

Table of Contents

<i>About the Author</i>	<i>ix</i>
<i>Preface to the Third Edition</i>	<i>x</i>
<i>Acknowledgments</i>	<i>xiv</i>
Introduction: Preliminary Issues in Planning for the Development of a Comprehensive Faculty Evaluation System	xv
The New Paradigm	
Faculty Evaluation: Fast, Fair, Cheap (Pick Any Two)	
The Trap of Best Practices	
Systematic Faculty Involvement	
Fundamental Definitions and Assumptions	
<i>Measurement</i>	
<i>Evaluation</i>	
<i>Objectivity</i>	
<i>Controlled Subjectivity</i>	
<i>A Comprehensive Faculty Evaluation System</i>	
College Teaching as Meta-Profession	
Linking Faculty Evaluation and Faculty Development	
Obstacles to Establishing Successful Programs	
<i>Administrator Apathy</i>	
<i>Faculty Resistance</i>	
Common Errors	
Guidelines for Overcoming Obstacles and Avoiding Errors	
<i>Seek Administrative Assistance</i>	
<i>Expect Faculty to Resist</i>	
<i>Be Prepared to Respond to Common Faculty Concerns</i>	
<i>Establish a Center or Office</i>	
<i>Establish a Faculty Advisory Board</i>	
<i>Consider Using a Consultant</i>	
<i>Integrate Faculty Evaluation and Professional Enrichment Programs</i>	
<i>Use a Variety of Sources in the Evaluation System</i>	
<i>Make Every Effort to Ensure That the Faculty Evaluation Program Is Functionally Valid</i>	
<i>Provide Detailed Faculty Evaluation Information—Primarily and Exclusively—to the Instructor</i>	
<i>Establish a Facilitative Reward Structure</i>	
<i>Tie Promotion, Tenure, and Merit Pay Decision-Making Procedures as Directly as Possible to the Faculty Evaluation and Professional Enrichment Program</i>	
Practical Considerations in Planning the Development of Your Faculty Evaluation System	
<i>Clarify the Purpose Your Faculty Evaluation System Is to Serve</i>	

Data Storage and Confidentiality	
<i>Centralized Departmental Files</i>	
<i>The Portfolio System</i>	
<i>Web-Based Storage</i>	
Using This Book	
<i>Events 1–8</i>	
References	
1 Step 1: Determining the Faculty Role Model	1
References	
2 Step 2: Determining Faculty Role Model Parameter Values	9
Establishing Parameter Values	
Determining College or Institutional Parameter Values	
Dealing With “Outliers”	
3 Step 3: Defining Roles in the Faculty Role Model	17
Defining the Teaching Role: Perspectives on the Definition of Teaching	
<i>Teaching as Providing the Opportunity to Learn</i>	
<i>Teaching as Enabling Learning</i>	
<i>Teaching as Causing Learning</i>	
Defining Teaching for Faculty Evaluation and Development Systems	
<i>Teaching</i>	
<i>Learning</i>	
<i>Instruction</i>	
<i>Content Expertise</i>	
<i>Instructional Design Skills</i>	
<i>Instructional Delivery Skills</i>	
<i>Instructional Assessment Skills</i>	
<i>Course Management Skills</i>	
<i>Teaching Excellence</i>	
Defining Other Roles	
<i>Scholarly and Creative Activities</i>	
<i>The Scholarship of Teaching and Learning</i>	
<i>The Service Role</i>	
<i>Advising</i>	
<i>Collegiality</i>	
Completing Step 3: Determining Role Definitions for Your Faculty Role Model	
References	
4 Step 4: Determining Role Component Weights	40
Case 1: Component Weights Fixed	
Case 2: Required and Optional Components With Fixed or Variable Weights	
Case 3: Mix of Required and Optional Components With Fixed or Variable Weights	
Gathering the Role Component Weight Information	
5 Step 5: Determining Appropriate Sources of Information	47
6 Step 6: Determining the Source Impact Weights	51
Determining the Source Weights	
Determining the Source Impact	
7 Step 7: Determining How Information Should Be Gathered	59

