

BEST PRACTICES, Academic

Title: Northeast Tennessee Regional Academic Node (NETRAN) – A Lesson in Cooperation # 103

Source: East Tennessee State University

Co Area:

Addl Info: http://www.sacubo.org/sacubo_resources/best_practices/2004.html

Abstract: Faced with continuing budget reductions in the State of Tennessee, East Tennessee State University (ETSU), Northeast State Technical Community College (NESTCC), and the Tennessee Technology Center at Elizabethton (TTC) formed the Northeast Tennessee Regional Academic Node (NETRAN).

In 2002, the CEO's of the three institutions approached the Tennessee Board of Regents (TBR) with the idea that forming a regional academic node would result in economies and efficiencies of scale. Chancellor Charles Manning authorized pursuing this concept noting, The outcome of this effort is intended to improve educational services for the people in the region while minimizing the cost.

NETRAN has been more successful than anyone originally anticipated. During its first six months of existence, more than \$100,000 of actual cost savings was identified as well as other educational and service benefits. NETRAN members continue to meet and work together on a regular basis to further the cooperative attitude and spirit that have been evident from the start. Due to the success of the initiative, the Tennessee Board of Regents has encouraged other institutions to implement similar strategies.

Title: A Program for Teacher Education: Serving Students in Innovative Ways # 162

Source: Queens University of Charlotte

Co Area:

Addl Info: http://www.sacubo.org/sacubo_resources/best_practices/2003.html

Abstract: One of the largest graduate programs we have is in Education. The initiative I am describing resulted from a need to increase enrollment in that program and the shortage of teachers in the local school systems. The office for Adult and Graduate Programs approached the school system about a partnership to help credential teachers who had degrees in other fields. As a result of the partnership, several new academic programs were developed, but even more importantly offices across campus adapted procedures to make the enrollment, payment, registration, parking, and book purchasing as easy as possible for these busy professionals currently teaching or changing careers. Our increase in enrollment was significant – 40% for this fall term. In addition, student and school system satisfaction with the programs is high.

BEST PRACTICES, Academic

Title: Policy Tips for Foreign-Study Programs

251

Source: Chronicle of Higher Education

Co Area:

Addl Info: <http://chronicle.com/weekly/v49/i06/06a04901.htm> (Contact Dianne Parkerson for access)

Abstract: When colleges set up study-abroad programs or other official trips for students, institutions should make sure that students and those supervising them know how to handle students' misbehavior, as well as health-and-safety issues students face in new environments, according to study-abroad leaders. Following are some of the suggestions developed by the Interorganizational Task Force on Health and Safety in Study Abroad, a committee supported by several study-abroad groups. The committee urged colleges to:

- * Conduct periodic assessments of health-and-safety conditions for the program, and develop and maintain emergency-preparedness processes and a crisis-response plan.

- * Provide orientation to participants before the program and as needed on site. The orientation should include information on safety, health, legal, environmental, political, cultural, and religious conditions in the host country, dealing with potential health-and-safety risks and appropriate emergency-response measures.

- * Communicate the college's codes of conduct and the consequences of noncompliance to participants. Take appropriate action when aware that participants are in violation.

- * Provide information for participants and their parents, guardians, or families regarding when and where the sponsor's responsibility ends, and the range of aspects of participants' overseas experiences that are beyond the sponsor's control. In particular, program sponsors generally:

- Cannot guarantee or assure the safety of participants or eliminate all risks from the study-abroad environments.

- Cannot monitor or control all of the daily personal decisions, choices, and activities of individual participants.

- Cannot prevent participants from engaging in illegal, dangerous, or unwise activities.

- Cannot assure that U.S. standards of due process apply in overseas legal proceedings or provide or pay for legal representation for participants.

- Cannot assume responsibility for the actions of persons not employed or otherwise engaged by the program sponsor, for events that are not part of the program, or that are beyond the control of the sponsor and its subcontractors, or for situations that may arise because a participant fails to disclose pertinent information.

- Cannot assure that home-country cultural values and norms will apply in the host country.

