

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

**Sandra Goss Lucas, Sandra Goss-
Lucas, Douglas A. Bernstein**



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

Teaching Psychology Sandra Goss Lucas, Sandra Goss-Lucas, Douglas A. Bernstein, 2004-12-13 Most new psychology instructors enter their first undergraduate classrooms with little or no formal preparation for their role as a teacher The goal of this book is to review the body of teaching research that is available as well as some of the well accepted lore so as to make the first foray into teaching psychology a positive experience *Teaching Psychology* outlines the major problems and issues confronting psychology teachers It presents an overview of the nuts and bolts of teaching psychology including dealing with troubled and troubling students choosing and using technology developing evaluation instruments and selecting methods for self evaluation Written by two award winning psychology professors with over 50 years of combined teaching experience the book offers a wide range of down to earth suggestions and immediately usable materials intended to help psychology teachers teach better and help students learn more The chapters are organized to roughly parallel the sequence of tasks that new psychology teachers face beginning with goal setting and ending with evaluation of one's teaching Each chapter is chockfull of helpful tools including checklists sample lecture notes writing assignments and grading criteria To make it easier to customize this material these tools are available on an accompanying CD along with a rating sheet for choosing a textbook a student grade record sheet a sample statement on academic integrity and a pool of less than perfect test items to hone item writing skills This book offers guidelines for teaching such as setting goals in line with 10 basic principles of effective teaching planning the basics including choosing a text writing a syllabus and creating a grading system setting a positive tone in the classroom providing tips on asking and answering questions promoting critical thinking and

evaluating student performance Intended for psychology graduate students who are learning to teach faculty who train psychology instructors and new psychology faculty at institutions ranging from high schools to universities as well as experienced faculty wishing to hone their teaching skills **Teaching Psychology** Douglas A. Bernstein, Sue Frantz, Stephen L. Chew, 2024-12-11 Now in its fourth edition Teaching Psychology A Step By Step Guide synthesizes the latest pedagogical research on effective teaching and translates it into recommendations for classroom application It explores the rapidly changing academic landscape and offers innovative ideas for teaching psychology and creating inclusive classrooms where all students can experience a sense of belongingness and psychological safety This comprehensive volume covers key topics such as planning a course choosing teaching methods that promote well being diversity and inclusion assimilating technology including Artificial Intelligence and the integration of teaching into the rest of your academic life The authors include an abundance of supportive supplementary content to guide and inform new teachers including their own real life anecdotes and examples Fully revised throughout this new edition analyses updated research on topics such as student evaluations of teaching establishing the value of your courses student motivation and trigger warnings This edition also features a completely new chapter on teaching psychology abroad and focuses on the goals of post pandemic teaching including harnessing the power of online and hybrid teaching environments Presenting a valuable and cutting edge guide for psychology teachers this book is a vital resource for those who are training psychology instructors or undertaking a teaching psychology course It is also a useful text for more experienced faculty who wish to reevaluate their current teaching practices and explore new teaching ideas and techniques Thirteen Strategies to Measure College Teaching Ronald A. Berk, 2023-07-03 Student evaluations of college teachers perhaps the most contentious issue on campus This book offers a more balanced approach Evaluation affects pay promotion and tenure so of intense interest to all faculty Major academic marketing and publicity Combines original research with Berk s signature wacky humor To many college professors the words student evaluations trigger mental images of the shower scene from Psycho with those bloodcurdling screams They re thinking Why not just whack me now rather than wait to see those ratings again This book takes off from the premise that student ratings are a necessary but not sufficient source of evidence for measuring teaching effectiveness It is a fun filled but solidly evidence based romp through more than a dozen other methods that include measurement by self peers outside experts alumni administrators employers and even aliens As the major stakeholders in this process both faculty AND administrators plus clinicians who teach in schools of medicine nursing and the allied health fields need to be involved in writing adapting evaluating or buying items to create the various scales to measure teaching performance This is the first basic introduction in the faculty evaluation literature to take you step by step through the process to develop these tools interpret their scores and make decisions about teaching improvement annual contract renewal dismissal merit pay promotion and tenure It explains how to create appropriate high quality items and detect those that can introduce bias and

