart (1996) note for an effective faculty performance evaluation system, it is necessary to develop consistent, equitable, and fair performance standards and evaluation procedures. The focus in faculty evaluation must be on identifying the criteria to be used in performance evaluations to assure providing a clear guideline of the appraisal process.

LITERATURE REVIEW

Professional Development

Professional development for faculty may be viewed as a wide range of activities that may focus on faculty reflection and professional growth. Faculty need to demonstrate that they can keep growing professionally in their respected fields. Opportunities for academic leave, sabbatical, research funding, and travel support to attend professional meetings are examples of faculty professional development. Institutional support for faculty development is necessary to achieve faculty commitment and productivity. Roca-Puig, Beltran-Matin, Escrig-Tena, and Bou-Llusar (2005) found positive relationship between commitment to employees and performance. By providing support for faculty development, institutions can improve loyalty among the faculty and focus on certain priorities to improve teaching, curriculum development, and student learning by promoting initiatives for new programs, study abroad and international exchange opportunities.

To improve teaching, faculty development in the 1970s focused on behavioral theories, in the 1980s the focus was on cognitive theories, and in the 1990s the focus was on social learning theories (Wilkerson & Irby, 1998). According to Wilkerson and Irby (1998):

Faculty development is an essential tool for improving the educational vitality of academic institutions through attention to the competencies needed by individual teachers, and to the institutional policies required to promote academic excellence (387).

Wilkerson and Irby (1998) recommend a thorough faculty development program that enables faculty to acquire new knowledge, skills, and abilities (KSAs) to promote academic excellence and that the faculty development be linked to the performance evaluation process. According to Sorcinelli and Austin (1992), professional development of faculty should be a requirement for faculty promotions. There are connections between faculty professional development and effective teaching (Park, 1996; Hendricson, et. al., 2007). In Wilkerson and Irby (1998), Irby stated, "the goal of faculty development is to empower faculty members to excel in their role as educators and in so doing, to create organizations that encourage and reward continual learning (393)." A faculty development goal of excelling as educators will produce institutions where continuous learning will be encouraged and supported (Wilkerson & Irby, 1998).

Steinart, Mann, Centeno, Dolmans, Spencer, Gelula, & Prideaux (2006) note it is a realistic expectation that faculty development will "result in improved teaching performance and better outcomes for students" (498). Centra (1978) suggests that increasing faculty skills and competence in directing students' learning is accomplished through a faculty professional development plan that is linked to promotion which is consistent with Ullian and Stritter's (1997) organizational strategies for fostering teaching success. Park (1996) notes that good teaching requires that faculty communicate their knowledge via active learning to diverse populations, and continue to gain knowledge in their subject area through professional development opportunities and research.

DeVito, Freeze, & Pore (2013) discuss the value of cases and computer-based simulations as teaching methods in international business studies. Professional development workshops on case teaching and active learning methods help faculty bring real-world experiences to the classroom to apply concepts for decision-making and problem solving. Institutions that inform faculty of teaching enhancement workshops and professional development opportunities such as teaching-oriented conferences and institutional initiatives can foster a more engaged teaching and student learning environment (Konyu-Fogel & Grossnickle, 2013).

Student Development

Research has documented that faculty are spending more time in preparing for teaching, research, and grant writing than in the past and that this trend may be deficient in promoting effective student development. In addition, faculty may not be rewarded for their student engagement efforts (O'Meara & Braskamp, 2005). Many institutions now recognize multiple forms of scholarship in which faculty engagement with students is beginning to count more, but research requirements continue to increase at faster rate than other expectations which requires that faculty simultaneously do better in everything they do (O'Meara & Braskamp, 2005). O'Meara and Braskamp (2005) recommend six changes to increase faculty engagement with students to enhance student

learning and development: (1) Change the reward and performance evaluation system to include activities critical to student growth, (2) create flexibility in faculty goals, (3) reward advising and mentoring more, (4) develop faculty professional development programs that promote student growth and development, (5) align the institution's mission with the faculty reward system, and (6) create affiliations between new and senior faculty as well as faculty and academic affairs. Faculty has a major role in developing student success by assisting and guiding students with their academic and career plans (Baker & Griffin, 2010).

Faculty are expected to spend time on student advising, which often includes not only academic program advising and planning but meeting with student clubs, organizing internships, speaking engagements, consulting projects and community service in their local community. This is an important area because some of the research examines equity issues related to the faculty's role in student development activities (Porter, 2011).

Academic advising should help students select and review their academic programs. Faculty should assist students selecting the appropriate courses in their academic programs. Faculty can be instrumental in providing guidance for students in career planning and preparation. Faculty should be prepared to help students explore alternative courses of action including the identification of academic alternatives and the consideration of alternative careers in line with the students' abilities and interests.

The process of student development is ongoing and multifaceted. It should be more than a one-time conference with a student, and it is more than signing a course request form. Effective student development can only be achieved through on-going interaction between the student and faculty, therefore the role of faculty in student development is instrumental to student success (Konyu-Fogel & Grossnickle, 2013).

