

# Promoting Faculty Scholarly Publication Activity

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# Promoting Faculty Publications: Personal reflections

- Writing and my faculty role:
  - “What did I do today?”
- Fostering faculty activity as an administrator:
  - Establishing role expectations
  - Providing support
  - Evaluation and feedback on faculty role

# What is Professorial “Scholarship”?

- Boyer (1990) noted 4 scholarly domains:
  - Scholarship of discovery
  - Scholarship of integration
  - Scholarship of application
  - Scholarship of teaching
- Valuing publication activity in each of these domains

# Why publish?

- Professional Responsibility: Development of our fields are built upon the transfer of knowledge from colleagues
- You have valued knowledge and experience to contribute to the field

# Strategies to Enhance Publication Activity

- Faculty-based strategies
- Administrative initiatives

# Enhancing Publication Activity: Faculty-based Strategies

- Managing writing time
- Seek and respond to feedback
- Letting go of manuscripts

# Faculty Strategy: Managing Writing Time

- Write DAILY for 15-30 minutes
- Keep records of writing time
- Share records of writing time
- Simultaneous writing and researching

# Faculty Strategy: Seek and Respond to Feedback

- Writing takes courage, and submitting your work for publication takes a lot of courage
- Sharing drafts with non-experts and experts
- Non Experts – Focus on Clarity: What parts of the paper were the hardest to understand?
- Experts: Focus on clarity, content and organization
- Clarity is ..... to be determined by the reader



# Faculty Strategy: Letting Go of Your Manuscripts

- Obstacles to sending your paper for publication: pride, perfectionism and fear of rejection
- Identify multiple journals for submission
- Select appropriate journals by reviewing your bibliography, asking experts and querying editors

# Enhancing Publication Activity: Administrative Initiatives

- Clarifying and managing faculty role expectations
- Hiring Process: Matching faculty background and interests with faculty role expectations
- Development of formal and informal writing supports for faculty
- Alignment of role expectations, evaluation procedures and merit/promotion outcomes

# Administrative Initiative: Clarifying and Managing faculty Role Expectations

- What are appropriate faculty expectations?
- Should there be differential faculty roles?
- For those faculty with research/scholarship expectations, what is the appropriate balance of teaching, research, and service roles?

# Administrative Initiative: Hiring Process

- Does the position description reflect faculty publication expectations?
- Does faculty candidates background and publication experience align with faculty publication expectations?

# Administrative Initiative: Providing Writing Supports

- Mentoring faculty (formal and informal)
- Faculty development support
- Adjusting faculty role expectations to support scholarly writing

# Administrative Initiative: Aligning Expectations and Evaluation

- How are the established faculty expectations for teaching, scholarship (research) and service associated with evaluation decisions?
- What is the relationship between publishing and faculty evaluation:
  - Salary raises?
  - Retention decisions?
  - Promotion decisions?
- Issue of quantity and quality of publications