INDEX

A

Acronyms, usage, 87
Active engagement, representation, 179
Active learning techniques, 64
Active teaching-learning cycle, 78
Adjust. See Solicit Compile Adjust Report
Feedback process, 89–90
Administration-driven context, 248
Administrative evaluation data, usage
(balance), 40
Administrative evaluators, real-time
communication bias, 124
Administrative observation, temporal
boundary, 134
Administrative online teaching
evaluation, quantity bias
(avoidance), 138–139
Administrative review tools, 143
availability, 144
thought exercise, 160
Administrative support specialists, online
teaching perspective, 29
Administrative tasks, performance,
172
Administrators
behaviors, defining, 127–128
best practices, 139–140
evaluation, uniqueness, 127–139
fooling, steps, 135–137
function, 121, 218–219
ratings, 188
Adobe Connect, 215
American Association for Higher
Education (AAHE), student
learning assessment principles,
8–9
Analytic data, combination, 167
Analytic evaluation data, usage, 40
Animoto, usage, 240
Announcements, 138
role, 96
usage, 66
Ashford University, story, 161–163
Asking (data gathering), 62–63
Assessing Faculty Work (Braskamp/Ory), 8
Asynchronous discussion facilitation strategies, 96

B

Backward design, principles, 237
Behaviors, defining, 127–128
Bellafiore, April, 14
Berk, Ron, 54, 201
Best practices, defining, 14
Bias
effortlessness bias, 130
impact, 123–124
Big data
factor structure, 182
reliability, 180–181
understanding, 180–182
validity, 181–182
Blackboard, 86, 98, 197
Blended course, usage, 54–55
Bristol Community College, best practices, 14
Business rules, practitioner definitions, 174

C

CAEP, 191
California State University Chico, Rubric for Online Instruction, 147
Campus faculty members, online teaching evaluation experience, 29
Campus-wide evaluation program, needs statement, 205
Canvas, 86
Center for Teaching and Learning (CTL), 119, 238
Change management, preparation, 175
Checklist for Online Interactive Learning (COIL), 144, 148–150, 197
items, sample, 148–149
learning environment, 149
pros/cons, 149–150
technology support, 149
usage, considerations, 149–150
CID Quality Assurance Checklist, 146
Class observation form
effectiveness, example (2004), 11f
reverse (2004), 13f
COIL. See Checklist for Online Interactive Learning
College administrators, online teaching perspective, 29
Columbus State Community College, “Faculty Online Observation Report,” 122
Commercially developed student rating scale, 202
Communication
just-in-time communication, balance, 139
planned communication, balance, 139
skills, 106
style, 12
Compile. See Solicit Compile Adjust Report Feedback process, 89
Complex questions, impact, 88
Concept map, creation, 224–225
Connect Pro (Adobe), 157
Considerations in Online Course Design (Creasman), 202
Constructive feedback, provision, 4, 97
Content design, teaching behaviors (separation), 195–200
Content expertise, 9
Context, establishment, 247–248
Contingent faculty members, online teaching, 29
Continuance decisions, online teaching evaluation data (inclusion), 41–42
Core competencies, 242, 243
Core teaching
behaviors, sharing, 5–6
competencies, examination, 249–250
Courses
- announcements, frequency/size, 172
- assessments/grading, 106
- content, 197
- context, 95
- course-related student conflicts, mediation, 135
- delivery environment, 133
- design, 151
  - evaluation, online teaching evaluation (separation), 42–43
- development, academic department oversight, 58–59
- difficulty, 106
- face-to-face course, 96
- goals, communication, 61
- instructor, evaluation feedback usage, 109
- length, factor, 85–86
- lounge, facilitation, 66
- management skills, 9
- materials, 56
- observation, 120
- organization/structure, 106
- progress, student preparations, 115–116
- survey questions, 87

