

REFLECTIVE FACULTY EVALUATION

ENHANCING
TEACHING AND
DETERMINING
FACULTY
EFFECTIVENESS

JOHN A. CENTRA

Reflective Faculty Evaluation Enhancing Teaching And Determining Faculty Effectiveness

John M. Braxton, Alan E. Bayer



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

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

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 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

A Comprehensive Critique of Student Evaluation of Teaching Dennis E. Clayson, 2020-12-27 This thought provoking volume offers comprehensive analysis of contemporary research and literature on student evaluation of teaching SET in Higher Education In evaluating data from fields including education psychology

engineering science and business this volume critically engages with the assumption that SET is a reliable and valid measure of effective teaching Clayson navigates a range of cultural social and era related factors including gender grades personality student honesty and halo effects to consider how these may impact on the accuracy and impartiality of student evaluations Ultimately he posits a popularity hypothesis asserting that above all SET measures instructor likability While controversial the hypothesis powerfully and persuasively draws on extensive and divergent literature to offer new and salient insights regarding the growing and potentially misleading phenomenon of SET This topical and transdisciplinary book will be of great interest to researchers faculty and administrators in the fields of higher education management administration teaching and learning

Higher Education: Handbook of Theory and Research J.C. Smart, 2006-01-18 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 twelve general areas that encompass the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community Each annual volume contains manuscripts on such diverse topics as research on college students and faculty governance and planning advances in research methodology economics and finance and curriculum and instruction The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world It encompasses Comprehensive reviews of contemporary and emerging issues in postsecondary education Hundreds of citations in a wide range of scholarly journals including all leading journals of higher education and many other social science and professional journals An indispensable resource for administrators researchers and policymakers Published annually since 1985

The Scholarship of Teaching and Learning in Higher Education: An Evidence-Based Perspective Raymond P. Perry, John C. Smart, 2007-06-04 Pivotal to the transformation of higher education in the 21st Century is the nature of pedagogy and its role in advancing the aims of various stakeholders This book brings together pre eminent scholars from Australia Canada Europe the Middle East and the USA to critically assess teaching and learning issues that cut across most disciplines In addressing long standing and newly emerging issues the researchers examine the scientific evidence on what constitutes effective teaching in college classrooms on the psychometric integrity of measures of teaching effectiveness and on the use of such measures for tenure promotion and salary decisions Systematically explored throughout the book is the avowed linkage between classroom teaching and motivation learning and performance outcomes in students In so doing the book deals with the nexus between knowledge production by researchers and knowledge utility for end users made up of classroom instructors department heads deans directors and policymakers The book will appeal to researchers interested in teaching and learning faculty members developing evidence based pedagogical practices academic administrators and

policymakers responsible for instituting teaching and learning protocols and faculty development officers promoting the effective teaching practices

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