Contact Dianne Parkerson if User ID/Password is needed to access article

BEST PRACTICES, Academic

Title: Professors' Group Considers New Roles for Faculty Members in College Sports

253

Source: Chronicle of Higher Education

Co Area: Athletics

Addl Info: <http://chronicle.com/weekly/v47/i43/43a03502.htm> (Contact Dianne Parkerson for access)

Abstract: A committee of the American Association of University Professors, led by Carol Simpson Stern, is taking a hard look at the roles faculty members ought to take in college sports. Ms. Stern says, professors across the country are complaining about issues like being shut out of discussions on lower academic standards for admitting athletes.

The group is considering a series of reports prepared by one of its members, R. Scott Kretchmar of Pennsylvania State University at University Park. The faculty athletics representative at Penn State, he is proposing a set of "best practices" for faculty representatives, college athletics boards, and academic advisers. "We're trying to establish best practices that set the bar quite high, and to challenge institutions to involve faculty in meaningful ways in athletics," Mr. Kretchmar says. "These are written as kind of a check off sheet for faculty athletics representatives and boards -- if they come up with a poor report card, it might be a good indication that faculty are not playing much of a role," he says.

Among Mr. Kretchmar's suggestions for his fellow faculty representatives: maintaining independence from the athletics department; helping to create regular lines of communication among faculty members, college and university administrators, and athletics officials; and being involved in the internal working of athletics departments, particularly in their dealings with other departments on campus.

His recommendations for athletics governing boards include making sure that faculty senates have a say in who serves on such boards; making sure that academic policies and standards for students apply to athletes as well; and keeping all of their activities open to the scrutiny of administrators and professors.

Contact Dianne Parkerson if User ID/Password is needed to access article

BEST PRACTICES, Academic

Title: Auditing Higher Education to Improve Quality # 259

Source: Chronicle of Higher Education **Co Area:**

Addl Info: <http://chronicle.com/weekly/v49/i41/41b01601.htm> (Contact Dianne Parkerson for access)

Abstract: Today, a small but growing number of institutions both in America and abroad are achieving significant quality improvements through academic audits. The objective of an academic audit is to elicit thoughtful conversations about how to produce tangible improvements in education quality without having to spend more money.

Rather than trying to micromanage teaching, an audit asks how professors organize their work and the kinds of data they use to make decisions, as well as how faculty members can use the resources available to them and work collegially to do better. An academic audit relies on the following simple and widely held tenet of academic life: "Professors want to provide quality education, and they will do so when supported by good processes." Good education-quality processes systematize a department or other unit's approach to quality, instead of leaving it mainly to unmonitored individual initiative.

Contact Dianne Parkerson if User ID/Password is needed to access article

Title: Best Practice Ideas - Student-Centered Research University # 269

Source: Syracuse University **Co Area:**

Addl Info: <http://provost.syr.edu/> (Original URL No longer valid)

Abstract: Syracuse University is a significantly different institution today than it was a few years ago. This has not happened by chance. Syracuse adopted a new paradigm, the student-centered research university, (<http://provost.syr.edu/vcprovost/student.asp>) which makes student learning its highest priority.

The Best Practice ideas presented cover -

- * annual merit salary review
- * annual review of non-tenured faculty
- * selection/hiring of new faculty
- * expanded definition of research
- * descriptive comments about teaching
- * evaluation of teaching
- * evaluation of advising

BEST PRACTICES, Academic

Title: Faculty Retention Toolkit # 271

Source: University of Washington **Co Area:**

Addl Info: <http://www.engr.washington.edu/advance/resources/Retention/Toolkit.doc>

Abstract: This toolkit was written to assist Department Chairs in retaining their faculty across all ranks. These best practices should be applied to all faculty, not just the stars of a department. Retention efforts, when applied equitably to all faculty, can improve the general climate for everyone and can lead to better productivity and greater satisfaction for all faculty. Faculty retention is critical to the health of a University department both for morale reasons and also for economic reasons, as faculty replacement costs tend to be much higher than retention costs.

This document addresses nine key areas which can impact faculty retention. These practices help all faculty and are particularly important to women and underutilized minorities. This executive summary includes nine recommendations to department chairs. Details of how to implement these recommendations can be found later in this document.

Title: Applied Research Laboratory # 294

Source: Penn State University, State College, PA **Co Area:** Division of Research

Addl Info: <http://www.bmpcoe.org/bestpractices/internal/arlps/index.html>

Abstract: The Office of Naval Research's Best Manufacturing Practices (BMP) Program was created in 1985 to help businesses identify, research, and promote exceptional manufacturing practices, methods, and procedures. Its objective is to empower defense and commercial customers to operate at a higher level of efficiency and effectiveness.