CTL. See Center for Teaching and Learning

Curriculum
- review process, establishment, 225
- usage, 57

Data
- governance, placement, 174
- meaningfulness, 175–176
- recording, scope/scale, 188–190
- sources, 206f
  - usage, 176
- storage/analysis/access system, 178

End-of-course student surveys, 108

volume, velocity, and variety, 180

Data analytics, 163–169. See also Online teaching evaluation; Students data requirements, 170–172
goal, meeting, 177
impact, 164–167
model implementation process, 179–180
resources/information/technique, requirement, 179
problem/challenge solutions, 176–177
value, 177–178

Decision-making process, 55
Department administrators, online teaching perspective, 29
Department chair, function, 127
Design formative processes, 251
Design summative processes, 251–252
Desire2Learn, 86

Developing a Comprehensive Faculty Evaluation System (Arreola), 170

Discussions, 138
Distance Learning Administration (DLA) conference, 171
Distance learning administrators, online teaching perspective, 30
Double-blind peer evaluation. See Teaching
Double negatives, impact, 89
Dutton Institute, 143
Faculty Development Site, 90
Dutton, John A., 143

e-Education Institute, 143
Effectiveness specialists, online teaching perspective, 30
Effective teaching, dimensions, 110–111
Effortlessness bias, 130
Electronic survey feedback, 98
Ellis, Donna, 3
End-of-course surveys, 110
End-of-lesson/end-of-week questionnaires, 82
Equivalence. See Time equivalence impact, 126–127 measurement, 17–18
targets, 56f value, 76–77 Evaluators embodied teaching bias, 123 judging/feedback, 8 responsibility, 67–68 tasks, time estimates, 69 time, availability, 68 Excellent Online Instructor (Palloff/Pratt), 196 EyeJots, usage, 240

Face-to-face courses administrative observation, temporal boundary, 134 observation, 120 teaching evaluations, 42 oversight, 67 Face-to-face evaluation models, 44–45 Face-to-face instruction, 231–232 Face-to-face observations, scope (agreement), 128, 130 Face-to-face scale, revision, 201 Face-to-face student rating scale, 201 Face-to-face teaching, 17 core teaching behaviors, 5–6 development, administrative-observation instruments (usage), 122 effectiveness, 125 evaluation, 71, 190 process, reexamination, 200–201 “Face-to-Face versus Online Course Evaluations” (Berk), 201 Factor structure, 182 Faculty effectiveness, behavioral indicators, 164 evaluation metric, conceptualizaton, 169 faculty-driven context, 248 faculty-peer review, process (recommendation), 158–159 members function, 219–220 performance, measurement, 41

Fabry, Dee, 191
Face-to-face classrooms communication, 131–132

environment, 107 evaluation, 16 instructor effectiveness, 232 sessions, 189 strategies/tools, 14–15 teaching practices, 16–17 time-based observations, 16
online teaching
  experience, 29
  hiring/evaluation, 233–234
  job description, 234
  peer review. See Provisional faculty.
  performance metric, 168–169
  population, responsibility, 236
  quality/retention, 166
  student interactions, COIL item, 148
  teaching, evaluation (principles), 18
  training, 244
  materials, 237
  union members, online teaching perspective, 29

“Faculty Competencies for Online Teaching” (Pennsylvania State University), 59

Faculty development, 244
  events, engagement, 225–226
  initiatives, online adjunct faculty member preferences, 239
  resources, 90
  focus/alignment, 239
  specialists, online teaching perspective, 30
  tools/resources, provision, 219

“Faculty Online Observation Report” (Columbus State Community College), 122

Faculty Self-Assessment, 94

Faculty, student contact
  analytic indicators, 66–67
  encouragement
    indicators, 66
    practice, impact, 156–158
    evidence, 157

Faculty training
  outline, 238–240
  rating, 169
  specialists, online teaching perspective, 30


basis, 89–90
  characteristics, 97
  electronic survey feedback, 98
  gaining, 76
  institutional uses, 109
  instruments. See Formative feedback instruments.
  open-ended feedback, 115–116
  personalized nature, 66
  promptness, 4, 60, 128
  quality, 63
  report, 91
  request (virtual meetings), 217
  role, 78
  SCARF loop. See Formative feedback. solicit step, 85
  strategies, 240
  timeliness, 39
  value, 96