The impact of faculty on student development has not been emphasized in previous research, even though it has been noted to contribute to enhancing academic learning. Student comments on teaching evaluations often indicate how faculty assisted students in understanding a particular subject. Colbeck et al. (2001) examine what encourages students to stay in engineering and science programs. The study investigates how classroom practices contribute to female and male undergraduates' positive perceptions of themselves as students and as future professionals.

An improved understanding of the link between teaching practices and students' self-perceptions may guide efforts to increase learning and persistence. Research is needed on student development related to the role of faculty in sponsoring student clubs, inviting guest lecturers, advising student projects, case study competitions, research papers, and assisting with professional student organizations, internships, student leadership opportunities, and career guidance.

METHODOLOGY

The purpose of the research was to explore the perceptions of faculty on professional and student development relative to faculty promotion decisions. The inquiry focused on three main research questions: 1) What is the perceived importance of faculty professional and student development in current faculty performance evaluations? 2) What is the preferred importance of professional and student development in faculty performance evaluations? 3) What are differences in faculty perceptions of what is used and preferred for evaluating professional and student development in faculty performance?

Instrument

The research instrument used in this study was the "Survey of Departmental Practices in Evaluating Faculty Performance" developed by Wallingford, Konyu-Fogel, and DuBois (2014), hereafter referred to as the 2014 survey. The paper survey was administered to a random sample of business faculty at several Midwestern universities representing both public and private higher educational institutions of various sizes.

The 2014 survey had high reliability and strong statistical significance on all items (Wallingford, Konyu-Fogel, and DuBois, 2014). The research instrument asked respondents to rate their perceptions on the current importance and preferred importance of faculty professional and student development relative to faculty

promotion using a Likert scale of 0 through 4, where *0 = not available or not applicable, 1= not a factor, 2= minor factor, 3 = major factor, 4 = extremely critical factor*.

This research extends a previous study performed in 2014 by analyzing the sub-component questions related to faculty professional and student development. The statements listed in these two sections of the 2014 survey were first used by Centra's (1977) researching faculty performance evaluation processes. In the 1977 study, Centra surveyed academic department heads and department chairs at research-level, doctoral-granting, and comprehensive institutions on the factors they believed to be most important in the faculty evaluation process.

The 2014 survey solicited data against these same major categories, however sought input from faculty rather than administrators. The two sections of the 2014 survey that were applied to this research include: (1) faculty professional development and (2) student growth and development. The statements listed under each section are considered 'elements of evaluation' or the criteria that survey respondents noted as counts and should count in faculty performance evaluation. See these sections of the 2014 survey in Appendix A. Only these sections of the 2014 survey, e.g., faculty professional development and student development are studied, analyzed, and discussed in this paper.

Sample and Data Collection

A random sample of business faculty at various Midwestern universities was used to collect data by administering the "Survey of Departmental Practices in Evaluating Faculty Performance" developed by Wallingford, Konyu-Fogel, and DuBois (2014). The paper survey was provided to faculty at four-year public and private universities and colleges in the upper Midwest region of the USA. Fifty-one (N=51) faculty from a variety of disciplines and academic departments completed the paper survey.

Data Analysis

Data were analyzed to distinguish faculty perceptions on the level of importance of faculty and student development in how these count and should count in faculty performance evaluations. The responses were analyzed using the Statistical Package for the Social Sciences (SPSS®) software. Each element of the evaluation in the survey was rated on a five-point scale ranging from 0 through 4 point ratings. Descriptive statistics were used to analyze the results by the frequency of responses.

Data analysis is presented in the Results section through exhibits and line graphs, showing both the average weight given to each general criterion and the average weight given to the different elements of evaluation that compose the general criterion. We also present the percentage (frequency) distribution of the factors that currently are used as well as the percentage (frequency) distribution of the preferred importance indicated by respondents on each survey criterion by the response type: *1 = not a factor, 2= minor factor, 3= major factor, 4= extremely critical factor*.

RESULTS

Results of the 2014 survey were analyzed to look specifically at differences in the perceptions of the *current importance* placed on each item included as criterion of professional development and student development activities in faculty performance evaluations against the perception of how important these same activities are preferred in importance in faculty performance evaluations. As part of this analysis, the N was adjusted by each specific sub-category to include only valid responses to each question (See Appendix B and Appendix C).

Evidence of Continuing Preparation and Study

The 2014 survey asked faculty to rate their perceptions on the current importance of a variety of professional development activities, as well as the level of importance they believed should be afforded to these same activities in the faculty evaluation process. Table 1 presents the average weight given to the current and preferred importance of (a) evidence of continuing preparation and study, (b) remaining current in one's discipline, (c) participating in seminars, workshops, and continuing education courses, (d) attending professional

meetings and conferences, (e) structured courses of study, and (f) participation in the accreditation process as elements of the faculty professional development activities as part of the faculty performance evaluation process.