The above website lists many best practices for the Applied Research Laboratory, The Pennsylvania State University.

Also see <http://www.bmpcoe.org/bestpractices/internal/uno/index.html> - from University of New Orleans, College of Engineering

BEST PRACTICES, Academic

Title: Defining and Avoiding Plagiarism: The WPA Statement on Best Practices # 337

Source: Council of Writing Program Administrators **Co Area:**

Addl Info: <http://www.teachtech.ilstu.edu/resources/teachTopics/plagiarism.php>

Abstract: Plagiarism has always concerned teachers and administrators, who want students' work to represent their own efforts and to reflect the outcomes of their learning. However, with the advent of the Internet and easy access to almost limitless written material on every conceivable topic, suspicion of student plagiarism has begun to affect teachers at all levels, at times diverting them from the work of developing students' writing, reading, and critical thinking abilities.

This statement responds to the growing educational concerns about plagiarism in four ways: by defining plagiarism; by suggesting some of the causes of plagiarism; by proposing a set of responsibilities (for students, teachers, and administrators) to address the problem of plagiarism; and by recommending a set of practices for teaching and learning that can significantly reduce the likelihood of plagiarism. The statement is intended to provide helpful suggestions and clarifications so that instructors, administrators, and students can work together more effectively in support of excellence in teaching and learning.

(From Beloit College - <http://www.beloit.edu/>)

Also see <http://www.library.csuci.edu/plagiarism/prevent.htm> - CSU Channel Islands

Title: Guide to Best Practices for Academic Program Analysis # 380

Source: Middle Tennessee State University **Co Area:**

Addl Info: <http://www.mtsu.edu/~iepr/bestpractices/index.htm>

Abstract: This Guide to Best Practices for Academic Program Analysis and Improvement assists MTSU faculty and departments in academic program analysis and improvement. This site provides suggestions on how to collect, analyze, synthesize, and interpret information to evaluate curriculum for the purpose of improving student learning outcomes. The questions and answers assist in all areas of institutional effectiveness, including the construction of your department's Institutional Effectiveness Plan.

Website can help set up an Academic Best Practice Program.

BEST PRACTICES, Academic

Title: Campus Interview Visits: Best Practices Handbook for Academic Recruitments

405

Source: University of California Santa Cruz

Co Area: University Wide

Addl Info: http://www2.ucsc.edu/ahr/academic_recruitment_resources/original_docs_and_pdfs/Best%20Practices%20for%20UC%20Santa%20Cruz%20%20final%20for%20web.pdf

Abstract: A primary goal of all employment interviews is to find out if the candidate is the right person for the position. However, a commonly overlooked aspect of these visits is that "the candidates are interviewing you at the same time you are interviewing them." Therefore, it is important to make the interview experience as positive as possible. In a competitive recruitment environment, it is important to consider all aspects of the candidates visit: the accommodations; transportation; free time to see the campus and community; a well-scheduled interview day; well-attended seminar; pleasant meals; activities for their spouse/partner and/or children if they accompany the candidate; and an opportunity for them to get questions answered about our research and teaching programs and relocating to the area.

Introduction

General Organizational Tools

Visiting Candidate Checklist

- * Search Committee Chair Communication

Planning the Interview Visit

- * Reimbursement of Candidate Expenses

- * The letter or email to the candidate

- * Transportation

- * Hotel

- * Restaurants

- * Activities for spouses & partners

- * Childcare resources

On-campus Interview Day

- * Schedule

- * Communication with the candidate

- * Sample schedules

- * Seminars

- * Recommended activities

Post-interview Follow-up

Additional Resources

(Similar policy can be developed university-wide.)

BEST PRACTICES, Academic

Title: Junior Faculty Mentoring: Principles and Best Practices # 421

Source: University of Michigan **Co Area:**

Addl Info: <http://www.umich.edu/~advproj/mentoringlsa.pdf>

Abstract: The interests of the departments and programs, of the College and the University, and of individual faculty members are best served when the people we hire are constructively mentored and reviewed. Constructive mentoring and reviewing of tenure-track faculty works to help such faculty meet high standards of rigor, depth and innovation in scholarship, and to realize their full potential as scholars, teachers, and members of the academic community. When we grant tenure to a faculty member, we acknowledge the high contributions that person is making to our scholarly and learning community; we also acknowledge the institution's wise choice in hiring and wise and enabling mentoring of the new faculty member. Given all that is at stake, both personally for the candidate and institutionally, in hiring and tenure, the mentoring and reviewing of tenure-track faculty is some of the most important work we do.

