Changing Practices in Evaluating Teaching

A Practical Guide to Improved Faculty Performance and Promotion/Tenure Decisions

PETER SELDIN
and Associates

Changing Practices In Evaluating Teaching A Practical Guide To Improved Faculty Performance And Promotion

Katherine E. Ryan

Changing Practices In Evaluating Teaching A Practical Guide To Improved Faculty Performance And Promotion:

Changing Practices in Evaluating Teaching Peter Seldin,1999-08-15 Over recent decades the evaluation of teaching has undergone dramatic change In accessible language and supportive detail Changing Practices in Evaluating Teaching provides not only a cogent overview of these changes but also reflects on current developments to present several useful strategies for implementing new tools and methods in the evaluation of teaching The authors are all prominent educators who have performed seminal work in the improvement of teaching evaluation Written for university and college administrators as well as faculty this book is a complete guidebook that supplies a wealth of case studies examples tables Web sites and exhibits that further enhance its utility It explains how to Gain genuine faculty and administrative support Avoid common weaknesses in teaching evaluation by students peers and self Evaluate teaching by examining student learning Successfully combine disparate sources of data Establish a climate conducive to evaluation How to structure and use classroom visits rating forms electronic classroom assessment and teaching portfolios Changing Practices in Evaluating Teaching makes evident the compelling reasons why colleges and universities must institute fair teaching evaluation systems and explains how to do so With a notable focus on improving student learning this book offers readers the kind of research based and ready to use information required to foster truly effective and equitable teaching evaluation at their institutions

Handbook of Quality Assurance for University Teaching Roger Ellis,Elaine Hogard,2018-07-03 This practical and authoritative handbook provides a comprehensive overview of the issues and approaches to assuring quality in university teaching Including contributions from major international figures the book contains a wealth of ideas and practical advice to help universities commit to quality in teaching and offers insights into how the topics raised can be directly applied The book initially identifies some of the key issues surrounding the topic such as the evidence based identification of teaching quality the training of university lecturers and faculty external and internal quality assurance the tension between professional autonomy and governmental regulation and the involvement of students in developing quality It then moves on to present ideas and initiatives to address these problems tackling the subject through four sections Assuring Quality questioning what quality assurance means and how it might be practised Identifying Quality examining what knowledge exists at present and how it might be further researched Developing Quality investigating the development of staff through teacher training and appraisal Case Studies of Quality Assurance reviewing six case studies of quality assurance in a range of contrasting subjects including the professional subjects of Medicine Nursing and Teacher Training which are also addressed systemically in the first section Full of practical advice Handbook of Quality Assurance for University Teaching is an invaluable and unique resource for Faculty Subject Leaders University Administrators and Quality Assessors *The Essential Department Chair* Jeffrey L. Buller,2011-12-01 THE ESSENTIAL DEPARTMENT CHAIR This second edition of the informative and influential The Essential Department Chair offers academic chairs and department heads the information they need to excel in their

roles This book is about the how of academic administration for instance how do you cultivate a potential donor for much needed departmental resources How do you persuade your department members to work together more harmoniously How do you keep the people who report to you motivated and capable of seeing the big picture Thoroughly revised updated and expanded this classic resource covers a broad spectrum of timely topics and is now truly more than a guide it s a much needed desk reference that tells you everything you need to know to be a department chair The Essential Department Chair contains information on topics such as essentials of creating a strategic plan developing and overseeing a budget key elements of fundraising preparing for the role of chair meeting the challenges of mentoring to increase productivity and creating a more collegial atmosphere The book also explores the chair s role in the search process shows how to conduct a successful interview and what to do when it s time to let someone go And the author includes suggestions for the best practices to adopt when doing an evaluation or assessment The Essential Department Chair Second Edition contains a wealth of new realistic case studies to equip leaders in this pivotal position to excel in departmental and institutional life **Higher Education: Handbook of Theory and Research** J.C. Smart,2012-12-06 Human Resources for Health leadership and management: a prototype curricula package World Health Organization,2022-09-09 This book provides a comprehensive prototype curriculum for a master s course in Human Resources for Health HRH leadership and management Developed by the World Health Organization it aims to strengthen HRH competencies in various health systems The curriculum addresses challenges related to achieving universal health coverage by 2030 focusing on policy development recruitment retention and performance of health workers It includes modules on health systems leadership governance health labor market analysis HRH education and research methodologies Intended for managers and experts in HRH this resource supports capacity building for effective health workforce management **Guide to College Writing Assessment** Peggy O'Neill,Cindy Moore,Brian Huot,2009-04-15 While most English professionals feel comfortable with language and literacy theories assessment theories seem more alien English professionals often don t have a clear understanding of the key concepts in educational measurement such as validity and reliability nor do they understand the statistical formulas associated with psychometrics But understanding assessment theory and applying it by those who are not psychometricians is critical in developing useful ethical assessments in college writing programs and in interpreting and using assessment results A Guide to College Writing Assessment is designed as an introduction and source book for WPAs department chairs teachers and administrators Always cognizant of the critical components of particular teaching contexts O Neill Moore and Huot have written sophisticated but accessible chapters on the history theory application and background of writing assessment and they offer a dozen appendices of practical samples and models for a range of common assessment needs Because there are numerous resources available to assist faculty in assessing the writing of individual students in particular classrooms A Guide to College Writing Assessment focuses on approaches to the kinds of assessment that typically happen outside of individual