TABLE 1. AVERAGE WEIGHT OF THE CURRENT USE AND PREFERRED IMPORTANCE OF EACH FACULTY PROFESSIONAL DEVELOPMENT QUESTION CATEGORY

Faculty Professional Development Activities	Current Use Importance	Preferred Importance	Difference	%
Evidence of continuing preparation and study	3.09	3.53	0.44	12%
Remaining current in one's discipline	3.20	3.65	0.45	12%
Participating in seminars, workshops, and continuing education courses	3.08	3.20	0.12	4%
Attending professional meetings and conferences	3.16	3.39	0.23	7%
Structured courses of study	1.98	2.40	0.42	18%
Participation in the accreditation process	2.51	2.81	0.30	11%

The overall category of *evidence of continuing preparation and study* had a weighted average of 3.09 on *current use of importance* and 3.53 on preferred importance. The difference of 0.44 represents a 12% gap between the current importance and preferred importance of this activity noted by faculty. Interestingly, in all categories of the faculty professional development, faculty systematically perceived that each factor of *demonstrating evidence of continuing preparation and study* should have more importance than they have currently in faculty evaluations. Figure 1 shows the average weight of the current and preferred importance of each category of faculty professional development activity.

Respondents noted remaining current in one's discipline (3.20), participating in seminars, workshops, and continuing education courses (3.08), and attendance at professional meetings and conferences (3.16) as highest on current importance in faculty evaluations. However, faculty indicated that far more consideration should be given to these activities than what is currently used in performance evaluations, with ratings of a weighted average of 3.65, 3.20 and 3.39 respectively). The most difference (0.45) between current importance and preferred importance in faculty evaluations was noted relative to remaining current in one's discipline, accounting for a 12% gap in what is used and should be used in faculty performance evaluations.

By contrast, respondents believed that participation in a *structured course of study* (1.98) currently receives minimal consideration as part of the process, which also appears to be in line with the respondents' perceptions of its preferred importance (2.40) in faculty performance evaluations. Importantly however, differences between the current and preferred importance revealed this activity seems to be the most undervalued professional development endeavor as part of the review process with an 18% difference (0.42) in what is currently used and what faculty noted should be used in performance evaluations.

The analysis of faculty responses to the survey questions revealed some variety in the number of valid responses to each question (Appendix A). Therefore, the data were analyzed further by question and category using an n-adjusted assessment of the weighted average. Table 2 presents the n-adjusted percentage of the faculty responses for each professional development question category as rated by respondents.

The analysis of the differences between the current level of importance given to the faculty professional development activities and the preferred importance of these activities by question and category reveals some significant differences. The general category question of *demonstrating evidence of continuing preparation and study*, and the specific sub-category questions regarding *remaining current in one's discipline*, *participating in seminars, workshops, and continuing education courses*, and *attending professional meetings and conferences*, were all perceived to be development factors that influenced faculty evaluation decisions.

Faculty consistently ranked these as either *major factor* or *extremely critical factor* in their perceptions of what counts in the current performance evaluation process, where the combined total of these two rankings accounted for a total of 84%, 75%, 72%, and 74% respectively of each individual item noted. Significantly however, when ranking what they believed should be the importance of these same behaviors, as part of the performance evaluation process, the faculty responses in the *major factor* and *extremely critical factor* combined accounted for 91%, 92%, 82%, and 92% of the same factors noted.