Findings, compilation/analysis, 89

FIPSE. See Fund for the Improvement of Postsecondary Education

Formal feedback instruments, 85

Formal student surveys, 108

Formative decisions, 188

Formative evaluation
  advantages/disadvantages, 79t
  components, 78
  factors, 79–81
  requirements, 81–82
  summative evaluation, comparison, 77–78, 81
  uniqueness, 79

Formative feedback
  low-stakes nature, 61
  solicitation, 86–87, 91
  sources, 92

Formative feedback, SCARF loop, 82

Formative peer reviews, 251

characteristics, 96–97

Formative process. See Design formative processes
Formative reviews  
  conducting, 75
  improvement, 81–82
  thought exercise, 99
Formative student feedback, difference, 251
Foundations, establishment, 248–250
Fund for the Improvement of Postsecondary Education (FIPSE), 152

G

Good practice, principles, 60
Google Doc, usage, 216
Google Hangout, 215
Google Template, 86
Grading, 240–241
  timeliness, 39
Group interaction, 110
Growth, facilitation, 97

H

Hallway conservations, 157
Hanover Research Council, online
  instructional behavior categories, 5
Hayek, Cheryl, 17
High-quality teaching, importance, 218
Hiring  
  criteria, 244
  decisions, online teaching evaluation data (inclusion), 41–42
Holistic campus plan  
  creation, 252–254
  culture, building, 255–256
  evaluation processes/practices, adoption, 253–254
  results, selection/usage, 253
  rollout, planning, 253–254
  stakeholders, combination, 256
Holistic evaluation plan  
  creation, 185
  thought exercise, 208
  program, movement, 200–203
“How to Fool an Administrator” presentation, 138

I

IDEA Center, 54
Illinois Online Network, QOCI, 147
Impact considerations, 249
“Impact of Technology on Faculty Performance and Its Evaluation” (McInnis), 199–200
Implementation  
  foundations, 249
  plan, creation, 67
“Implementing the Seven Principles” (Chickering/Ehrmann), 64
Informal student-faculty contact, increase, 199
Information  
  determination, process, 84
  solicitation, 83–89
Institution  
  context-specific nature, 28
  structure, impact, 31
Institutional assessment/effectiveness specialists, online teaching perspective, 30
Institutional foundations, 248–249
Institutional stakeholders, evaluation issues, 65f
Institution, Implementation, and Impact, 51f
Instructional activities, evidence-based data, 63
Instructional assessment skills, 9
Instructional behaviors, 243
Instructional delivery skills, 9
Instructional design skills, 9
Instruction method, 7
Instructor Growth Self-Evaluation Form, 94
Instructors
activity, surface-level evaluations, 177
biography, length, 172
disciplinary evaluations, 166
demonstration factors, 119–120
evaluation time/resources, waste, 38
facilitator role, 202
instructor-developed scale, 201
interaction, evidence, 197
knowledge, 6
posts/interactions, tone, 66
presence, consistency, 131
satisfaction survey, 224
students
  communication, deceleration, 202
J
Jackson, Christina, 145
Jargon, usage, 87
Jing, usage, 240
Just-in-time communication, 139
K
Kelly, Rob, 200
Kennesaw State University, 200
Language, impact. See Loaded language;
  Vague language
Learners
  effectiveness, development, 5
  interaction, evidence, 197
Learning
  activities/assessment, 153
  content, 83
environment, safety (promotion), 61
gains, 111
improvement, focus, 96
objectives, 153
  competencies, 152
Learning management system (LMS), 10, 234
administrators, online teaching
  perspective, 30
analytic features, 164
analytic functions, 39, 63
capabilities, 173
classroom, analytics (usage), 168
data, availability, 173, 176
discussion areas, 252
Email All Users feature, 98
indicators, 168–169
instructor behaviors, 178
provider (Ashford University), 162
reports, 250
survey tools, 116
time, usage, 39
usage, 12
  process, 80
Lectures
  lecture-delivery quality, 197
  micro-lecture, 240
Lecturing, 196
Legacy evaluation system,
  timing/content, 45
LMS. See Learning management system
Loaded language, impact, 88
Log-ins, frequency, 39
Looking (data gathering), 62–63
M
Mandernach, B. Jean, 25, 53, 75, 231
Marlaire, Colin, 191
MarylandOnline, Quality Matters (QM), 147
McGahan, Steve, 145
MERLOT Faculty Developmental Portal, 90, 241
Message boards/forums, nonlinear discussions, 202
Michigan State University, Online Instructional Resources, 90
Micro-lecture, usage, 240
Midsemester surveys, 223–224
Minute papers, 97
Model of Good Teaching (Fink), recommendations, 197
Moodle, 86, 98
Muddiest point, 98

