

# BEST PRACTICES IN FACULTY EVALUATION

a practical guide  
for academic leaders

Edited by  
Jeffrey L. Buller

# Evaluating And Developing Administrative Performance A Practical Guide For Academic Leaders

**Gail Mitchell Hoyt, KimMarie  
McGoldrick**



## **Evaluating And Developing Administrative Performance A Practical Guide For Academic Leaders:**

**Evaluating and Developing Administrative Performance** Peter Seldin, 1988-11-11 Evaluating and Developing Administrative Performance shows how to systematically evaluate and help improve the performance of academic administrators. It presents approaches to assessment, offers practical strategies for refining skills in key areas of professional development, and shows how to make equitable promotion and retention decisions in an era of increasing accountability.

Evaluating Boards and Administrators Jeffrey L. Buller, 2020-11-01 Accrediting agencies and legislatures have become increasingly insistent that governing boards and upper administrators undergo regular evaluation at colleges and universities. Institutions of higher education have a long history of evaluating faculty members and are familiar with best practices for doing so. Offices of human resources include employees with experience in how staff members should be evaluated because these processes are well developed in the corporate world. But how does a college or university effectively evaluate its governing board and who performs that process? How are administrators, particularly the chief executive officer and vice presidents, evaluated fairly and effectively? Since a majority of institutions are now required to perform these evaluations, they are seeking advice and examples of best practices, but there are not resources available to provide these insights. This book will address that critical need. The target audience is college faculty and administrators, particularly those who need to develop or improve a system for evaluating governing boards or administrators because of accreditation requirements or legislative mandate. *Resources in Education*, 1998-05

**Online Teaching Competency** Deanie French, 2003 Blended Learning is designed for individuals who want to improve current skills or develop online teaching skills gradually as they begin to add web skills and resources to enhance their current teaching repertoire. Many leaders from a variety of backgrounds have contributed chapters to make this book a valuable resource. The depth and range of experts include but are not limited to Dr. Deanie French, whose publications include *Web Accessibility Applications* (Seniors Healthcare and Higher Education Institute, 2002) and *Internet Based Learning: An Introduction and Framework for Higher Education* (Business Stylus Publishing, 1999). Dr. Barbara Lyman, author of *Holistic Learning Model for On-line Adults*, a chapter in *Internet Based Learning*. Dr. Bruce Landon, senior advisor with the Western Cooperative for Educational Telecommunications (WCET). Dr. Gene Martin, Director of Extended and Distance Learning at Southwest Texas State University. He has performed an active role in the advancement of technology education in the United States and has served as Chair for the National Commission for Technology Education. Dr. Karen Middleton, senior project coordinator for the Western Cooperative, managing a Hewlett-funded project, *E-learning Technologies Web Resource for Comparisons*. Dr. Cyndi Rowland, Director of the national project *Keeping Web Accessibility in Mind*. WebAIM. Dr. Phil Vardiman, human resource development expert with Fortune 500 companies. and Leo Valdes, Managing Director of Vision Office, a training and web consulting firm based in Vancouver, British Columbia, Canada. He has delivered presentations related to Internet accessibility to the United Nations and representatives of South East Asia, Latin America, the

Caribbean and Central and Eastern Europe For more information please visit [www.e-linkagesglobal.com](http://www.e-linkagesglobal.com)

**Process and Structure in Higher Education** Tony Becher, Maurice Kogan, 2025-09-01 During the 1980s the whole higher education scene in Britain shifted dramatically Originally published in 1980 and here reissuing the second edition of 1992 *Process and Structure in Higher Education* presents a synoptic model of how the system as a whole now functions and how its various components are interconnected Drawing on detailed interview data from leading figures in British higher education on their own inside knowledge and research and on an extensive review of the relevant research literature the authors explore the characteristic values and practices of the four main levels in the system the central authorities the institution the basic unit and individual and analyse the pattern of relationships between them They note the changes that have taken place in the last decade and look ahead to how the system seems likely to develop in the future Although the analysis is based on the UK much of it is relevant to higher education in other countries In its unravelling of complex issues such as academic freedom the tensions between research and teaching the influence of market forces on institutions of higher education and the apparent resistance of leading universities to change *Process and Structure in Higher Education* does much to demystify the nature of higher education It will be of lively interest both to those engaged in academic activity and those concerned in its management