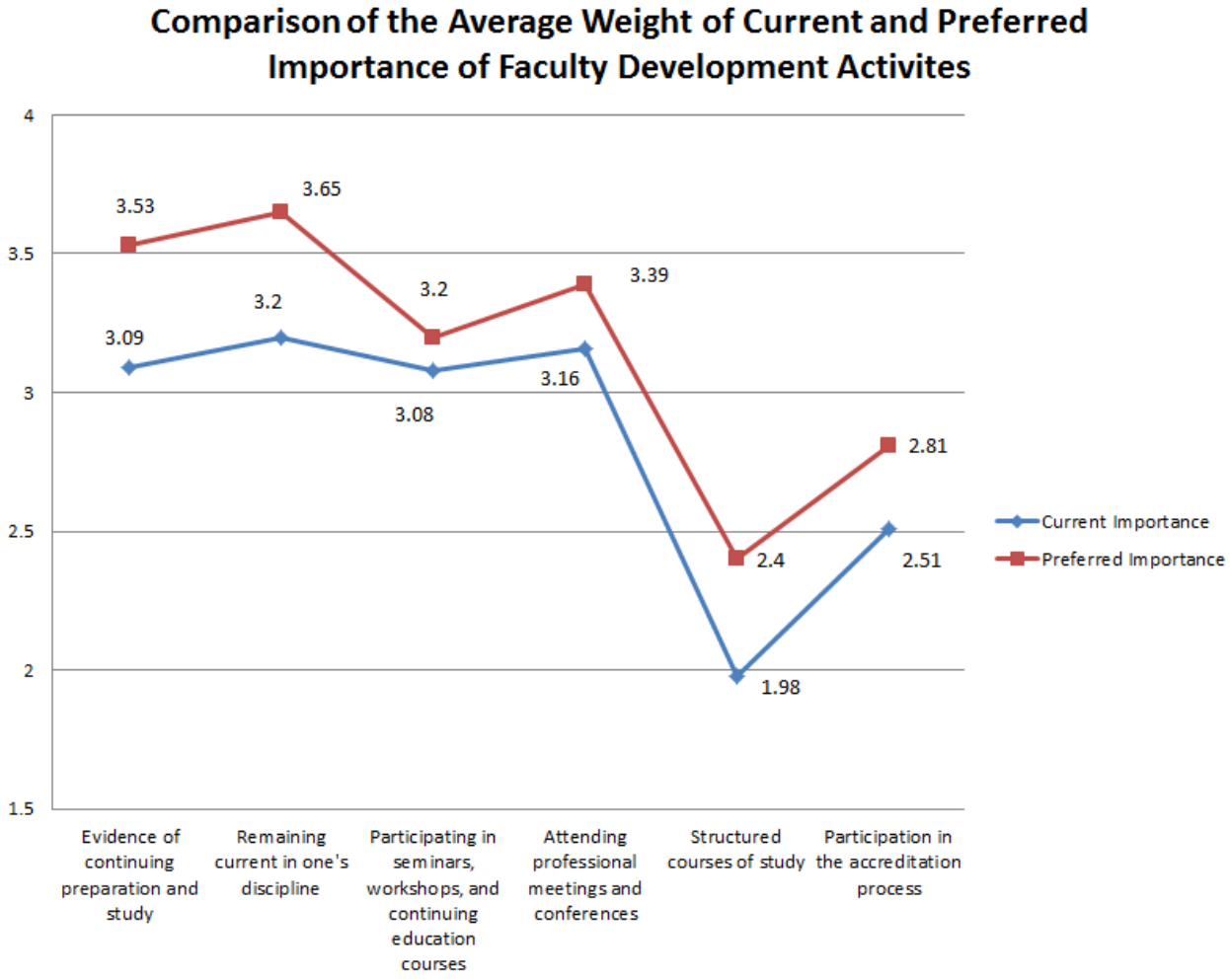

FIGURE 1. GRAPHICAL PRESENTATION OF THE AVERAGE WEIGHT OF THE CURRENT AND PREFERRED IMPORTANCE OF EACH FACULTY PROFESSIONAL DEVELOPMENT QUESTION CATEGORY

Table 2 presents frequency responses on elements of faculty professional development in its current use of importance and preferred importance in faculty performance evaluations.

Based on the data, a combined 66% of the respondents noted that *participation in a structured course of study* was not nor it should be a significant part of the faculty evaluation decision process rating it either as *not a factor* or a *minor factor* (51%) category. In addition, *participation in the accreditation process* received the widest dispersion across the ranking categories.

TABLE 2. FREQUENCY OF RESPONSES ON ELEMENTS OF EVALUATING FACULTY PROFESSIONAL DEVELOPMENT IN ITS CURRENT USE OF IMPORTANCE AND PREFERRED IMPORTANCE IN FACULTY PERFORMANCE EVALUATIONS

	Faculty Professional Development Activities Percentage of Responses by Question by Category (adjusted based on the percentage of the total valid responses to each question)									
	Not a Factor		Minor Factor		Major Factor		Extremely Critical Factor		Not Applicable	
	Current Importance	Preferred Importance	Current Importance	Preferred Importance	Current Importance	Preferred Importance	Current Importance	Preferred Importance	Current Importance	Preferred Importance
Evidence of continuing preparation and study	7%	2%	9%	7%	51%	26%	33%	65%	0%	0%
Remaining current in one's discipline	6%	2%	20%	6%	24%	16%	51%	76%	0%	0%
Participating in seminars, workshops, continuing ed. courses	2%	2%	25%	16%	35%	42%	37%	40%	0%	0%
Attending professional meetings and conferences	2%	2%	24%	6%	31%	43%	43%	49%	0%	0%
Structured courses of study	32%	19%	34%	32%	22%	38%	8%	11%	4%	0%
Participation in the accreditation process	20%	13%	24%	23%	39%	35%	16%	29%	0%	0%

A total of 44% of the respondents noted that *accreditation process participation* was either *not a factor* or a *minor factor* influencing the performance evaluation decision process and only a combined 36% of the respondents believed that this should be *not a factor* or a *minor factor*. Of those who saw participation in accreditation as influencing current performance evaluation decisions in a significant way, the majority (39%) placed it in currently used as a *major factor* and 16% rated it as an *extremely critical factor*.

However, almost one third (29%) noted that *participation in the accreditation process* should be an *extremely critical factor* in faculty evaluations, rating it much higher than *taking structured courses of study* (11%) and more close to *participation in seminars, workshops and continuing education courses* (40%). The difference of 0.30, a gap of 11%, between the weighted average of *current importance* and *preferred importance* of *participation in accreditation* implies that more consideration should be given to this activity in faculty evaluations than it is used currently.

Contributions to Student Growth and Development

The 2014 survey also asked faculty to rate their perceptions on the current importance of a variety of student development activities, as well as the level of importance they believed should be afforded to these same activities in faculty performance evaluations. Table 3 shows the average weight given to the current and preferred importance of student growth and development activities as elements of the faculty performance evaluation process.