N
National University (story), 191–195
methods, 195
questions, 207
NCATE, 191
New Directions for Institutional Research, 6
New Leadership Alliance for Student Learning and Accountability, 9
Northeastern Illinois University (NEIU), 120
draft, 250
face-to-face classes, 199
LMS, 175–176
online teaching experience, faculty training outline, 238–240
Novelty (formative evaluation factor), 79–80

O
Observable online teaching behaviors, 129t
Observation
data, comparison, 127
duration, 130, 134
importance, 203–205
scope, agreement. See Face-to-face observations.
Observational bias, 122–126
Observer
assistance, availability, 134–135
observed, communication, 131–132
OCAT. See Online Course Assessment Tool
OIES. See Online Instructor Evaluation System
One-minute papers, 97
Online adjunct faculty member preferences (faculty development initiatives), 239t
Online classroom enhancement, resources, 241
environment, online instructor characteristics (mastery), 235
formative evaluation, uniqueness, 79
instructional activities, evidence-based data, 63
instructional quality, behavior predictors, 172
Online Course Assessment Tool (OCAT)
(Western Carolina University), 198
Online courses
administrative observation assistance, factors, 130
challenges, 122
administrative observer requirements, 134–135
asynchronous activity, 202
development/teaching, absence, 120
elements, identification, 132
evaluation data set, expansion, 163
sources, 206f
faculty member development, 59
formal administrative observation, 119–120
instructors satisfaction survey, 224
selection, guidelines, 234–237
midsemester surveys, 223–224
offerings, centralized administrative unit oversight, 58
program goals, 223
review process, establishment, 225
teaching, faculty population responsibility, 236
teaching practices, elements, 132–133
Online courses, student-evaluation instruments (development), 201–202
Online education attitudes/opinions, identification, 30
novelty, 36
scalability, 68
Online instructional behavior, Hanover Research Council categories, 5
Online instruction evaluation, guide (Santa Rosa Junior College), 198
Online Instructor Evaluation System (OIES), 45, 62, 145, 154–155
design, 46
development, 46
implementation, 49–50
preterm review, 154
purpose, 47
reviews, 154–155
Online instructors, characteristics (mastery), 235
Online interactive learning, checklist, 148–150
Online learning best practices, 172–173
evaluation stakeholder expertise, 36
experience
personalization, 240
provision, 177
student rating questions/directives targeting aspects, 57–58
programs, scalability, 19
Online Learning Consortium, 53
Listserv, 90
Online pedagogy, faculty development (responsibility), 238–239
Online suggestion box, usage, 98
Online survey tools, 86
Online teaching, 20–22
administrative evaluation, 119
quantity bias, avoidance, 138–139
thought exercise, 140
areas of focus, 4–5
best practices, 59, 60
core principles, 4
core teaching behaviors, 5–6
defining/observing/evaluating, 208
enhancement, formative reviews (conducting), 75
experience, faculty training outline, 238–240
faculty
development, topic ideas, 240–241
experience, 29
training, responsibility, 237
observable behaviors, 129
pedagogy, faculty competencies, 60–61
peer/administrative observations, defining, 189–190
peer review, 155–159
Penn State Online Faculty Engagement Subcommittee faculty competencies, 5
process, evaluation phases, 4
strategies, best practices, 60
student ratings, 252
theoretical foundation, 4–10
thought exercise, 24
Online teaching evaluation administrative evaluation data, usage (balance), 40
analytic evaluation data, usage (balance), 40
analytic model, 168–169
analytics, integration, 176–180
apolitical purposes, 121–122
budget implications, 34
buy in, gaining, 32–34
campus readings, checklist, 23f
challenges, 3, 15–20
components, operationalization, 61
Online teaching evaluation (continued)
conducting
  frequency, 38
  responsibility, assignment, 67–68
conductors, identification, 35–36
context, 25
  thought exercise, 50
course design evaluation, separation, 42–43
data analytics
  impact, 164–167
  integration, 161
data components, 38–39
  decisions impact, 41–42
data provision, 63–64
data sources, identification, 62–63
data usage, 29
  balance, 40
  determination, 39–40
decisions, funding (impact), 34
development, 56
equivalence, measurement, 17–18
evaluators
  qualifications, 68
  time, availability, 68, 70
factors, 56
feedback, inclusion, 64
focus, identification, 56–61
foundation, establishment, 53
frequency, 68, 70
impact, considerations, 29
implementation plan, creation, 67
initiation, 27–29
instrument
  applicability, 19
  family tree, example, 145f
integration, 233–240
life cycle, 231, 241–245
  flowchart, 242f
  thought exercise, 245
methods, 15
models, 173–175

