

Faculty Performance Record for Promotion and/or Tenure Evaluation

Date:
Department:
Preparer(s):

I. Biographical Data

Name:
Year of Birth:
Year of First UMD Faculty Appointment:
Type of Current UMD Appointment (A, B / T, N, E, F, etc.):
Present Rank:
Date of Present Rank at UMD:
Date of Tenure (if applicable):
Action Recommended:

II.	Year(s)	Institution	Major	Degree Earned
A.	Graduate			
B.	Undergraduate			
C.	Other			

III. Professional Experience

List most recent first. Include UMD experience.

<u>Employing Institution</u>	<u>Title of Position</u>	<u>Primary Responsibility</u>	<u>Dates (Inclusive)</u>
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IV. Professional Recognitions, Honors, and Distinctions

List most recent first; include significant undergraduate and graduate honors.

V. Teaching and Advisement

- A. List courses taught during the past two academic years, giving contact hours and number of students in the class. If the assignment involves an unusual challenge or different preparations, explain.
- B. Titles of courses taught at the college level during past five years. Designate those developed by the candidate.

Evaluating Faculty For Promotion And Tenure

**Council for Research in Music
Education**



Evaluating Faculty For Promotion And Tenure:

Evaluating Faculty for Promotion and Tenure Richard I. Miller,1987-11-15 This book provides practical recommendations for implementing an effective faculty evaluation system It details eight characteristics of effective systems including policies and procedures that are clearly articulated in writing compatibility of the system with current institutional goals and others

Evaluating Faculty Performance Richard I. Miller,1972 **Best Practices in Faculty Evaluation** Jeffrey L.

Buller,2012-08-21 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 Guidelines for

the Evaluation of Faculty University of Nebraska--Lincoln. Institute of Agriculture and Natural Resources,2015 This document discusses the procedures and guidelines utilized by the Institute of Agriculture and Natural Resources for evaluating faculty and associated processes **Guide to Faculty Advancement** Peter J. Bukalski,2000 **Careers in**

Food Science: From Undergraduate to Professional Richard W Hartel,Christina P. Klawitter,2010-07-08 Careers in Food Science provides detailed guidelines for students and new employees in the food industry to ensure a successful start to their career Every step towards a rewarding career in this rapidly evolving industry is covered from which classes to take in college and which degrees to earn to internships and finally how to land and keep the first job This book also provides day to day examples of what to expect from the many jobs available to help students decide what to do and where to go The food industry includes a wide array of fields and careers not only in food production and in academia but also in government and research institutions In fact it is estimated that by 2010 there will be 52 000 annual job openings for college graduates in the Food Agriculture and Natural Resources system in the U S alone Written by people who have experience or are currently working in each sector this book seeks to shed some light on starting or furthering a career in this exciting field

Post-tenure Faculty Evaluation Christine M. Licata, 1986 Factors that have led to post tenure evaluation of faculty are considered along with limitations of tenure in general and current post tenure evaluation practices Positions of advocacy and opposition to post tenure evaluation are identified along with practical considerations that institutions might consider before modifying or implementing a formal process for post tenure evaluation Three purposes of post tenure evaluation are identified to supply documentation for removal for incompetence to provide input for decisions in the areas of reductions in force merit raises and promotions and especially to support faculty development and improved instruction Five principles of faculty evaluation are recommended a clearly defined purpose multiple sources of input to the evaluation identifying areas and criteria to be assessed measurable standards and a flexible and individualized evaluation plan Appended is a summary of a survey of 30 institutions 16 of which had a formal post tenure evaluation plan Information is provided on evaluation objectives effectiveness frequency participants process followed and the names of the 16 institutions Also appended are 16 pages of references and information on sources of sample rating forms for faculty evaluation SW

Learning from Change Deborah DeZure, 2023-07-03 Since its inception in 1969 Change magazine has been the bellwether of higher education It has framed the key issues confronting the academy attracted the best minds and shaped the debate In this important collection Deborah DeZure and a panel of contributing editors have selected landmark articles on teaching and learning in higher education published in Change from its launch to the present Through the articles and incisive commentaries we follow the controversies witness the reception of innovations and trace the threads of continuity of the past thirty years What emerges is both an indispensable set of perspectives and a rich resource of models and ideas The book spans a period that began in the turmoil of student unrest in the 60s and concludes at the close of 1999 with higher education grappling with the issues of purpose accountability technology and changing demographics What is striking about these articles is the vitality and relevance of the voices from the past They offer valuable insights and inspiration as we plan for the future and consider how to foster effective teaching and learning environments Organized by topic the articles in each section are introduced by a recognized authority in the field Deborah DeZure's Introduction and Conclusion offer both the context and an analysis of trends Learning from Change constitutes both fascinating reading and an important compass for administrators in higher education directors of faculty development and deans department chairs and faculty engaged in leadership roles in the academy It is an invaluable introduction and survey for anyone who wants to familiarize him or herself with the issues and trends