*Chairing the Academic Department* Allan Tucker, 1993 Third edition of a handbook for the academic administrator promoted from the faculty ranks with little administrative skill or know how Provides an depth examination of the typical duties and responsibilities of a department chair that covers an awful lot of ground from curriculum management to co

[Higher Education Management](#), 2001

**Improving School Leadership, Volume 1 Policy and Practice** Pont Beatriz, Nusche Deborah, Moorman Hunter, 2008-07-29 Based on an OECD study of school leadership practices and policies around the world this book identifies four policy levers and a range of policy options to help governments improve school leadership now and build sustainable leadership for the future

**High-Performance Coaching for Managers** William J. Rothwell, Behnam Bakhshandeh, 2022-07-05 Coaching is a necessary skill for managers It is important as a fundamental part of an organization's talent efforts including talent acquisition development and retention strategies For a coaching program to succeed in an organization it should be recognized as a useful approach throughout the organization and become part of the fabric of the corporate culture *Performance Coaching for Managers* provides an important tool for organizations to use to train their managers on coaching This book differs significantly from other books in the coaching market Many books on coaching cast coaches as facilitators who question their clients the coachees helping them to articulate their own problems formulate their own solutions develop their own action plans to solve problems and measure the success of efforts to implement those plans That is called a nondirective approach But this book adopts a directive approach by casting the coach as a manager who diagnoses the problems with worker job performance and offers specific advice on how to solve those problems While there is nothing wrong with a nondirective approach it does not always work well in job performance reviews

in which the manager must inform the worker about gaps between what is needed the desired and what is performed the actual The significant difference between what is currently available in the market and what is offered in this book is the authors collective experience of over 70 combined years of hands on research and delivery experiences in the Human Resources Development field According to the Harvard Business Review 2015 workers generally expect their immediate supervisors to give them honest feedback on how well they do their jobs and specific advice on what to do if they are not performing in alignment with organizational expectations When workers do not receive advice but instead are questioned about their own views they regard their managers as either incompetent or disingenuous Effective managers should be able to offer direction to their employees After all managers are responsible for ensuring that their organizational units deliver the results needed by the organization If they fail to do that the organization does not achieve its strategic goals This book gives managers direction in how to offer directive coaching to their workers

Leadership Resources Center for Creative Leadership, Greensboro, NC.,2000 This guide provides over 300 pages of resources suggested by leadership educators in surveys Center for Creative Leadership staff and search of library resources This eighth edition is half new including web sites and listserv discussion groups and it places a stronger focus on meeting the needs of human resources professionals and corporate trainers An annotated bibliography groups leadership materials in several broad categories overview in context history biography and literature competencies research theories and models training and development social global and diversity issues team leadership and organizational leadership 180 pages Includes annotated lists of journals and newsletters 9 pages instruments 21 pages exercises 41 pages instrument and exercise vendors 5 pages videos 29 pages video distributors 4 pages web sites 6 pages organizations 21 pages and conferences 9 pages Contains a 66 page index of all resources TEJ

**Journal of College Student Development** ,1988 **Current Perspectives on Administration of Adult Education Programs** Patricia Mulcrone,1993 *Evaluating the Effectiveness of Academic Development* Lorraine Stefani,2010-10-04 How can Academic Developers provide evidence of the effectiveness and added value of their work to the key stakeholders within their institutions Written for Academic Developers academic administrators and others responsible for promoting organizational change Evaluating the Effectiveness of Academic Development is a professional guide that shares best practice advice and provides developers with useful frameworks for effective evaluation and monitoring of their work Through case studies and up to date examples from experts in the field this collection explores the nuances of evaluative practice and the tensions inherent in claiming a causal link between academic development and organizational transformation As higher education institutions continue to seek effective ways to determine the impact of academic development on organizational transformation in general and student learning in particular Evaluating the Effectiveness of Academic Development is sure to be an invaluable resource

