John M Braxton

List of Publications by Year
in descending order

77	1,964	304701	276858
papers	citations	22	41
		h-index	g-index

80	80	80	822
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	The Use of Google Scholar for Tenure and Promotion Decisions. Innovative Higher Education, 2022, 47, 639-660.	2.5	6
2	Expanding the Student Persistence Puzzle to Minority Serving Institutions: The Residential Historically Black College and University Context. The Journal of College Student Retention: Researchory and Practice, 2021, 22, 676-698.	1.5	7
3	What We Talk about When We Talk about Rigor: Examining Conceptions of Academic Rigor. Journal of Higher Education, 2021, 92, 1140-1163.	2.7	5
4	Community college faculty engagement in the scholarship of teaching and learning. New Directions for Community Colleges, 2021, 2021, 157-173.	0.5	6
5	Inviolable Norms of Primary Role Advisors. NACADA Journal, 2020, 40, 74-84.	0.4	2
6	The Influence of Academic Rigor on Factors Related to College Student Persistence. New Directions for Higher Education, 2018, 2018, 73-87.	0.5	7
7	Codes of Conduct for Undergraduate Teaching in Four Types of Colleges and Universities. Innovative Higher Education, 2018, 43, 289-302.	2.5	4
8	Inventorying the Scholarship of Teaching and Learning Literature. Higher Education, 2018, , 81-125.	1.2	10
9	The Scholarship of Practice and Stewardship of Higher Education. New Directions for Higher Education, 2017, 2017, 95-102.	0.5	3
10	Contributions to Types of Professional Knowledge by Higher Education Journals. New Directions for Higher Education, 2017, 2017, 9-20.	0.5	6
11	Organizational Assessment to Improve College Student Persistence. Strategic Enrollment Management Quarterly, 2017, 5, 80-87.	0.2	2
12	Tweaking the Culture of the Community College. New Directions for Community Colleges, 2015, 2015, 77-85.	0.5	5
13	Community College Faculty Engagement in Boyer's Domains of Scholarship. New Directions for Community Colleges, 2015, 2015, 7-14.	0.5	9
14	Appendix: Description of Research Methods and Analyses for Chapters 1 and 2. New Directions for Community Colleges, 2015, 2015, 87-95.	0.5	3
15	Types of Faculty Scholars in Community Colleges. New Directions for Community Colleges, 2015, 2015, 15-19.	0.5	5
16	Identifying Inviolable Behavioral Norms of Campus Housing and Residence Life Professionals. Journal of Student Affairs Research and Practice, 2015, 52, 359-373.	0.9	1
17	Delineating Scholarly Types of College and University Faculty Members. Journal of Higher Education, 2013, 84, 301-328.	2.7	7
18	Delineating Scholarly Types of College and University Faculty Members. Journal of Higher Education, 2013, 84, 301-328.	2.7	7