The Librarian's Career Guidebook Priscilla K. Shontz, 2004-11-26 Sage advice and career guidance is offered by sixty four information professionals from diverse positions and workplaces This practical guide addresses a wide variety of career issues The advice is aimed at librarians in various stages of a career prospective librarians M L S students and entry level librarians as well as experienced information professionals Covers Career options Education The job search On the job experience Professional development Essential skills and strategies for enjoying your career

Assessing Organizational

Performance in Higher Education Barbara A. Miller, 2016-05-10 The book provides a full complement of assessment technologies that enable leaders to measure and evaluate performance using qualitative and quantitative performance indicators and reference points in each of seven areas of organizational performance While these technologies are not new applying them in a comprehensive assessment of the performance of both academic and administrative organization in higher education is a true innovation Assessing Organizational Performance in Higher Education defines four types of assessment user groups each of which has unique interest in organizational performance This offers a new perspective on who uses performance results and why they use them These varied groups emphasize that assessment results must be tailored to fit the needs of specific groups that one size fits all does not apply in assessment An assessment process must be robust and capable of delivering the right information at the right time to the right user group

Resources in Education, 1997-04 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 and Business Stylus Publishing 99 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

Bulletin of the Council for Research in Music Education Council for Research in Music Education, 1989 Designing and Assessing Courses and Curricula Robert M. Diamond, 2008-08-11 Designing and Assessing Courses and Curricula reflects the most current knowledge and practice in course and curriculum design and connects this knowledge with the critical task of assessing learning outcomes at both course and curricular levels This thoroughly revised and expanded third edition of the best selling book positions course design as a tool for educational change and contains a wealth of new material including new chapters case examples

and resources *Designing Student Assessment to Strengthen Institutional Performance in Associate of Arts Institutions*, 1999 **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, 2002-12-19 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 Handbook of Quality Assurance for University Teaching Roger Ellis, Elaine Hogard, 2018-07-03 This practical and authoritative handbook provides a comprehensive overview of the issues and approaches to assuring quality in university teaching Including contributions from major international figures the book contains a wealth of ideas and practical advice to help universities commit to quality in teaching and offers insights into how the topics raised can be directly applied The book initially identifies some of the key issues surrounding the topic such as the evidence based identification of teaching quality the training of university lecturers and faculty external and internal quality assurance the tension between professional autonomy and governmental regulation and the involvement of students in developing quality It then moves on to present ideas and initiatives to address these problems tackling the subject through four sections Assuring Quality questioning what quality assurance means and how it might be practised Identifying Quality examining what knowledge exists at present and how it might be further researched Developing Quality investigating the development of staff through teacher training and appraisal Case Studies of Quality Assurance reviewing six case studies of quality assurance in a range of contrasting subjects including the professional subjects of Medicine Nursing and Teacher Training which are also addressed systemically in the first section Full of practical advice Handbook of Quality Assurance for University Teaching is an

invaluable and unique resource for Faculty Subject Leaders University Administrators and Quality Assessors **Thesaurus of ERIC Descriptors** ,1984 *California. Court of Appeal (1st Appellate District). Records and Briefs* California (State)., Developing a Comprehensive Faculty Evaluation System Raoul A. Arreola,2007 Based on thirty six years of research and experience building and operating large scale faculty evaluation systems and consulting to thousands of college and university personnel the author has established an eight step process for building a comprehensive evaluation system These steps include Determining the faculty role model Determining the faculty role model parameter values Determining roles in the faculty role model Determining role component weights Determining appropriate sources of information Determining the source impact weights Determining how information should be gathered and Completing the system by selecting or designing forms protocols and rating scales In this third edition each step including the definitions of the various roles to be evaluated has been expanded and enhanced based on the experiences of many institutions that have followed the procedure outlined in the book The third edition also features a new introduction fresh research in the field updated forms and procedures a new detailed case study of an institution that developed a Web enabled computer supported system based on the eight step process and a new body of work that defines the professoriate as a meta profession with a rubric for defining more than twenty faculty skill sets Readers will learn how to generate and use an overall composite rating in promotion tenure merit pay and post tenure review decisions they will also discover the issues in designing or finding using and cataloging student rating forms Sample forms worksheets models and sample faculty evaluation manuals round out this practical user friendly handbook for anyone developing a faculty evaluation system

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