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a comprehensive history of evaluation in american higher education in
grading the college scott m gelber offers a comprehensive history of
evaluating teaching and learning in higher education he complicates the
conventional narrative that portrays evaluation as a newfangled assault on
the integrity of higher education while acknowledging that there are many
compelling reasons to oppose those practices the evaluation of teaching and
learning gelber argues presented genuine dilemmas that have attracted the
attention of faculty members and academic leaders since the 1920s especially
during the peak era of faculty authority that followed the end of the second
world war significant numbers of professors and administrators believed that
evaluation might improve institutional performance reduce the bias inherent
in traditional methods of supervision strengthen communication with
laypersons and encourage a more deliberate focus on the distinctive goals of
college gelber reveals the extent to which professors and academic interest
groups participated in the development of our most common evaluation
instruments including student course questionnaires achievement tests
surveys rubrics rankings and accreditation self studies although these efforts
may seem distant from the present era of shortsighted scrutiny and ill
conceived comparisons gelber demonstrates that the evaluation of college
teaching and learning has long consisted of a set of intellectually
sophisticated questions that have engaged and could continue to engage
faculty members and their advocates by providing a deeper understanding of
how evaluation operated before the dawn of high stakes accountability
grading the college seeks to promote productive conversations about current
attempts to define and measure the purposes of american higher education

evaluation has become an important instrument for rational governance and
is used in an increasing number of countries and policy fields recent
developments at the global national and local level are changing the
conditions and functions of evaluation worldwide this book examines current
global development trends and changing demands for evaluation it
addresses issues surrounding professionalisation and globalisation examining
the need to strengthen accountability for social development in various
different policy fields regions and countries to improve governance and its
impacts on social betterment it also considers issues of quality utility and

further education and the upgrading of evaluation in a broad variety of different organisations such as multilateral donor organisations national public administrations private consultancies civil society organisations universities and research institutes with contributions from 30 different countries this book combines a broad variety of viewpoints to examine the global future of evaluation

winner of the 2011 special career award in qualitative inquiry from the international congress for qualitative inquiry this book provides invaluable guidance for thinking through and planning a qualitative study rather than offering recipes for specific techniques master storyteller robert stake stimulates readers to discover how things work in organizations programs communities and other systems topics range from identifying a research question to selecting methods gathering data interpreting and analyzing the results and producing a well thought through written report in depth examples from actual studies emphasize the role of the researcher as instrument and interpreter while boxed vignettes and learning projects encourage self reflection and critical thinking other useful pedagogical features include quick reference tables and charts sample project management forms and an end of book glossary after reading this book doctoral students and novice qualitative researchers will be able to plan a study from beginning to end the book will appeal to graduate students in education psychology sociology social work management and nursing qualitative researchers and evaluators it will also serve as a core book in doctoral level courses such as qualitative methods and qualitative dissertation proposal writing and as a supplemental text in graduate level research design courses

best practices in faculty evaluation best practices in faculty evaluation is designed to be a hands on guide for academics and administrators who want to become more effective and more confident in their handling of the important task of faculty evaluation this vital resource offers chairs deans and members of evaluation committees the practical information they need to perform fair and accurate faculty evaluation the book covers best practices in all forms of review and evaluation and includes directions that are designed to help evaluators understand how to use the information about faculty performance convey clear messages about priorities and protect themselves in cases when an appeal or grievance is likely best practices in faculty evaluation is filled with practical advice and answers to commonly asked questions about oral and written reviews and evaluations annual performance appraisals and evaluations probationary and pretenure reviews posttenure reviews merit evaluations tenure evaluations promotion evaluations and much more in today s complex academic environment there is no longer a

typical full time tenure eligible faculty member the staff of most colleges and universities includes increasing numbers of part time faculty members non tenure track faculty members and even online course instructors whom the reviewer never meets in person to address the wide range of diverse faculty members the author offers clear guidance for evaluating both tenure tracked faculty and nontraditional faculty members

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Introduction

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