In all categories of student development, faculty systematically perceived that each factor of student growth and development activities demonstrated evidence of their participation in assisting students should have more importance than they currently do. The most difference between the current importance and preferred importance of student growth and development in faculty evaluations was found on *student mentoring* (0.73), *contributions to student growth and development* (0.66), and *providing academic and/or career advising* (0.63), and *serving or advising student clubs, organizations, or societies* (0.54). These four activities represent a gap of 24%, 19%, 18% and 18 % in the level of current and preferred importance in evaluations.

Faculty noted that the highest level of current importance is related to their role in *providing academic and/or career advising* which carries the most weight (2.88) in the evaluation process, whereas their involvement in *student mentoring* receives the least consideration (2.25). Also apparent in these results is evidence that faculty members believe that all of these activities should receive significantly more consideration than they currently do, as the differential between the current and perceived importance of almost all of these categories stands

close to or over 20%. Figure 2 shows the average weight of the current and preferred importance of each category of student growth and development activity in faculty evaluations. The analysis of data reveals that the narrowest disparity (0.43, 14%) is on *participation in and supervising student-based research or creative activities*, with respondents rating its current importance weight as 2.65 and the preferred importance weight as 3.08 in the faculty performance evaluation process.

TABLE 3. AVERAGE WEIGHT OF THE CURRENT AND PREFERRED IMPORTANCE OF EACH STUDENT GROWTH AND DEVELOPMENT QUESTION CATEGORY

Student Growth and Development Activities	Current Importance	Preferred Importance	Difference	%
Contributions to student growth and development	2.84	3.50	0.66	19%
Providing academic and/or career advising	2.88	3.51	0.63	18%
Participating in and supervising student based research or creative activity	2.65	3.08	0.43	14%
Serving or advising student clubs, organizations, or societies	2.52	3.06	0.54	18%
Student mentoring	2.25	2.98	0.73	24%

Similarly to the faculty professional development data, the number of valid responses by question revealed some variety (Appendix B) in responses. Therefore, further analysis of the data was conducted by question and category using an n-adjusted assessment of the weighted average. Table 4 below presents the n-adjusted percentage of the faculty responses for each student growth and development question category as rated by respondents. The analysis of the differences between the current level of importance given to student growth and development activities and the preferred importance of these activities by question and by category reveals a wide disparity.

Whereas a combined 68% of the respondents indicated that, in general, activities associated with *contributing to student growth and development* are currently either a *major factor* (41%) or an *extremely critical factor* (27%) in faculty evaluation decisions, more than half (57%) noted that these activities should be *extremely critical factors* and about one third (36%) indicated that these should be *major factor* in faculty performance evaluations, showing a total of 93% combined weight of the *major* and *extremely critical factors*.

Further, there is evidence of a wide disparity in several of the specific sub-categories of *student growth and development*. With respect to *providing academic and/or career advising*, respondents believed that this should be treated as a *major factor* (43%) or an *extremely critical factor* (55%). Compared to this, however, the current importance weight afforded to these activities showed only 29% and 35% respectively. Equally clear from the analysis of data is the fact that a combined 33% of the respondents believed that currently, *student academic and/or career advising* is either *not considered at all* (8%) or given *minor factor* (25%) as part of the faculty evaluation process.

A wide disparity can be seen in the current importance of faculty *participating in and supervising student-based research or creative activity*, with 12% reporting this as *not a factor* and 33% noting it as a *minor factor* in faculty evaluations. At the same time, respondents believe that these activities should be either a *major factor* (55%) or *extremely critical factor* (27%). The same pattern holds for the difference between current and preferred importance of *serving or advising student clubs, organizations, or societies*, 12% noting this as *not a factor* and 40% rating this as a *minor factor* in current importance in the evaluation process. At the same time, 45% indicated this as a *major factor* and 33% noted this as *extremely critical factor* in preferred importance of the evaluation process. Overall, faculty respondents believed that their contribution to *every* student development activity noted in the 2014 survey was currently undervalued and should be considered either a

major factor or an *extremely critical factor* as part of the evaluation process and given substantially more consideration than was afforded by the current practices.

FIGURE 2. GRAPHICAL PRESENTATION OF THE AVERAGE WEIGHT OF THE CURRENT AND PREFERRED IMPORTANCE OF EACH STUDENT GROWTH AND DEVELOPMENT QUESTION CATEGORY