Covers Principals, Best Practices within a Department and Best Practices within a College.

Title: Reduction of Academic Costs # 422

Source: University of Missouri - Kansas City **Co Area:**

Addl Info: <http://www.umkc.edu/provost/documents/policies/Reduction of Academic Cost-Final.doc>

Abstract: The Task Force on Reduction of Academic Costs was formed to address current and future fiscal conditions. The specific charge of the task force was to:

1. Review the instructional costs associated with programs with low enrollments and/or completions. As part of the review, the task force should examine a variety of productivity measures, including the student credit hours, research and public service funds generated per faculty member. The task force should calculate the cost savings associated with the consolidation, discontinuation, or other recommendations for low enrollment degree programs.
2. Review duplicated programs, particularly those that are high cost or unnecessarily duplicated, across the four campuses of the University of Missouri. Calculate the cost savings associated with the elimination of a duplicated program, the impact of the program closure on State needs, and alternative means to provide access to a similar program for the affected students.
3. Review the faculty workload policy in the Collected Rules and Regulations (310.080) and similar policies for each campus. Consider variations in the workload policies together with the possibility of capping enrollments as a way to lower instructional costs and maintain academic quality.

BEST PRACTICES, Academic

Title: Best Practices: Promoting Integrity in Academic Life and Beyond # 437
Source: University of Washington **Co Area:**
Addl Info: <https://www.washington.edu/president/provost/bestpractices.html>
Abstract: The above URL is no longer valid, but see RESOURCES on <http://www.washington.edu/provost/specialprograms/>

This paper deals with the question of what we as professors can do to promote in our students a commitment to such integrity. There are at least three things we can do.

First, we can demonstrate our own commitment to integrity by structuring our courses, exams, activities, labs, and written assignments in such a way as to make it difficult for students to violate the principles of academic integrity - to make it difficult for them to get away with "cheating." At the very least, we should do this in order to protect those students who don't want to cheat and who might feel disadvantaged by the cheating of others.

Second, we should learn why students cheat and understand that most students in our classes are there to learn, not to cheat. If our classes or assignments are unreasonably difficult, and if our students are not prepared to do what we ask of them, we may be encouraging students to cheat.

Finally, and perhaps more important, we can model in our own professional lives the kind of integrity we wish our students to develop. By letting students know that the norms of academic integrity apply every bit as much to us as they do to the students, and then living up to those standards, we can bear witness to the values that motivate us and the values we wish to help foster in them as a result of their experience in our classroom.

Continues by discussing 7 Best practices

Title: Best Practices for Teaching, Counselors & Librarians # 450
Source: Hillsborough Community College **Co Area:**
Addl Info: <http://www.hccfl.edu/facdev/bestpractices.html>
Abstract: Brought to you by the Faculty Development Committee. Site lists/links several web sites as teaching resources.

BEST PRACTICES, Academic

Title: Best Practices in Higher Education - Center for Teaching Effectiveness # 458
Source: University of Delaware **Co Area:**
Addl Info: <http://cte.udel.edu/bestpract.htm>
Abstract: Links to -
Engaging Students
Assessing Learning
NOTE. Protecting Personal Nonpublic Information (PNPI)
Designing Courses - A self-directed guide to designing courses for significant learning
Teaching Goals Inventory (online), Center for Teaching at the University of Iowa
Learning-centered syllabus
Learning styles and preferences
Tips for the First Day and Beyond
Evaluating and Enhancing Teaching

Title: Best Practices (Re Academic Integrity) # 467
Source: Oakton Community College **Co Area:**
Addl Info: http://www.baruch.cuny.edu/facultyhandbook/taylor_best_practices.htm
Abstract: Posted on the Baruch College website.