unfairness into the results Ron Berk also stresses the need for triangulation the use of multiple complementary methods to provide the properly balanced comprehensive and fair assessment of teaching that is the benchmark of employment decision making This is a must read to empower faculty administrators and clinicians to use appropriate evidence to make decisions accurately reliably and fairly Don t trample each other in your stampede to snag a copy of this book Developing Faculty Learning Communities at Two-Year Colleges Susan Sipple, Robin Lightner, 2023-07-03 This book introduces community college faculty and faculty developers to the use of faculty learning communities FLCs as a means for faculty themselves to investigate and surmount student learning problems they encounter in their classrooms and as an effective and low cost strategy for faculty developers working with few resources to stimulate innovative teaching that leads to student persistence and improved learning outcomes Two year college instructors face the unique challenge of teaching a mix of learners from the developmental to high achievers that requires using a variety of instructional strategies and techniques Even the most experienced teachers can find this diversity demanding Faculty developers at many two year colleges still rely solely on the one day workshop model that while useful rarely results in sustained student centered changes in pedagogy or the curriculum and may not be practicable for the growing cohort of part time faculty members By linking work in the classroom with scholarship and reflection FLCs provide participants with a sense of renewed engagement and stimulate collegial exploration of ways to achieve educational excellence FLCs are usually faculty instigated and cross disciplinary and comprise groups of six to fifteen faculty that work collaboratively through regular meetings over an extended period of time to promote research and an exchange of experiences foster community and develop the scholarship of teaching FLCs alleviate burnout and isolation promote the development testing and peer review of new classroom strategies or technologies and lead to the reenergizing and professionalization of teachers This book introduces the reader to FLCs and to the Scholarship of Teaching and Learning offering examples of application in two year colleges Individual chapters describe among others an FLC set up to support course redesign an Adjunct Connectivity FLC to integrate part time faculty within a department and collaborate on the curriculum a cross disciplinary FLC to promote student self regulated learning and improve academic performance and persistence a critical thinking FLC that sought to define critical thinking in separate disciplines examine interdisciplinary cross over of critical thinking and measure critical thinking more accurately an FLC that researched the transfer of learning and developed strategies to promote students application of their learning across courses and beyond the classroom Each chapter describes the formation of its FLC the processes it engaged in what worked and did not and the outcomes achieved Just as when college faculty fail to remain current in their fields the failure to engage in continuing development of teaching skills will equally lead teaching and learning to suffer When two year college administrators restrain scholarship and reflection as inappropriate for the real work of the institution they are in fact hindering the professionalization of their teaching force that is essential to institutional mission and student success When FLCs are supported by leaders and

administrators and faculty learn that collaboration and peer review are valued and even expected as part of being a teaching professional they become intrinsically motivated and committed to collaboratively solving problems setting the institution on a path to becoming a learning organization that is proactive and adept at navigating change

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

To Improve the Academy Douglas Reimondo Robertson, Linda B. Nilson, 2007-10-12 An annual publication of the Professional and Organizational Development Network in Higher Education POD To Improve the Academy offers a resource for improvement in higher education to faculty and instructional development staff department chairs faculty deans student services staff chief academic officers and educational consultants