classrooms placement evaluation exit examination programmatic assessment and faculty evaluation Most of all the argument of this book is that creating the conditions for meaningful college writing assessment hinges not only on understanding the history and theories informing assessment practice but also on composition programs availing themselves of the full range of available assessment practices *Developing a Comprehensive Faculty Evaluation System* Raoul A. Arreola,2007 Based on thirty six years of research and experience building and operating large scale faculty evaluation systems and consulting to thousands of college and university personnel the author has established an eight step process for building a comprehensive evaluation system These steps include Determining the faculty role model Determining the faculty role model parameter values Determining roles in the faculty role model Determining role component weights Determining appropriate sources of information Determining the source impact weights Determining how information should be gathered and Completing the system by selecting or designing forms protocols and rating scales In this third edition each step including the definitions of the various roles to be evaluated has been expanded and enhanced based on the experiences of many institutions that have followed the procedure outlined in the book The third edition also features a new introduction fresh research in the field updated forms and procedures a new detailed case study of an institution that developed a Web enabled computer supported system based on the eight step process and a new body of work that defines the professoriate as a meta profession with a rubric for defining more than twenty faculty skill sets Readers will learn how to generate and use an overall composite rating in promotion tenure merit pay and post tenure review decisions they will also discover the issues in designing or finding using and cataloging student rating forms Sample forms worksheets models and sample faculty evaluation manuals round out this practical user friendly handbook for anyone developing a faculty evaluation system Gender Equality and Women's Empowerment in Education Delfín Ortega-Sánchez,Esther Sanz De La Cal,Jaime Ibáñez Quintana,Beatrice Borghi,2022-02-23

Instructional Improvement Programs Scott Walter,Lisa Janicke Hinchliffe,2005 *Proceedings of the Annual Meeting* National Association of Schools of Music,2004 **Evaluating Teaching in Higher Education: A Vision for the Future** Katherine E. Ryan,2000-10-26 This issue analyzes the strengths and weaknesses of current approaches to evaluating teaching and recommends practical strategies for both improving current evaluation methods and developing new ones The contributors provide an overview of new techniques such as peer evaluations portfolios and student ratings of instructors and technologies that can help instructors become more effective and help institutions demonstrate that effectiveness This is the 83rd issue of the quarterly journal New Directions for Teaching and Learning **Managing People** Deryl R. Leaming,2003-11-15 One of the most challenging responsibilities of being a college department chair or dean is to effectively manage the diverse and independent intellectuals that form the typical college faculty Many administrators not only complain about the amount of time they devote to grappling with problems between faculty and staff members but many also feel inadequately trained for resolving the problems they with which they are confronted Managing People helps administrators

handle the challenges they face when dealing with everyday personnel management problems A collection of 13 essays this book is written by experienced chairs deans and vice presidents who offer sensible advice based on personal experience and scholarly research Each essay tackles a different aspect of people management explaining the dimensions and subtleties of the issue as well as offering targeted suggestions and resources Topics include An analysis of how self understanding is essential to any leader Strategies for working with faculty and staff in a sincere and authentic manner Approaches to positive leadership Tips on achieving consensus among faculty Advice on conducting departmental or college meetings that create cohesion The different types of detractors or difficult individuals and how best to deal with them An explanation of how to eliminate negative defenses Evaluations as useful for enhancing faculty performance and satisfaction Ways in which to build and maintain faculty morale This book offers readers a practical guide on how to better manage faculty and staff in order to realize shared visions and positively impact their institutions *A Guide to Faculty Development* Kay Herr Gillespie,2002 Some material in this book is based on A Handbook for new practitioners published by New Forums Press in 1988 T p verso