Note: the following is posted with the permission of its author, Prof. Bill Taylor of Oakton Community College (Des Plaines, IL). It stems from "a new initiative that we are in the process of developing here at Oakton that's based on the assumption (growing out of research that Don McCabe has done) that if faculty commit themselves to talk about and modeling integrity in their professional lives, this will help encourage students to do the same. Feel free to use this as well, although it's still a work in progress

BEST PRACTICES, Academic

Title: SUNY Best Practices Search Facility

470

Source: State University of New York

Co Area:

Addl Info: <http://www.suny.edu/BestPractices/Best.Practices.2004.01.27.pdf>

Abstract: As part of the Task Force on Efficiency and Effectiveness, campus presidents were asked to provide initiative they believe they carry out better than any other campus, along with those innovative ideas that have saved or avoided spending resources. The "Best Practices" reported in this document have resulted in significant savings throughout SUNY and, when shared with other campuses, have the potential to realize even greater savings within the system.

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ACADEMIC AFFAIRS

Retention Practice

Online Academic Support Services

Grants Operations Committee

Internet Academy

New Faculty Orientation Program

Common Accreditation Site Visits

Hourly Counselors

Web-based Grading Management

ACADEMIC DEPARTMENTS

Course Consolidation

Use of Online Courses during Winter Session

Student Volunteers

Perkins Grant to Support Recruitment

Waste Management

Computerized Chemical Inventory

Animal Research Facility Management

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CONTINUING EDUCATION / EXTENTION STUDIES

Table Ten Advertising

Email Newsletter Schenectady

Electronic Newsletter

BEST PRACTICES, Academic

Title: Best Practices for a Performance Review System for Faculty # 494
Source: University of South Carolina **Co Area:**
Addl Info: <http://www.sc.edu/provost/> (Original URL no longer valid)
Abstract: Covers -
Performance Review for Faculty to Include Student and Peer Evaluations
Best Practices for a Performance Review System for Faculty
Best Practices for Post-tenure Review

Title: Best Practice Series - Enhancing Support for Adjunct Faculty # 500
Source: Virginia Community College System **Co Area:**
Addl Info: <http://www.vccs.edu/vcprodev/> (Original URL No longer valid)
Abstract: The community college mission is to train and educate the citizens of their service regions. To accomplish this goal, the services of the community college instructional staff are strengthened and augmented by adjunct faculty.

Adjunct faculty have long been an integral part of the instructional programs offered by community colleges. Without adjunct faculty, colleges would not be able to provide the citizens of their service regions with the continuing opportunities to develop and extend skills and knowledge through quality programs and services that so well characterize the community college mission. The part-time nature of adjunct faculty employment in no way lessens the impact of their instruction nor their contributions to the college mission. The value of adjunct faculty to community colleges should be reflected in the attitudes and practices of each college.

For greater uniformity throughout the Virginia Community College System, our Chancellor, Dr. Oliver, encouraged a study of the general practices and procedures used to serve adjunct faculty. Representatives from the Dean, Provost, Division Chair peer groups, along with selected adjunct faculty members, were organized to carefully examine the significant issues pertinent to the effective leadership of adjunct faculty in Virginia's Community Colleges.

BEST PRACTICES, Academic

Title: Best Practice Series - Principles of Good Practice for Dual-Credit Programs # 502

Source: Virginia Community College System

Co Area:

Addl Info: <http://www.vccs.edu/vcprodev/> (Original URL No longer valid)

Abstract: The principles described in this document are taken from the practices of deans, provosts, and assessment practitioners who have successfully developed, administered, and evaluated dual-credit programs.

Dual-credit programs provide a good opportunity for increasing numbers of high school students to pay less tuition and shorten the length of time required to complete an associate or baccalaureate degree program. To sustain these advantages for students, however, our colleges must provide certain assurances. They include maintaining quality and establishing the equivalency of dual-credit instruction with other instruction, so that students may readily transfer dual credit courses to four-year institutions. Equivalency and quality are also important to help ensure that dual-credit programs will meet accreditation standards.

Colleges ensure equivalency in numerous ways, as demonstrated by the good practices described in this document. Other practices that will enhance the partnership between secondary schools and community colleges by promoting understanding of dual-credit program goals, standards, and policies are also provided. We hope that the good practices described in this document will guide you in maintaining quality in the dual-credit programs at your college.