Higher Education: Handbook of Theory and Research J.C. Smart, 2012-12-06

Top 10 Flashpoints in Student Ratings and the Evaluation of Teaching Ronald A. Berk, 2023-07-03 ATTENTION ALL FACULTY ADMINISTRATORS Another book on student ratings Are you kidding me Nope but this one is REALLY different Another review of the research or step by step on how to develop and interpret rating scales NOT Berk did that with Thirteen Strategies Designed to solve YOUR problems conflicts and confusion about how to evaluate teaching Written expressly for YOU with Berk s signature sense of humor FLASHPOINT a critical stage in a process trouble spot contentious issue volatile hot button or lowest temperature at which a flammable liquid will give off enough vapor to ignite The flashpoints covered are the topics that pop up the most frequently and heatedly on listservs blogs and the literature Each flashpoint is defined succinctly options are presented and then evidence based recommendations for concrete action steps are proffered in an effort to stop the popping The recommendations are grounded in psychometric professional and legal standards The last named in particular can protect you from costly litigation If you hire promote demote and fire full

and part time faculty based on student ratings and other measures then you are vulnerable to violations of federal anti discrimination laws Several flashpoints address procedures you can take to stay out of court If you are a faculty member you need to know whether your institution s measures of teaching are appropriate and defensible and what you should do if they are not Four sample flashpoints and solutions Use of global items for summative decisions SOLUTION Cease desist and use scale and subscale ratings Low response rate in online administrations SOLUTION 20 strategies to increase rates Scales to evaluate online and blended hybrid courses SOLUTION 7 strategies are suggested and evaluated Use of ratings for contract renewal pay raise teaching awards and promotion and tenure SOLUTION Applying 80 20 rule for adverse impact to avoid lawsuits related to unequal pay gender race ethnicity and age discrimination

Teacher Development in India Vijaya Sherry Chand,Samvet Kuril,Ketan Satish Deshmukh,2022-10-31 This volume shows how grassroots educational innovations and technology can be brought together in a fresh approach to human resource development in public social services Based on a three decade long engagement with innovation in public education this book provides an illustration of how teacher driven innovations can be transformed into learning objects for technology based professional development It describes how innovations can be identified screened and validated and disseminated through two mechanisms a clearinghouse based approach and grassroots innovation fairs It then demonstrates how these innovations can form the backbone of a third space problem based learning curriculum which can be delivered through a technology platform for large scale professional development The book offers guidance on practical ways of doing this and on evaluating the curriculum s impact with case studies of programmes that covered thousands of teachers This book will be of interest to teachers students and professionals in education teacher education digital education information technology communication and media studies It will also be useful to educationists policymakers teacher educators educational institutions online education centres and practitioners involved in professional development education and training in developing countries

A Guide to Teaching Introductory Psychology Sandra Goss Lucas,2009-01-22 A Guide to Teaching Introductory Psychology focuses on the critical aspects of teaching introductory psychology to undergraduate students It includes ideas tips and strategies for effectively teaching this course and provides useful answers to commonly asked questions A concise and accessible guide to teaching introductory courses in Psychology Begins with an orienting history of the course Evaluates current trends in teaching and offers suggestions for developing personal techniques Addresses a number of relevant issues including how to teach difficult topics linking course content to everyday experience developing and using class presentations lectures and active learning ideas and increasing interest in course topics Supported by a website that provides links to useful websites and handouts that instructors can use in their classes <http://www.blackwellpublishing.com/teachpsychscience/lucas>

International Handbook on Teaching and Learning Economics Gail Mitchell Hoyt,KimMarie McGoldrick,2012 The International Handbook on Teaching and Learning Economics is a power packed resource for anyone interested in investing