Departmental Management and Leadership James Nielson,1992 **Academic Leadership** Marmar Mukhopadhyay,2023-03-28 This book provides contemporary knowledge

on school effectiveness and proposes strategic interventions for enhancing it. It focuses on improving academic leadership for enhancing the effectiveness of schools and discusses how national education policies are helpful in providing a vision towards improving school effectiveness. It highlights the role of teachers as academic leaders in the implementation of policy recommendations at school and classroom levels. It offers methods and mechanisms for academic leaders to measure the learning of students for school assessment. The author also discusses how academic leadership involves creating a vision and mission based on science and research data for the organisation, inspiring innovation and creative ideas, developing teamwork and a safe environment for staff to express their views. While providing an understanding of school as an organization, the volume outlines its management functions such as processes and quality of planning, management of curriculum, learner evaluation, institutional networks and human resource management among others. The volume is a guidebook for training and capacity building for school level practitioners and leaders in education management. Embedded with real life cases and episodes, this volume will be of interest to teachers, students and practitioners of education management and education management. It will also be useful for academicians, educationalists, practitioners, management professionals, educational leaders and policymakers.

**Whitaker's Books in Print**, 1998      **International Handbook on Teaching and Learning Economics** Gail Mitchell Hoyt, Kim Marie 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 *Journal for Higher Education Management* ,1993 Handbook of STEM Faculty Development Sandra M. Linder,Cindy M. Lee,Shannon K Stefl,Karen A. High,2022-12-01 Faculty in the science technology engineering and mathematics STEM disciplines face intensifying pressures in the 21st century including multiple roles as educator researcher and entrepreneur In addition to continuously increasing teaching and service expectations faculty are engaged in substantive research that requires securing external funding mentoring other faculty and graduate students and disseminating this work in a broad range of scholarly outlets Societal needs of their expertise include discovery innovation and workforce development It is critical to provide STEM faculty with the professional development to support their complex roles and to base this development on evidence derived from research This edited handbook provides STEM stakeholders with an opportunity to share studies and or experiences that explore STEM faculty development FD in higher education settings More specifically we include work that examines faculty development planning techniques models experiences and outcomes focused on supporting the teaching research service and leadership responsibilities of STEM faculty The Handbook is suited for researchers and practitioners in STEM STEM Education Mathematics Science Technology and Engineering disciplines It is also suited towards faculty developers higher education administrators funding agencies industry leaders and the STEM community at large This handbook is organized around three constructs INPUTS MECHANISMS and OUTPUTS The STEM faculty development inputs construct focuses on topics related to the characteristics of faculty members and institutions that serve as barriers or supports to the adoption and implementation of holistic STEM faculty development programs Questions addressed in the handbook around this topic include What barriers supports exist for STEM faculty How are these barriers supports being addressed through STEM FD How do contexts e g economic political historical influence faculty administrative needs related to STEM FD How do demographics e g gender ethnicity age family background influence faculty administrative needs related to STEM FD The STEM faculty development mechanisms construct focuses on topics related to the actual implementation of STEM faculty development and we consider the potential models or structures of STEM faculty development that are currently in place or conceptualized in theory Questions addressed in the handbook around this topic include What are the processes for developing models of STEM FD What are effective models of STEM FD How is effectiveness determined What roles do stakeholders e g faculty

administration consultants play within STEM FD mechanisms The STEM faculty development outputs construct focuses on how to best understand the influence of STEM faculty development on outcomes such as productivity teacher quality and identity in relation to faculty development Questions addressed in the handbook around this topic include How has STEM FD influenced higher education practices and settings What are appropriate output measures and how are they used in practice What collaborations emerge from STEM FD How does STEM FD affect other STEM stakeholders e g students administration business community The aim for this handbook was to examine the multifaceted demands of faculty roles and together with members of the STEM education community envision pathways through which universities and individuals may support STEM colleagues regardless of their experience or rank to enjoy long and satisfying careers Our hope is for these chapters to aid readers in deep reflection on challenges faculty face to contemplate adaptations of models presented and to draw inspiration for creating or engaging in new professional development programs Chapters across this handbook highlight a variety of institutional contexts from 2 year technical colleges to teaching focused institutions in addition to research centric settings Some chapters focus primarily on teaching and learning practices and offer models for improving STEM instruction Others focus on barriers that emerge for STEM faculty when trying to engage in development experiences There are chapters that examine tenure structures in relation to faculty development and how STEM FD efforts could support research endeavors Mentorship and leadership models are also addressed along with a focus on equity issues that permeate higher education and impact STEM FD It is our sincere hope that this Handbook sparks increased discourse and continued explorations related to STEM FD and in particular the intentional focus of faculty development initiatives to extend to the many facets of academic life

**Student Evaluation of Law Teaching** William Roth, 1982



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