Title: 2005 Best Employment Practices For Part-time Faculty # 507

Source: Washington State Board for Comm & Tech Colleges

Co Area:

Addl Info: http://www.sbctc.ctc.edu/college/hr_bestpractices.aspx

Abstract: Part-time instructors bring unique skills and expertise into workforce preparation and academic classrooms. Employing part-time instructors allows colleges to offer more classes, when and where students need them and the ability to respond to emerging student, community and business needs. However, low salary levels, variable working conditions and over-reliance on part-time faculty have contributed to staffing concerns in Washington State and nationally - as colleges and universities absorb greater numbers of students without appropriate funding.

Responding to this concern, the 1996 Legislature adopted provisions requiring an audit of part-time faculty compensation and employment practices and the identification of "best practices" related to part-time faculty employment. A Taskforce was established, the best practices listed and recommendations made to the college districts, State Board and Legislature. Updates were reported in 1997 and 1998.

Through adoption of Engrossed Senate Bill 5087, the 2005 Legislature renewed its commitment to understand and improve part-time instructors working conditions by directing the State Board for Community and Technical Colleges to convene a taskforce to review and update the best employment practices report completed by a 1996 Taskforce.

Resolution - http://www.sbctc.ctc.edu/docs/hr/best_practices/board_resolution.pdf

BEST PRACTICES, Academic

Title: An Academic Program Cost Model, a Tool for Strategic Decision-Making # 511

Source: Midlands Technical College **Co Area:**

Addl Info: http://www.sacubo.org/sacubo_resources/best_practices/2006.html

Abstract: Midlands Technical College's governing board is interested in the cost of programs and challenged the administration to analyze the college's cost of programs for use in strategic decision-making. Understanding and managing cost is critical in today's environment of declining revenues from public sources. The college's credit and noncredit programs were analyzed based on the model used for funding colleges in South Carolina. The model has provided the college a significant tool to better understand its cost of programs and clearly identify programs that subsidize those with higher costs. The model allowed the college to quickly and accurately respond to legislative inquires regarding the cost of educating nurses. As a result, the college received a substantial new allocation from the state in recurring funds for its nursing program. Additionally, a spin-off model that simulates the affect of section sizes and net financial contributions to the college was developed collaboratively with the college's academic departments. The spin-off model allows the academic departments to make effective faculty loading decisions.

Retrospect

The college's governing board and administrators have been very pleased with the model and its impact on the college's strategic planning. The model has been accepted institution wide as a viable and valid tool for use in strategic decision making. While the administration wishes the model had been created earlier, it is now better positioned to allocate resources, make programmatic decisions and to understand the impact of those decisions.

Title: New Faculty Mentoring Best Practices and Recommendations # 535

Source: University of Guelph **Co Area:**

Addl Info: <http://www.uoguelph.ca/facultyjobs/images/pdfs/Best%20Practices%20and%20Recommendations-2.pdf>

Abstract: One new faculty member commented, "mentoring does not need to be formal but it does need to be explicit and supported."

The consultative and collegial organizational culture of the University of Guelph supports a flexible, informal model of faculty mentoring, delivered locally at the departmental and college level. This ensures that the models and activities selected are most conducive to the unique culture of each department and academic discipline. The nature of mentoring relationships must be left to the individual partners to determine, i.e. focus on research, teaching, and general orientation or work life balance, frequency of meetings, format of meetings, etc.

All faculty can benefit from mentoring, therefore it is important that all faculty, whether they are new, tenured or untenured, mid-career or established career, be included in mentoring initiatives.

The following suggestions, taking from current practices at the University of Guelph, are for the consideration of the stakeholders, and should not be considered to be all inclusive. As mentoring becomes a more deliberate activity, it is certain that additional best practices and recommendations will develop.

BEST PRACTICES, Academic

Title: Faculty Retention: Best Practices # 553

Source: National Association of Independent Schools **Co Area:**

Addl Info: <http://www.nais.org/about/article.cfm?ItemNumber=144731>

Abstract: Faculty retention remains an elusive art for many independent schools. We all recognize that it is desirable to retain superb teachers, but there are many issues and ambiguities that need to be teased out of the stock phrase "faculty retention" in order to have meaningful results on this front.

Author: James Tracy, Ph.D., MBA, headmaster of Boston University Academy and principal of the Tracy Consulting Group. © 2004, National Association of Independent Schools. Modified by NAIS, January 2004.