time into the effective improvement of their personal teaching methods and for those who desire to teach students how to think like an economist It sets guidelines for the successful integration of economics into a wide variety of traditional and non traditional settings in college and graduate courses with some attention paid to primary and secondary classrooms The International Handbook on Teaching and Learning Economics is highly recommended for all economics instructors and individuals supporting economic education in courses in and outside of the major This Handbook provides a multitude of rich resources that make it easy for new and veteran instructors to improve their instruction in ways promising to excite an increasing number of students about learning economics This Handbook should be on every instructor s desk and referenced regularly Tawni Hunt Ferrarini The American Economist In delightfully readable short chapters by leaders in the sub fields who are also committed teachers this encyclopedia of how and what in teaching economics covers everything There is nothing else like it and it should be required reading for anyone starting a teaching career and for anyone who has been teaching for fewer than 50 years Daniel S Hamermesh University of Texas Austin US The International Handbook on Teaching and Learning Economics provides a comprehensive resource for instructors and researchers in economics both new and experienced This wide ranging collection is designed to enhance student learning by helping economic educators learn more about course content pedagogic techniques and the scholarship of the teaching enterprise The internationally renowned contributors present an exhaustive compilation of accessible insights into major research in economic education across a wide range of topic areas including Pedagogic practice teaching techniques technology use assessment contextual techniques and K 12 practices Research findings principles courses measurement factors influencing student performance evaluation and the scholarship of teaching and learning Institutional administrative issues faculty development the undergraduate and graduate student and international perspectives Teaching enhancement initiatives foundations organizations and workshops Grounded in research and covering past and present knowledge as well as future challenges this detailed compendium of economics education will prove an invaluable reference tool for all involved in the teaching of economics graduate students new teachers lecturers faculty researchers chairs deans and directors

Principles of Assessment in Medical Education Tejinder Singh, Anshu, 2021-10-30 Chapter 1 Assessment The Basics Chapter 2 Assessment of Clinical Competence A Curtain Raiser Chapter 3 Assessment of Knowledge Free Response Type Questions Chapter 4 Assessment of Knowledge Selection Type Questions Chapter 5 Assessment of Knowledge Multiple Choice Questions Chapter 6 Question Paper Setting Chapter 7 The Long Case Chapter 8 Objective Structured Clinical Examination Chapter 9 Direct Observation based Assessment of Clinical Skills Chapter 10 Oral Examinations Chapter 11 Portfolios for Assessment Chapter 12 Assessment of Professionalism and Ethics Chapter 13 Workplace based Assessment Chapter 14 Competency based Assessment Chapter 15 Community based Assessment Chapter 16 Assessment for Learning Chapter 17 Assessment for Selection Chapter 18 Programmatic Assessment Chapter 19 Internal Assessment Basic Principles Chapter 20

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The Essential College Professor Jeffrey L. Buller, 2009-11-19 The Essential College Professor is about the how and why of being a faculty member today Based on the author's series of highly successful faculty development workshops each chapter deals concisely with the most important information college professors need at their fingertips when confronted by a particular challenge or faced with an exciting opportunity Written both as a comprehensive guide to an academic career and as a ready reference to be consulted whenever needed The Essential College Professor emphasizes proven solutions over untested theories and stresses what faculty members have to know now in order to be successful in their careers Each chapter is concluded by a short exercise that faculty members can perform to help them for instance completely revise a course by restructuring the syllabus and course materials bring new life to a research project by reframing it as a book proposal or grant application and so on

Online Student Ratings of Instruction D. Lynn Sorenson, Trav D. Johnson, 2011-09-28 This volume examines the development and growing use of online student ratings and the potential impact online rating systems will have on the future of students evaluations of teaching The contributors demonstrate how the preference for online evaluation is growing even amidst challenges and doubt Sharing their first hand experience as researchers and administrators of online systems they explore major concerns regarding online student ratings and suggest possible solutions D Lynn Sorenson and Christian M Reiner review existing online rating systems that have been developed independently across the globe Kevin Hoffman presents the results of a national survey that tracks the increased use of the Internet for student ratings of instruction At Northwestern University Nedra Hardy demonstrates how ongoing research about online student evaluations is helping to dispel common misperceptions Application of online rating systems can present institutions with new challenges and obligations Trav D Johnson details a case study based on five years of research in the response rates for one university's online evaluation system and suggests strategies to increase student participation Reviewing online reporting of results of online student ratings Donna C Llewellyn explores the emerging issues of security logistics and confidentiality Other chapters explore existing online systems highlighting their potential benefits for institution and instructor alike Beatrice Tucker Sue Jones Lean Straker and Joan Cole analyze Course Evaluation on the Web CEW a comprehensive online system for instructional feedback and improvement Cheryl Davis Bullock reviews the Evaluation Online EON system and its successful role in facilitating midcourse student feedback The fate of online rating may rest in the unique advantages it may or may not have over traditional ratings systems Debbie E McGhee and Nana Lowell compare online and paper based methods through mean ratings inter rater reliabilities and factor structure of items Comparing systems from another angle Timothy W Bothell and Tom Henderson examine the fiscal costs and benefits of