A Guide to Teaching Introductory Psychology Sandra Goss Lucas,2008-05-19 Focusing on the critical aspects of teaching introductory psychology to undergraduate students this title includes ideas tips and strategies for effectively teaching this course and provides useful answers to commonly asked questions Reference & User Services Quarterly ,2005 **Evaluating Teachers of Writing** Christine A. Hult,1994 Describing the various forms evaluation can take this book delineates problems in evaluating writing faculty and sets the stage for reconsidering the entire process to produce a fair equitable and appropriate system The book discusses evaluation through real life examples evaluation of writing faculty by literature faculty student evaluations of teachers peer evaluation videotaped evaluation of class sessions and standard departmental numerical evaluation Chapters in the Background and Theory section are 1 Introduction Christine A Hult 2 Evaluating the Teacher of Writing Questions of Ideology David Bleich and 3 Evaluating College Teaching An Overview Jesse Jones Chapters in the Evaluation Methods section are 4 The Devil Is in the Details A Cautionary Tale Edward M White 5 Peer Review of Writing Faculty Ellen Strenski 6 The Observer Observed Retelling Tales in and out of School Anne Marie Flanagan 7 E VALUE D When Writing Teachers Teach Literature Michael J Vivion 8 Making Better Use of Student Evaluations of Teachers Peter Elbow and 9 Using Microteaching to Evaluate Teaching Assistants in a Writing Program Mark A Baker and Joyce A Kinkead Chapters in the Evaluating Specific Faculty Groups section are 10 Evaluating Adjunct Faculty David E Schwalm 11 Teaching Assistants as Collaborators in Their Preparation and Evaluation Irwin Weiser 12 Evaluating Teachers in Writing across the Curriculum Programs John C Bean and 13 Evaluating Teachers in Computerized Classrooms Deborah H Holdstein RS Serving on Promotion, Tenure, and Faculty Review Committees Robert M. Diamond,2002-01-15 Those involved in the promotion and tenure process such as provosts deans department chairs and committee members have found this book to be an essential resource rich in valuable suggestions To Improve the Academy Catherine M.

Wehlburg,Sandra Chadwick-Blossey,2003-09-15 An annual publication of the Professional and Organizational Development POD Network in Higher Education volume 22 of To Improve the Academy is a collection of articles that focus on the role of faculty instructional and organizational development in ensuring excellence in education Recognizing the urgency caused by a recent rash of budget and staff cuts and falling course enrollment the authors provide new perspectives on how to address the growing need for providing quality effective higher education The book is divided into six sections Section I Past Present and Future of SoTL provides an overview of the scholarship of teaching and learning Section II Assessment and Faculty Development presents tested methods for assessing both student learning and the impact of faculty development Section III Curriculum Design and Evaluation describes different tools for redesigning curriculum and improving student learning Section IV Faculty Development Tools presents models for enhancing current methods of faculty development Section V Student Learning and Faculty Development focuses on helping faculty work with students to enhance and improve their learning Section VI Faculty Development with Part Time Instructors includes ideas for integrating adjunct faculty and graduate students into the life of an institution This book makes sense of how the changing climate in higher education is affecting how when and in what circumstances American students are learning It offers an essential resource for improvement in higher education to faculty and instructional development staff department chairs deans student services staff chief academic officers and educational consultants **Teaching Evaluation Handbook** ,1993 **Benefits of Model Syllabi** Michael J. Strada,2006-08-24 No detailed examination of course syllabi in academia exists a void that Benefits of Model Syllabi seeks to fill This comprehensive and timely work defines explains and illustrates the concrete features exhibited by model syllabi in contrast to routine syllabi in an effort to demonstrate how model syllabi foster positive synergies and enhance teaching and learning experiences This work also infuses the dialogue about model syllabi with peripheral vision to reveal applications beyond the classroom walls Intended for instructional development centers higher education libraries instructors policy makers and department chairs this book shows how model syllabi provide tools to widen and deepen the process whereby teaching is appraised in higher education Benefits of Model Syllabi also shows how they can forge an unobtrusive feedback loop back to the classroom and strengthen curricular integration by establishing a fulcrum with which academic levels that often operate randomly courses programs general studies can be blended more meaningfully

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