Title: Quality Handbook # 577

Source: Goldsmiths University **Co Area:**

Addl Info: <http://www.goldsmiths.ac.uk/quality-affairs/downloads/quality-handbook.pdf>

Abstract: As professional teaching or support staff, we are all engaged in ensuring the delivery of the College's aim to provide an excellent learning experience for students and maintain the highest academic and service standards. In addition to this being implicit in our roles, whether in an academic department or in an administrative office, there are College and Departmental policies and procedures whose purpose is to monitor and assure quality and standards of the College's academic provision. However, it is a key part of the approach to quality at Goldsmiths that the quality assurance processes are seen as not only as a monitoring or audit function, though that is important, but also as the basis for the enhancement of learning and teaching. The output from the quality assurance process should feed into the development of College and Departmental Learning and Teaching strategies and inform the continuing professional development of staff.

The Quality Affairs Office is responsible for ensuring that the College's quality assurance policies and procedures are robust and effective in maintaining and monitoring the standards of its academic awards and support the enhancement of the student learning experience. The office manages key quality assurance processes, including Annual Programme Reviews, student feedback systems, audits, periodic internal and external reviews and provides information and training on quality assurance for the College.

BEST PRACTICES, Academic

Title: Academic Misconduct # 586
Source: La Trobe University **Co Area:** Student Affairs
Addl Info: <http://www.latrobe.edu.au/policies/academicmisconduct.pdf>
Abstract: La Trobe University regards academic honesty as the foundation of teaching, learning, and research. It requires its academic staff and students to observe the highest ethical standards in all aspects of academic work.

As a response to a perceived increase in plagiarism in the general academic community, Academic Committee has asked a Working Party to thoroughly review the University's policy on plagiarism and other forms of academic misconduct. The Working Party accepts that new students may not understand fully appropriate referencing and acknowledgment of the work of others and recommends that new students be educated comprehensively in these aspects. There should also be detailed information available to students on plagiarism. Clear and mandatory procedures have been defined for staff and alleged cases of serious plagiarism will be handled by two committees. Penalties for plagiarism should be considerably strengthened, involving in serious cases suspension from the University. It is suggested that better education of students about referencing and plagiarism, together with strong penalties, will decrease substantially the incidence of plagiarism.

Title: Department Chairs' Toolkit # 662
Source: University of Wisconsin **Co Area:**
Addl Info: <http://www.provost.wisc.edu/deptChairs/>
Abstract: Take an online walk through the Department Chairs' Toolkit. This Web site provides useful resources for department chairs including: key campus contacts, a full list of chairs and directors, documents, policies, reports, and recommended readings. Subjects include budget, personnel, data for decision making, faculty programs, and professional development offerings.

Department chairs are key leaders/administrators on a university campus with important responsibilities over budgets and personnel, as well as overall leadership over the academic mission of the unit. But because of the decentralized nature of our institution and the volume of materials available, department chairs, department administrators, deans and others some times do not know about the resource materials, training opportunities, policies, web sites and other resources available to help them perform their duties.

BEST PRACTICES, Academic

Title: Best Practices for Video Use and Online Courses

705

Source: University of Central Florida

Co Area:

Addl Info: <http://video.ucf.edu/bestpractices/>

Abstract: As with many things in academia, there are thousands of ways to develop, create, and deliver video. This area has been created to help you sift through the multitude of ways and find the most effective uses for video. Within this section you'll find a place where groups showcase their research and development into best practices for video use. Not only will you get an opportunity to read about Best Practices being developed, you'll also be able to see samples and read how individuals have utilized the best practices that are shown throughout this section.

Best Practice Categories

- * Best practices for Video Use in Online Courses
- * Best Practices for Video Use on the Web

BEST PRACTICES, Academic

Title: Resources for Faculty and Staff

709

Source: Arizona State University

Co Area:

Addl Info: <http://graduate.asu.edu/bestpractices.html> (Now required password - see <http://graduate.asu.edu/facultyandstaff.html>)

Abstract: Best Practices are programs, activities, and presentations that might foster the strengthening of your programs. They represent both national and ASU practices that might prove helpful.

