

# REFLECTIVE FACULTY EVALUATION

ENHANCING  
TEACHING AND  
DETERMINING  
FACULTY  
EFFECTIVENESS

JOHN A. CENTRA

# Reflective Faculty Evaluation Enhancing Teaching And Determining Faculty Effectiveness

**Dana S. Dunn, Maureen A.  
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Halonen**

## **Reflective Faculty Evaluation Enhancing Teaching And Determining Faculty Effectiveness:**

Reflective Faculty Evaluation John A. Centra, 1993-11-17 John A. Centra provides faculty members, administrators and faculty development specialists with the up to date approaches they need to evaluate and improve teaching. He underscores the importance of active methods of teaching and the need to evaluate those methods in less traditional ways. He discusses the value and proper use of self reports and portfolios and examines better ways to involve colleagues in evaluating and improving teaching.

**Effective Teaching in Higher Education** Raymond P. Perry, John C. Smart, 1997 Assists academic staff to develop their effectiveness as teachers and improve their students learning by giving practical guidelines and suggestions for teaching and a series of activities.

**Evaluating, Improving, and Judging Faculty Performance in Two-Year Colleges** Charles Finley, Richard I. Miller, Candace S. Vancko, 2000-03-30 With nearly 48 percent of all U.S. undergraduates attending community and technical colleges, the two year sector is an integral part of our nation's higher education system and a vital part of our nation's future. The need for effective faculty evaluation and professional development within two year colleges stems partly from the size of this sector and also from the diversity of its program offerings and its student body. Miller and his co authors bring timely authoritative and practical material to two audiences in this rapidly growing field of education: first teachers who have permanent appointments but could use professional development and improvement and second the already large and still growing number of part time instructors who could use more evaluating and improving. This book is intended to be a direct assistance for these groups as well as to administrators who must make personal decisions. This professional book is for human resource managers and staff development officers of two year colleges. A greater emphasis needs to be placed on human resource management according to Miller and his co authors that will result in better personnel decision making.

**Evaluating and Improving Undergraduate Teaching in Science, Technology, Engineering, and Mathematics** National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Recognizing, Evaluating, Rewarding, and Developing Excellence in Teaching of Undergraduate Science, Mathematics, Engineering, and Technology, 2003-01-19 Economic, academic and social forces are causing undergraduate schools to start a fresh examination of teaching effectiveness. Administrators face the complex task of developing equitable, predictable ways to evaluate, encourage and reward good teaching in science, math, engineering and technology. *Evaluating and Improving Undergraduate Teaching in Science, Technology, Engineering and Mathematics* offers a vision for systematic evaluation of teaching practices and academic programs with recommendations to the various stakeholders in higher education about how to achieve change. What is good undergraduate teaching? This book discusses how to evaluate undergraduate teaching of science, mathematics, engineering and technology and what characterizes effective teaching in these fields. Why has it been difficult for colleges and universities to address the question of teaching effectiveness? The committee explores the implications of differences between the research and teaching cultures.

and how practices in rewarding researchers could be transferred to the teaching enterprise How should administrators approach the evaluation of individual faculty members And how should evaluation results be used The committee discusses methodologies offers practical guidelines and points out pitfalls Evaluating and Improving Undergraduate Teaching in Science Technology Engineering and Mathematics provides a blueprint for institutions ready to build effective evaluation programs for teaching in science fields

**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      Online Collaborative Learning Communities Chih-Hsiun Tu,2004-12-30

