

Comprehensive Assessment of Teaching / Total Faculty Evaluation
Faculty Welfare Council - UF Faculty Senate
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Background

Nearly everyone agrees that talented teachers and effective teaching practices contribute greatly to students' learning and mastery of course content. In contrast, there is often a diversity of opinion about what constitutes talented teachers, effective teaching practices, and optimal ways of assessing them.

Assessment Considerations

- **Context**
What is the political context in which assessment is occurring (e.g., constructive-punitive, voluntary-required)? What are the stakes for participants' involvement with the assessment/evaluation processes (professional skill enhancement, loss of employment)?
- **Standards/Expectations**
Are the standards by which effective teaching and content delivery clearly developed, articulated, and understood? There may be greater agreement in some disciplines than in others. When available, evaluations should be based on clear standards of instructional excellence that prioritize student learning.
- **Frequency**
All faculty should be evaluated at least annually. Assessments should not just be reserved for junior faculty or those suspected of performance concerns.
- **Multiple measures**
Multiple types of evaluations tend to yield greater information about teachers' effectiveness (e.g., students' instructor evaluations, assessment of students' mastery of learning objectives, peer observations, , teaching portfolio evaluations, 360 evaluations, peer consultations)
- **Regular feedback**
Frequent observations and receipt of constructive feedback is associated with improved instructional practices
- **Significance**
Do evaluation outcomes matter? Who attends to them and who provides consultation/coaching for instructional improvement?

Potential Resources

- Arreola, RA. (2007). *Developing a comprehensive faculty evaluation system*. Anker.
- Buller, JL. (2012). *Best practices in faculty evaluation*. Jossey-Bass.
- Heppner, PP, & Johnston, JA. (1994). Peer consultation: Faculty and students working together to improve teaching. *Journal of Counseling and Development*, 72, 492-499.