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19	Introduction: The importance of codes of conduct for academia. New Directions for Higher Education, 2012, 2012, 1-4.	0.5	6
20	The existence of codes of conduct for undergraduate teaching in teaching-oriented four-year colleges and universities. New Directions for Higher Education, 2012, 2012, 61-72.	0.5	1
21	Reflections on codes of conduct: Asymmetries, vulnerabilities, and institutional controls. New Directions for Higher Education, 2012, 2012, 89-97.	0.5	2
22	Norms and the Work of Colleges and Universities: Introduction to the Special Issueâ€"Norms in Academia. Journal of Higher Education, 2010, 81, 243-250.	2.7	12
23	The Criticality of Norms to the Functional Imperatives of the Social Action System of College and University Work. Journal of Higher Education, 2010, 81, 416-429.	2.7	4
24	Norms and the Work of Colleges and Universities: Introduction to the Special Issueâ€"Norms in Academia. Journal of Higher Education, 2010, 81, 243-250.	2.7	12
25	Cataloging and Comparing Institutional Efforts to Increase Student Retention Rates. The Journal of College Student Retention: Researchory and Practice, 2009, 11, 123-139.	1.5	10
26	The role of active learning in college student persistence. New Directions for Teaching and Learning, 2008, 2008, 71-83.	0.4	76
27	Toward a scholarship of practice centered on college student retention. New Directions for Teaching and Learning, 2008, 2008, 101-112.	0.4	9
28	Toward a Theory of Faculty Professional Choices in Teaching That Foster College Student Success. , 2008, , 181-207.		15
29	Shaping Retention from Research to Practice. The Journal of College Student Retention: Researchory and Practice, 2007, 9, 377-399.	1.5	43
30	Cataloging institutional efforts to understand and reduce college student departure. New Directions for Institutional Research, 2006, 2006, 25-32.	0.2	6
31	Using Student Norms: To Create Positive Learning Environments. About Campus Enriching the Student Learning Experience, 2005, 9, 2-7.	0.2	0
32	Reflections on a Scholarship of Practice. Review of Higher Education, 2005, 28, 285-293.	1.3	23
33	Introduction: Faculty and student classroom improprieties. New Directions for Teaching and Learning, 2004, 2004, 3-7.	0.4	4
34	Incidence and student response to faculty teaching norm violations. New Directions for Teaching and Learning, 2004, 2004, 35-40.	0.4	7
35	The influence of teaching norm violations on the welfare of students as clients of college teaching. New Directions for Teaching and Learning, 2004, 2004, 41-46.	0.4	3
36	The Fulfillment of Expectations for College and Student Departure Decisions. The Journal of College Student Retention: Researchory and Practice, 2002, 3, 381-396.	1.5	27

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37	Students as Tenuous Agents of Social Control of Professorial Misconduct. Peabody Journal of Education, 2002, 77, 101-124.	1.3	18
38	Evaluating scholarship performance: Traditional and emergent assessment templates. New Directions for Institutional Research, 2002, 2002, 19-32.	0.2	30
39	Preparation for professional self-regulation. Science and Engineering Ethics, 2001, 7, 593-610.	2.9	27
40	Normative Support for Improving Undergraduate Education in Teaching-Oriented Colleges. Research in Higher Education, 2001, 42, 569-592.	1.7	6
41	Powerful Institutional Levers to Reduce College Student Departure. The Journal of College Student Retention: Researchory and Practice, 2001, 3, 91-118.	1.5	38
42	The Fostering of Social Integration and Retention through Institutional Practice. The Journal of College Student Retention: Researchory and Practice, 2001, 3, 57-71.	1.5	81
43	The Influence of Active Learning on the College Student Departure Process. Journal of Higher Education, 2000, 71, 569-590.	2.7	233
44	Tinto's Separation Stage and Its Influence on First-Semester College Student Persistence. Research in Higher Education, 2000, 41, 251-268.	1.7	97
45	The Influence of Active Learning on the College Student Departure Process: Toward a Revision of Tinto's Theory. Journal of Higher Education, 2000, 71, 569.	2.7	212
46	Theory Elaboration and Research and Development: Toward a Fuller Understanding of College Student Retention. The Journal of College Student Retention: Researchory and Practice, 1999, 1, 93-97.	1.5	23
47	AFFINITY DISCIPLINES AND THE USE OF PRINCIPLES OF GOOD PRACTICE FOR UNDERGRADUATE EDUCATION. Research in Higher Education, 1998, 39, 299-318.	1.7	46
48	Title is missing!. Research in Higher Education, 1998, 39, 103-119.	1.7	150
49	The Normative Structure of Community College Teaching. Journal of Higher Education, 1998, 69, 187-205.	2.7	14
50	The Implications of Teaching Norms for the Improvement of Undergraduate Education. Journal of Higher Education, 1996, 67, 603-625.	2.7	18
51	An Alternative Definition of Quality of Undergraduate College Education: Toward Usable Knowledge for Improvement. Journal of Higher Education, 1996, 67, 483-497.	2.7	18
52	Contrasting perspectives on the relationship between teaching and research. New Directions for Institutional Research, 1996, 1996, 5-14.	0.2	55
53	Public trust, research activity, and the ideal of service to students as clients of teaching. New Directions for Institutional Research, 1996, 1996, 79-91.	0.2	5
54	Personal Experiences of Research Misconduct and the Response of Individual Academic Scientists. Science Technology and Human Values, 1996, 21, 198-213.	3.1	14