implementing an online evaluation system over paper based systems Finally Christina Ballantyne considers the prominent issues and thought provoking ideas for the future of online student ratings raised in this volume Together the contributors bring insight and understanding to the processes involved in researching and initiating innovations in online rating systems This is the 96th issues of the quarterly journal New Directions for Teaching and Learning *The Learning Portfolio* John Zubizarreta,2009-12-22 The learning portfolio is a powerful complement to traditional measures of student achievement and a widely diverse method of recording intellectual growth This second edition of this important book offers new samples of print and electronic learning portfolios An academic understanding of and rationale for learning portfolios and practical information that can be customized Offers a review of the value of reflective practice in student learning and how learning portfolios support assessment and collaboration Includes revised sample assignment sheets guidelines criteria evaluation rubrics and other material for developing print and electronic portfolios *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 *Resources in Education* ,1998 *Shaping the College Curriculum* Lisa R. Lattuca,Joan S. Stark,2009-08-17 Shaping the College Curriculum focuses on curriculum development as an important decision making process in colleges and universities The authors define curriculum as an academic plan developed in a historical social and political context They identify eight curricular elements that are addressed intentionally or unintentionally in developing all college courses and programs By exploring the interaction of these elements in context they use the academic plan model to clarify the processes of course and program planning enabling instructors and administrators to ask crucial questions about improving teaching and optimizing student learning This revised edition continues to stress research based educational practices The new edition consolidates and focuses discussion of institutional and sociocultural factors that influence curricular decisions All chapters have been updated with recent research findings relevant to curriculum leadership accreditation assessment and the influence of academic fields while two new chapters focus directly on learning research and its implications for instructional practice A new chapter drawn from research on organizational change provides practical guidance to assist faculty members and administrators who are engaged in extensive program improvements Streamlined yet still comprehensive and detailed this revised volume will continue to serve as an invaluable resource for individuals and groups whose work includes planning designing delivering evaluating and studying curricula in

higher education This is an extraordinary book that offers not a particular curriculum or structure but a comprehensive approach for thinking about the curriculum ensuring that important considerations are not overlooked in its revision or development and increasing the likelihood that students will learn and develop in ways institutions hope they will The book brings coherence and intention to what is typically an unstructured haphazard and only partially rational process guided more by beliefs than by empirically grounded substantive information Lattuca and Stark present their material in ways that are accessible and applicable across planning levels course program department and institution local settings and academic disciplines It s an admirable and informative marriage of scholarship and practice and an insightful guide to both Anyone who cares seriously about how we can make our colleges and universities more educationally effective should read this book Patrick T Terenzini distinguished professor and senior scientist Center for the Study of Higher Education The Pennsylvania State University

Handbook of the Teaching of Psychology William Buskist, Stephen F. Davis, 2008-04-15 The Handbook of the Teaching of Psychology is a state of the art volume that provides readers with comprehensive coverage and analysis of current trends and issues basic mechanics and important contextual variables related to effective teaching in psychology Uses concise and targeted chapters written by leading scholars in the field to explore a myriad of challenges in the teaching of psychology Employs a prescriptive approach to offer strategies and solutions to frequently occurring dilemmas Covers the gamut of current topics of interest to all current and future teachers of psychology

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