Applicable at every academic level and in any subject the text offers practical guidelines that are based on effective current theories and the extensive online teaching experience of the author The book details 21 effective designs with guidelines strategies examples and tips to assist readers in designing their own Online Collaborative Learning Community regardless of grade level or delivery system online face to face or mixed      **Faculty Misconduct in Collegiate Teaching** John M. Braxton,Alan E. Bayer,2003-04-30 In Faculty Misconduct in Collegiate Teaching higher education researchers John Braxton and Alan Bayer address issues of impropriety and misconduct in the teaching role at the postsecondary level Braxton and Bayer define and examine norms of teaching behavior what they are how they come to exist and how transgressions are detected and addressed Do faculty members across various collegiate settings for example share views about appropriate and inappropriate teaching behaviors as they share expectations regarding actions related to research And what mechanisms are utilized to correct inappropriate behavior on the part of college and university teachers The authors work is based on survey results obtained from faculty members at research universities liberal arts colleges and two year community junior and technical colleges Braxton and Bayer s focus is on undergraduate teaching in four disciplines biology history mathematics and psychology In their analyses the authors examine how individual disciplinary and institutional differences influence professorial behavior In contrast to the more explicitly understood and enforced rules of conduct in research the authors find that teaching norms are informally defined and observed They argue that a formal code of ethics for undergraduate teaching would serve the dual purpose of improving undergraduate education and elevating the status of college teaching A groundbreaking study of contemporary academe Faculty Misconduct in Collegiate Teaching is required reading for all university and college instructors and administrators      University Teaching James Forest,2018-10-10

Originally published in 1998 University Teaching looks at the world of university and college teaching in the study of higher education Providing a broad perspective it examines preparation assessment and reward from cross cultural perspectives and explores the cultural and social influences that affect these dimensions The book provides a considerable richness in diversity of topics and authors and provokes the reader to observe the many commonalities in the thinking and approaches towards college teaching that pervade the higher education systems worldwide      **Teaching at Its Best** Linda B. Nilson,2016-06-22 The classic teaching toolbox updated with new research and ideas Teaching at Its Best is the bestselling research based toolbox for college instructors at any level in any higher education setting Packed with practical guidance proven techniques and expert perspectives this book helps instructors improve student learning both face to face and online

This new fourth edition features five new chapters on building critical thinking into course design creating a welcoming classroom environment helping students learn how to learn giving and receiving feedback and teaching in multiple modes along with the latest research and new questions to facilitate faculty discussion Topics include new coverage of the flipped classroom cutting edge technologies self regulated learning the mental processes involved in learning and memory and more in the accessible format and easy to understand style that has made this book a much valued resource among college faculty Good instructors are always looking for ways to improve student learning With college classrooms becoming increasingly varied by age ability and experience the need for fresh ideas and techniques has never been greater This book provides a wealth of research backed practices that apply across the board Teach students practical real world problem solving Interpret student ratings accurately Boost motivation and help students understand how they learn Explore alternative techniques formats activities and exercises Given the ever growing body of research on student learning faculty now have many more choices of effective teaching strategies than they used to have along with many more ways to achieve excellence in the classroom Teaching at Its Best is an invaluable toolbox for refreshing your approach and providing the exceptional education your students deserve

**Conference proceedings. ICT for language learning** Pixel,2013 *Education Research On Trial* Pamela B. Walters,Annette Lareau,Sheri Ranis,2009-01-13 Many have attacked education research as failing to meet standards of scientific rigor The thoughtful essays in this book offer an analysis of this debate on the failings of education research

*Building Sustainable Futures for Adult Learners* Jennifer K. Holtz,Stephen B. Springer,Carrie J. Boden,2014-10-01 Building Sustainable Futures for Adult Learners is an edited and refereed collection of papers published in conjunction with the joint Adult Higher Educational Alliance AHEA and American Association of Adult and Continuing Education Conferences AAACE This book is the third in a series of scholarly publications associated with the annual AHEA conference The book is arranged thematically according to the topics of submissions Building Sustainable Futures is important because it fills a unique niche in the field of adult education extends the scope of AHEA to a larger audience and offers a current volume for scholars and practitioners based on both research and practice based research