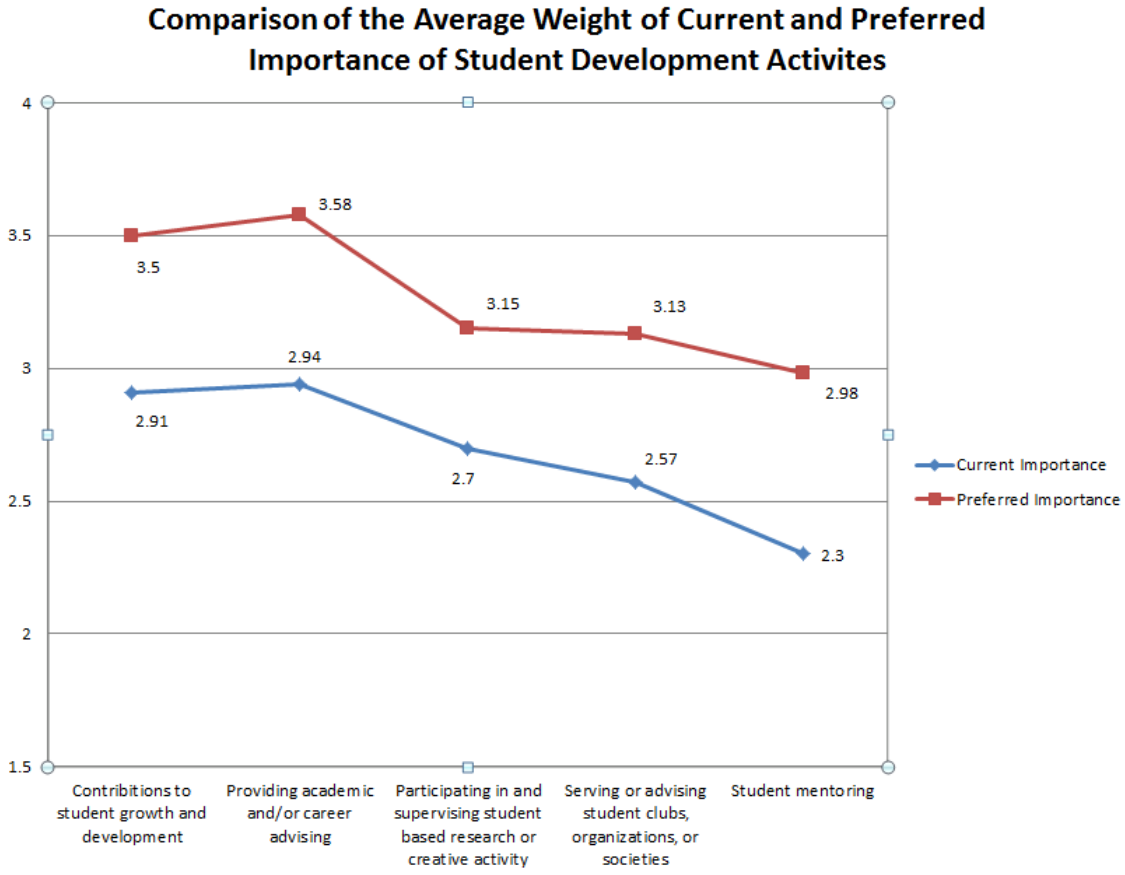

TABLE 4. FREQUENCY OF RESPONSES ON ELEMENTS OF EVALUATING STUDENT GROWTH AND DEVELOPMENT IN ITS CURRENT USE OF IMPORTANCE AND PREFERRED IMPORTANCE IN FACULTY PERFORMANCE EVALUATIONS

	Student Growth and Development Activities Percentage of Responses by Question by Category (adjusted based on the percentage of the total valid responses to each question)									
	Not a Factor		Minor Factor		Major Factor		Extremely Critical Factor		Not Applicable	
	Current Importance	Preferred Importance	Current Importance	Preferred Importance	Current Importance	Preferred Importance	Current Importance	Preferred Importance	Current Importance	Preferred Importance
Contributions to student growth and development	7%	0%	23%	7%	41%	36%	27%	57%	2%	0%
Providing academic and/or career advising	8%	2%	25%	0%	29%	43%	35%	55%	2%	0%
Participating in and supervising student based research or creative activity	12%	0%	33%	18%	33%	55%	22%	27%	0%	0%
Serving or advising student clubs, organizations, or societies	12%	4%	40%	18%	32%	45%	16%	33%	0%	0%
Student mentoring	21%	6%	41%	27%	20%	37%	16%	31%	2%	0%

IMPLICATIONS

Faculty professional development and student development should be considered carefully in faculty performance evaluations. An important finding of this research is that discrepancies were found in the current importance and preferred importance of all categories of the faculty professional development and student development activities. Motivation theory holds that individuals are willing to put forth effort toward a goal as part of the need satisfaction process (Ramlall, 2004). Additionally, Latham & Pinder (2005) note that as a future-oriented, need-satisfying process, motivation not only involves direction, intensity, and persistence but also that individuals determine the amount of effort they are willing to allocate toward achieving a goal based on the anticipated satisfaction attainment.

The perceived levels of importance placed on professional development and student development activities may be seen to provide insight into the personal goals and motivation of the faculty respondents. Bandura (1991) stated that human behavior is purposive and, as a result, it is "regulated by forethought … [such that] people form beliefs about what they can do, they anticipate the likely consequences of prospective actions, they set goals for themselves, and they otherwise plan courses of action that are likely to produce desired outcomes" (p. 248).

Bandura further notes that self-regulation, as a sub-function of individual motivation, is comprised of both a self-diagnostic function and a self-motivation function. In the self-diagnostic function, individuals notice patterns in their behavior and then apply self-insight to alter their subsequent behaviors, and in the self-motivating function, using that diagnostic input individuals are motivated to set goals for themselves. Further, goal-setting theory proposes that goals can increase individual performance by their mere existence, even before feedback on actual performance is provided or goal attainment is achieved (Latham & Pinder, 2005). However, Bandura (1991) states that individuals "expend little effort on devalued activities … [they] don't care how they do in activities that have little or no significance to them" (p. 255).