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55	The Implications of Teaching Norms for the Improvement of Undergraduate Education. Journal of Higher Education, 1996, 67, 603.	2.7	26
56	An Alternative Definition of Quality of Undergraduate College Education: Toward Usable Knowledge for Improvement. Journal of Higher Education, 1996, 67, 483.	2.7	26
57	Anticipatory socialization of undergraduate college teaching norms by entering graduate teaching assistants. Research in Higher Education, 1995, 36, 671-686.	1.7	7
58	Expectations for college and student persistence. Research in Higher Education, 1995, 36, 595-611.	1.7	120
59	Disciplines with an affinity for the improvement of undergraduate education. New Directions for Teaching and Learning, 1995, 1995, 59-64.	0.4	25
60	Perceptions of Research Misconduct and an Analysis of Their Correlates. Journal of Higher Education, 1994, 65, 351-372.	2.7	15
61	Misconduct and social control in science: issues, problems, solutions. Journal of Higher Education, 1994, 65, 373-83.	2.7	17
62	Deviancy from the norms of science: The effects of anomie and alienation in the academic profession. Research in Higher Education, 1993, 34, 213-228.	1.7	15
63	Toward the evolution of assessment: Turning attention to the instructional process. Assessment Update, 1993, 5, 11-11.	0.2	3
64	Selectivity and Rigor in Research Universities. Journal of Higher Education, 1993, 64, 657.	2.7	20
65	Teaching performance norms in academia. Research in Higher Education, 1992, 33, 533-569.	1.7	27
66	The Influence of Graduate Department Quality on the Sanctioning of Scientific Misconduct. Journal of Higher Education, 1991, 62, 87-108.	2.7	10
67	The Influence of Graduate Department Quality on the Sanctioning of Scientific Misconduct. Journal of Higher Education, 1991, 62, 87.	2.7	13
68	Deviancy from the norms of science: A test of control theory. Research in Higher Education, 1990, 31, 461-476.	1.7	13
69	Melding Organizational and Interactional Theories of Student Attrition: A Path Analytic Study. Review of Higher Education, 1989, 13, 47-61.	1.3	41
70	Institutional variability in faculty conformity to the norms of science: A force of integration or fragmentation in the academic profession?. Research in Higher Education, 1989, 30, 419-433.	1.7	14
71	The influence of student problems on student withdrawal decisions: An autopsy on ?autopsy? studies. Research in Higher Education, 1988, 28, 241-253.	1.7	31
72	Quality of graduate department origin of faculty and its relationship to undergraduate course examination questions. Research in Higher Education, 1988, 28, 145-159.	1.7	11

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73	Assessing faculty scholarly performance. New Directions for Institutional Research, 1986, 1986, 25-42.	0.2	21
74	Selective Liberal Arts Colleges: Higher Quality as well as Higher Prestige?. Journal of Higher Education, 1985, 56, 538.	2.7	22
75	Teaching as Performance of Scholarly-Based Course Activities: A Perspective on the Relationship Between Teaching and Research. Review of Higher Education, 1983, 7, 21-33.	1.3	10
76	Faculty uses of doctoral training: Consideration of a technique for the differentiation of scholarly effort from research activity. Research in Higher Education, 1982, 16, 265-282.	1.7	32
77	At the Intersection of Institutional Identity and Type. Journal of Academic Ethics, 0, , 1.	2.2	1