**Using Quality Benchmarks for Assessing and Developing Undergraduate Programs** Dana S. Dunn,Maureen A. McCarthy,Suzanne C. Baker,Jane S. Halonen,2010-12-21 Praise for Using Quality Benchmarks for Assessing and Developing Undergraduate Programs This welcome volume provides discipline friendly carefully crafted frameworks for focusing faculty and staff on the dimensions that matter to student learning and institutional effectiveness George D Kuh Chancellor s Professor and director Indiana University Center for Postsecondary Research A welcome contrast to narrow mechanical views of assessment this volume provides a comprehensive model for academic program improvement Readers will find a powerful framework flexible tools and a human touch that brings the whole process to life Pat Hutchings former vice president The Carnegie Foundation for the Advancement of Teaching Comprehensive in its scope detailed in its research and

analysis practical in its examples and recommendations this book provides a refreshingly developmental approach to program assessment and improvement Timothy Riordan associate provost Alverno College

**Teaching History at University** Alan Booth,2013-10-28 Alan Booth draws on a wide range of international research as well as the reflections and experiences of university historians linking theory and practice Teaching History at University examines how high quality history teaching and learning can be achieved in today s universities worldwide This is an essential resource for university teachers and all those who are responsible for ensuring the quality of teaching and learning policies and practices within their institutions

*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 humorTo 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

[Resources in Education](#) ,1999-10

**Higher Education: Handbook of Theory and Research** Michael B. Paulsen,2014-07-08 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities Each chapter provides a comprehensive review of research findings on a selected topic critiques the research literature in terms of its conceptual and methodological rigor and sets forth an agenda for future research intended to advance knowledge on the chosen topic The Handbook focuses on a comprehensive set of central areas of study in higher education that encompasses the salient dimensions of scholarly and

policy inquiries undertaken in the international higher education community Each annual volume contains chapters on such diverse topics as research on college students and faculty organization and administration curriculum and instruction policy diversity issues economics and finance history and philosophy community colleges advances in research methodology and more The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world

Higher Education Christian Gilde, 2007-06-15 Higher Education Open for Business addresses a problem in higher learning which is newly recognized in the academic spotlight the overcommercialization of higher education The book asks that you the reader think about the following Did you go to a Coke or Pepsi school Do your children attend a Nike or Adidas school Is the college in your town a Dell or Gateway campus These questions should not be a primary concern for students parents or faculty in an environment that has to allow students to freely focus on learning But in a time of fiscal uncertainty can higher education ignore the benefits of commercial ventures It may seem foolish to do so However commercialism has gotten too close to certain aspects of academia such as the campus environment classroom activities academic research and college sports This disturbing encroachment of academic ground is addressed in Higher Education Open for Business by a diverse host of authors who are closely involved in higher learning Using Cases in Higher Education James P.

Honan, Cheryl Sternman Rule, 2002-10-01 Using Cases in Higher Education A Guide for Faculty and Administrators is an essential resource created for faculty and administrators who utilize case studies to analyze assess and respond to the complex and difficult issues facing higher education leaders While this volume will prove useful with any case study it is specifically designed to complement the series of casebooks and teaching notes starting with Casebook I Faculty Employment Policies and Teaching Notes to Casebook I Faculty Employment Policies **Teaching Psychology** Douglas A.

Bernstein, 2014-06-26 This volume provides thoroughly updated guidelines for preparing and teaching an entire course in psychology Based on best principles and effective psychological and pedagogical research it offers practical suggestions for planning a course choosing teaching methods integrating technology appropriately and effectively developing student evaluation instruments and programs and ideas for evaluation of your own teaching effectiveness While research based this book was developed to be a basic outline of what to do when you teach It is intended as a self help guide for relatively inexperienced psychology teachers whether graduate students or new faculty but also as a core reading assignment for those who train psychology instructors Experienced faculty who wish to hone their teaching skills will find the book useful too



## **Reflective Faculty Evaluation Enhancing Teaching And Determining Faculty Effectiveness** Book Review: Unveiling the Power of Words

In a global driven by information and connectivity, the energy of words has are more evident than ever. They have the ability to inspire, provoke, and ignite change. Such is the essence of the book **Reflective Faculty Evaluation Enhancing Teaching And Determining Faculty Effectiveness**, a literary masterpiece that delves deep into the significance of words and their affect our lives. Written by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book is key themes, examine its writing style, and analyze its overall affect readers.

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