* Presentations

- o Strategic Graduate Enrollment Planning (Dr. M. T. Allison, 11/03/05)
- o Satisfactory Academic Progress (Dr. F. Ozel, 11/16/05)

* Departmental Contributions

- o Graduate Database (Department of Psychology)
- o Launching an MAS Program (Department of Geography)
- o Graduate Program Checklists (Department of Geography)

* Responsive Ph.D.

* Carnegie Initiative on the Doctorate (CID)

Three convening's were held in the summer of 2005, and each included departmental representatives from each of six disciplines:

- o Developing Effective Teachers: www.cf-cid.org/theme_one.htm
- o Developing Researchers and Scholars: www.cf-cid.org/theme_two.htm

o Supporting Intellectual Community: www.cf-cid.org/theme_three.htm

* Recruitment Best Practices

BEST PRACTICES, Academic

Title: I Wish Someone Had Told Me... A Guide to Personnel Issues Facing Department Chairs # 748
Source: Iowa State University **Co Area:**
Addl Info: <http://www.provost.iastate.edu/office/I-Wish-Someone-Had-Told-Me.ppt>
Abstract: Good PowerPoint Presentations about issues facing department chairs
...That it will be hard to hold my friends accountable
...That good communication skills are as important as detailed knowledge of university policies
...A lot more about university policies
...A little more about the hiring process
...That I can ask for help and
...About sources and resources

Also see Top 10 Scenarios
<http://www.provost.iastate.edu/office/SCENARIOS-I-Wish.ppt>

Title: Homer's Physics Seminar Series # 948
Source: McGill University **Co Area:**
Addl Info: http://www.caubo.ca/awards/documents/QP_Rich_UM_Summer_07_E.pdf
Abstract: Page 3 - Homer's Physics is a seminar series geared for non-researchers within McGill's Physics Department. This 'in-reach' program is designed to inform the department's technical, clerical and managerial staff what the researchers are working on and how their support has benefited this research. On a monthly basis, researchers present their work in language that 'Homer Simpson' would understand – hence the name.

The issue of integrating new professors within the department led to the inception of the series. Newer staff is often unaware of the resources available when arriving in an institution. An informal method to introduce them to the support staff was to hold research seminars in which researchers present their work and support staff become aware of the research being done, which enables them to offer better assistance. This original team-building exercise also allowed for significant productivity benefits. Being informed on the department's activities, better purchasing decisions are made, thus benefiting from economies of scale.

These seminars have resulted in a higher level of understanding, respect, appreciation, and team-building within the department. They have also contributed to cost savings on equipment, tools, and chemicals purchases.

BEST PRACTICES, Academic

Title: Labor memo: 'Best Practices' paved way for agreement # 957

Source: Yale University

Co Area:

Addl Info: <http://www.yaledailynews.com/articles/view/28512>

Abstract: The primary reason a union agreement was even possible this early was the “Best Practices” initiative, union members said over the weekend. Established by University officials after union leadership pushed for the program in the 2002 contract, Best Practices is a labor management program designed to increase communication between the University and its workers.

It can also be described as a set of closed-door discussions between the University administrators and union officials to talk about their demands and concerns before contract negotiations. The interest-based problem solving model was based on models at various corporations across the nation.

Title: Linking Faculty Pay to Performance: A Multi-Mission Model # 978

Source: University of South Florida

Co Area:

Addl Info: http://www.sacubo.org/sacubo_resources/best_practices/2009.html

Abstract: Since approximately eighty percent of the total USF College of Medicine budget is allocated to faculty and staff compensation, the Dean charged a college-wide Council to develop a Pay for Performance System that would improve productivity and maximize salary dollars by setting clear performance expectations for faculty and staff, directly linking their pay to their performance.

Even though the AIMS Pay for Performance Plan is in its first full year of implementation, the project has already benefited the College of Medicine in the following ways:

- The “culture” is changing to focus on outcomes and improved productivity
- Patient Care productivity has increased over the past two years
- Performance data is readily available, saving hundreds of hours of staff time in compiling reports from 13 separate data bases
- Clinician faculty response to requests for education program support has increased
- Clinical Departments are developing discipline specific metrics to supplement the College-wide performance criteria
- Raised awareness among clinicians regarding distribution of educational responsibilities within divisions and payer mix impact on revenues
- Helped to strengthen relationship with our major teaching hospital as hospital performance metrics are included in the AIMS Plan