In connection with the findings of this research, where substantial differences exist between the institutional and personal value of goal-directed faculty efforts, to both continually develop as professionals and provide substantive guidance to the students they serve, there may be a negative rather than positive impact on faculty motivation. Ramlall (2004), referring to the equity theory of motivation, stated "people develop beliefs about what constitutes a fair and equitable return for their contributions …[and] exhibit more effort when they believe they will receive a valued reward[s] for task accomplishment" (p. 55-56). If in fact the intellectual capital of colleges and universities rests in the "knowledge, skills, and attitudes" of each individual faculty member, then that capital is leveraged further when "multiplied by [their collective] willingness to work hard" (Ralmall, 2004). As a result, a keen awareness on the part of the academic and/or administrative members performing faculty evaluations of what faculty members perceive to be their most important activities and functions is critical. Therefore, as part of the faculty evaluation process, application of insight from Bandura's (1991) self-regulation theory may prove beneficial. The performance evaluation may need to be modified to include an inquiry in the functions, roles, and contributions faculty perceive in their own behavior, and the leveraging each individual's self-diagnostic function against those actions and goals that motivate faculty.

RECOMMENDATIONS

The findings in this study were limited by the use of a paper survey and the small sample size. In addition, no demographic data – on the respondents or their institutions – were collected. To extend the study, future research is recommended with a large sample, collecting demographic information on participants and institutions and utilizing alternate methods of data collection. Further, research that utilizes an increased number of data points along the Likert scale may refine and clarify further the data. It may prove beneficial to require faculty respondents to rank each component behavior in absolute terms in order of importance by asking participants to determine what they perceive to be most important and least important relative to each factor item. This may not only reveal important self-diagnostic and self-motivational insight into each participant, but may also yield additional data on the relative importance of each behavior. Furthermore, subsequent studies may

be structured to examine differences between specific academic disciplines, allowing evaluators to increase the effectiveness of the faculty evaluation process by making discipline-specific modifications.

In addition, the use of a more in-depth questionnaire, expanding on Centra (1978) and the 2014 Survey's initial categories, in a follow-up study may allow for the clarification of specific differences between several of the current categories. For example, parsing clearly the differences between *providing academic and/or career advising* and *student mentoring* may yield a greater depth of understanding. This insight into not only the activities being undertaken within each umbrella term, but also further insight into the apparent disparity seen in the current data could prove beneficial. As a combined 64% rated *providing academic and/or career advising* as either a *major factor* (29%) or an *extremely critical factor* (35%) yet only a combined 44% rated *student mentoring* as either a *major factor* (17%) or an *extremely critical factor* (27%) in the current evaluation process, further exploration of these behaviors is warranted. In addition, separately surveying the academic and/or administrative leaders who perform faculty evaluations would help to investigate the activities that they value most significantly, providing extremely valuable comparative data.

As higher education accreditation continues to receive an increased attention, additional quantitative and qualitative data from administrators, faculty evaluators, and faculty members on professional and student development activities would extend this study with related exploratory qualitative research. In face-to-face, personal interviews with selected Higher Learning Commission (HLC) peer reviewers, all of whom were or had been faculty members, Saurbier's (2013) phenomenological study asked participants to describe their experiences with the accreditation process, and how their institution valued this participation. The higher education accreditation peer reviewers placed a high importance on ongoing professional development nature of their involvement in the process, noting the following:

> … [the] experience will add a lot of weight to your career. … that kind of expertise - if you can keep the institution informed, avoid the potholes, that is a high value for you as a professional and the institution as their capital, as their talent. (Participant C)
>
> I add weight to my professional dossier; I add value to my own professional experience. It's like a triple win. My home institution wins, the college I visit wins, and myself wins. (Participant I)
>
> That is part of my professional value. I'm very proud of it. That is why it is so important that if you want to be a *professional* in higher education, you have to be a very knowledgeable person to help yourself standing out among others. I think this adds value to my whole professional package. I think this [HLC peer reviewer] is part of my professional value. (Participant M)
>
> Every visit gives me a clue on how I can do a better job. (Participant D)
>
> I'd say there is also a third agenda for me, and that's always to learn something. … (Participant J)

These statements may be seen to support not only the professional development aspects of participation in the accreditation process, but also lend qualitative support to the empirical data. In the 2014 Survey, 35% of faculty respondents perceived that this activity should be viewed as a *major factor* and an additional 29% believed *participation in accreditation process* should be viewed as an *extremely critical factor* in the evaluation process. At the same time, however, there were participants in Saurbier's (2013) study whose comments echoed the disparity between the current importance and perceived importance placed on this activity. Respondents to the 2014 Survey noted the preferred importance that should be placed on *participation in accreditation* as 20% rated this as *not a factor* and 24% reported this as "*it should be* a *minor factor"* in current importance in faculty performance evaluations. Specifically, in Saurbier's (2013) study one participant noted:

It's hard to know sometimes - sometimes there is support for it and sometimes there is not. Depends who you talk to. In administration, they can see you better spending time getting donations – others see it as very valuable … (Participant A)

FUTURE RESEARCH

This study may be extended increasing the sample and methods of data collection. Subsequent studies may be structured to determine differences between specific academic disciplines, allowing evaluators to increase the effectiveness of the faculty evaluation process by making discipline-specific modifications. In addition, the use of a more in-depth questionnaire in a follow-up study would allow for the articulation of specific differences between several of the current categories. For example, parsing clearly the differences between *providing academic and/or career advising* and *student mentoring* may yield a greater depth of understanding to not only the activities being undertaken within each umbrella term, but also could provide further insight into the apparent disparity seen in the current data where a combined 64% rated *providing academic and/or career advising* as either a *major factor* (29%) or an *extremely critical factor* (35%) and only a combined 44% rated *student mentoring* as either a *major factor* (17%) or an *extremely critical factor* (27%) in the current evaluation process. Furthermore, surveying academic and/or administrative leaders who perform faculty evaluations would help to investigate the activities that they value most significantly, which would be extremely valuable for comparative purposes.

CONCLUSIONS

This study assessed the importance of faculty professional and student development in faculty performance evaluations. The research found that ongoing professional development continues to be a part of faculty performance evaluation decisions. These value-added activities help faculty remain current in their field while they are able to learn new skills, share best practices in teaching, research, and scholarly activities, and exchange knowledge and information by participating in conferences, meetings, seminars, workshops, and continuing education courses. Faculty participation in the accreditation process may be desirable. However, this may not be as highly valued as some of the other professional development activities used in the performance evaluation process. The results indicate a high level of importance faculty place on their role in supporting student growth and development through academic advising, career guidance, assisting and supervising student-based research and service learning projects, as well as, providing student mentoring and advising student clubs and organizations. Student growth and development activities were found to be important factors in faculty performance evaluations. Institutions should place more importance on these activities as part of their faculty evaluation process as these can improve student learning and increase educational outcomes.

Additional research is needed on faculty professional and student development as part of the overall evaluation process in higher education. Future research may examine additional elements related to faculty professional development and student development. Studies may survey various disciplines, increase sample size, and compare different types of institutions. Evaluating perceptions of administrators and faculty could further expand the research. Furthermore, the instrument may include more levels of ratings and additional items in the scale to allow for assessing and analyzing variations in data at multiple levels.

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Appendix A
Faculty Professional Developmental Activities
Valid Responses by Question by Category

Listed below are the valid responses, by question, to inquiries regarding faculty perceptions on the current importance afforded to faculty professional development activities and the preferred level of importance of these activities.

Perceived Current Level of Importance of Faculty Professional Development Activities
Valid Responses by Question by Category

Faculty Professional Development Activities	N	Not a Factor	Minor Factor	Major Factor	Extremely Critical Factor	N/A
Evidence of continuing preparation and study	43	3	4	22	14	0
Remaining current in one's discipline	51	3	10	12	26	0
Participating in seminars, workshops, and continuing education courses	51	1	13	18	19	0
Attending professional meetings and conferences	51	1	12	16	22	0
Structured courses of study	50	16	17	11	4	2
Participation in the accreditation process	49	10	12	19	8	0

Preferred Level of Importance of Faculty Professional Development Activities
Valid Responses by Question by Category

	N	Not a Factor	Minor Factor	Major Factor	Extremely Critical Factor	N/A
Evidence of continuing preparation and study	43	1	3	11	28	0
Remaining current in one's discipline	49	1	3	8	37	0
Participating in seminars, workshops, and continuing education courses	50	1	8	21	20	0
Attending professional meetings and conferences	49	1	3	21	24	0
Structured courses of study	47	9	15	18	5	0
Participation in the accreditation process	48	6	11	17	14	0

Appendix B
Student Growth and Development Activities
Valid Responses by Question by Category

Listed below are the valid responses, by question, to inquiries regarding faculty perceptions on the current importance afforded to student growth and development activities and the preferred level of importance of these activities.

Perceived Current Level of Importance of Student Growth and Development Activities
Valid Responses by Question by Category

Student Growth and Development Activities	N	Not a Factor	Minor Factor	Major Factor	Extremely Critical Factor	N/A
Contributions to student growth and development	44	3	10	18	12	1
Providing academic and/or career advising	51	4	13	15	18	1
Participating in and supervising student-based research or creative activity	51	6	17	17	11	0
Serving or advising student clubs, organizations, or societies	50	6	20	16	8	0
Student mentoring	51	11	21	10	8	1

Preferred Level of Importance of Student Growth and Development Activities
Valid Responses by Question by Category

Student Growth and Development Activities	N	Not a Factor	Minor Factor	Major Factor	Extremely Critical Factor	N/A
Contributions to student growth and development	42	0	3	15	24	0
Providing academic and/or career advising	49	1	0	21	27	0
Participating in and supervising student-based research or creative activity	49	0	9	27	13	0
Serving or advising student clubs, organizations, or societies	49	2	9	22	16	0
Student mentoring	49	3	13	18	15	0