8 Step 8: Completing the System: Selecting or Designing Forms, Protocols, and Rating Scale	63
Common Numerical Rating Scale	
Faculty Evaluation Tools and Procedures	
Timetable for Developing a Comprehensive Faculty Evaluation System	
9 Generating an Overall Composite Rating	71
Computing the Composite Role Rating	
Individualizing the Evaluations: The Overall Composite Ratings (OCR)	
Responding to Concerns in Using a Single Numerical Index (OCR)	
10 Using the OCR in Promotion, Tenure, Merit Pay, and Post-Tenure Review Decisions	76
Promotion Decisions	
Tenure Decisions	
Post-Tenure Review	
Using the OCR in Merit Pay Decisions	
<i>Critical Errors in Implementing Merit Pay Systems</i>	
<i>Principles in Implementing a True Merit Pay Program</i>	
<i>Computing Merit Pay</i>	
<i>Large Distribution Range</i>	
<i>Moderate Distribution Range</i>	
<i>Intact Group Distribution</i>	
<i>Performance-Based Pay Raises</i>	
Summary	
References	
11 Operating the Faculty Evaluation System: Peer Input and Review Issues	90
Who Is a Peer?	
What Information Can Peers Provide?	
<i>Content-Dependent Performance</i>	
<i>Content-Independent Performance</i>	
Gathering Peer Input	
Adapting Traditional Peer Review and Evaluation Systems	
Peer Observation of Classroom Performance	
<i>Develop or Adopt a Valid, Reliable Observation Checklist</i>	
<i>Assemble Peer Observer Team</i>	
<i>Train Peer Observer Team</i>	
<i>Schedule Multiple Visits</i>	
<i>Prepare the Students</i>	
<i>Prepare the Instructor</i>	
<i>Schedule a Post-Observation Conference</i>	
Conclusion	
References	
12 Student Ratings: What More Than 80 Years of Research Tell Us	98
What Is Validity?	
<i>Homemade Faculty Evaluation Tools</i>	
<i>What Is Psychometrics?</i>	
What Does the Research Tell Us?	
Summary	
References	

Legal Issues

*All Personnel Records Public—No Exceptions**All Personnel Records Public—General Exceptions**Specific Exception for Faculty**Personnel Records Not Public*

Designing a Valid and Reliable Student Rating Form

*Student Ratings Versus Student Evaluations of Teaching**Validity and Reliability of the Student Rating Form**Designing a Student Rating Form*

Administering Student Rating Systems

Options for Administering Rating Forms in Class

*Self-Administered**Student Government Administered**Staff Administered*

The Student Rating Report

*Directionality of Numerical Scale**Distributing Rating Results—Voluntary Systems**Distributing Rating Results—Mandatory Systems**Publishing Rating Results*

Format of the Student Rating Form Computerized Analysis Output

Interpreting and Using Student Rating Results

Faculty Evaluation and Professional Enrichment

Online Student Ratings

References

14 Catalog of Student Rating Items

125

Contents

Instructional Design

Instructional Delivery

Instructional Assessment

Course Management

Self-Reported Course Impact on the Student

Alternate and Supplementary Teaching/Learning Environments

*Laboratory and Discussion**Clinical**Seminars**Team Teaching**Field Trips*

15 Commercially Available Student Rating Forms

139

Checklist for Identifying and Selecting Published Forms

Review of Selected Published or Commercially Available Student Rating Forms

Aleamoni Course/Instructor Evaluation Questionnaire (CIEQ)

*Contact Information**Format**Results**Special Features**Development and Validation**Sample Form and Report*

IDEA Student Ratings of Instruction	
<i>Contact Information</i>	
<i>Format</i>	
<i>Results</i>	
<i>Special Features</i>	
<i>Development and Validation</i>	
<i>Sample Form and Report</i>	
Student Instructional Report II (SIR II)	
<i>Contact Information</i>	
<i>Format</i>	
<i>Results</i>	
<i>Special Features</i>	
<i>Development and Validation</i>	
<i>Sample Form and Report</i>	
References	
16 Case Studies and Sample Faculty Evaluation Manuals	170
Frostburg State University Case Study	
<i>The Context</i>	
<i>Beginning the Process</i>	
<i>The Work of the Subcommittee</i>	
<i>The Work of the Faculty Concerns Committee</i>	
<i>Summary of Changes</i>	
Frostburg State University Faculty Evaluation System	
<i>Introduction</i>	
<i>Components of the System</i>	
<i>Responsibilities of the Evaluators</i>	
<i>Description of the Faculty Role Model</i>	
<i>Summary of the Process</i>	
Georgia Perimeter College Faculty Evaluation System	
<i>Georgia Perimeter College's Policy on Faculty Evaluation</i>	
<i>Faculty Evaluation Committee</i>	
<i>Faculty Portfolio for Annual Evaluation</i>	
<i>Peer Review of Course Materials</i>	
<i>Faculty Rating by Students</i>	
<i>Department Chair's Evaluation of Faculty Performance</i>	
<i>Faculty Member Performance Review Summary</i>	
<i>Evaluation of First-Year Faculty</i>	
<i>Rebuttal of Annual Performance Review of Faculty</i>	
Fairmont State University Case Study	
<i>The Mandate for a New Faculty Evaluation System</i>	
<i>The University's Response to the Mandate</i>	
<i>The School of Business Response to the Mandate</i>	
<i>Building the System</i>	
<i>Implementing the System</i>	
<i>Using the System</i>	
<i>Conclusions</i>	
References	
<i>Bibliography</i>	219
<i>Index</i>	242