business rules, practitioner
  definitions, 174
  cross-validation, requirement, 173
modification, 33
observer review, 165
oversight, combinations, 233
peer evaluation data, usage (balance), 40
performance statistics, comparison
  ability, 190–195
predictive modeling, usage, 164–167
prescriptive analytics, integration, 172–175
primary purpose, determination, 62
process
  adoption, 146–148
  data, inclusion/collection, 38–39
  dimensions, inclusion, 36–37
  existence, 71
  funding availability, 70
  implementation considerations, 28
  institutional considerations, 28
  institutional considerations,
    identification, 30–35
  organizational structure, impact, 31
phases, 4
program
  purpose, 61–62
  sequence, 259f
quality improvement, record keeping
  (contrast), 19–20
quantity bias, avoidance, 138–139
questions, sample, 66t
research, 54–55
scalability, 19
scope, 16
self-evaluation data, usage (balance), 40
small-step approach, 217
stakeholders, 29–43
  online learning expertise, 36
standards, 236–237
structure, 42
design/implementation, institutional/organizational/programmatic barriers, 35
implementation considerations, examination, 35–39
student evaluation data, usage (balance), 40
system
approval, faculty governance role (identification), 31
development, 26–27
targets, identification, 37–38
teaching
design, separation, 16–17
generalized evaluations, separation, 42
thought exercise, 72
time equivalence, 16
time investment, scenarios, 69–70	
timing, information value, 40–41
tools, 144–145
unionized campus considerations, 32–34
value, 76–77
Online Teaching Survey, 94
Online whiteboard, usage, 216
Open-ended feedback, 115–116
Open-ended qualitative feedback, provision, 39
Open-ended questions, usage, 111
Original question, usage, 87–89
Outcomes, attention, 8

P

Park University, 36
case study, 44–50
online faculty evaluation system, rationale, 44–45
Online Instructor Evaluation System (OIES), 45, 62
development, 47
implementation, 49
overview, 47–49
preterm review, 47–48
review, 48
theoretical/institutional foundations, 45–47
Pedagogical structures, enhancement, 240
Peer evaluation data, usage (balance), 40
Peer review. See Online teaching accomplishment, 221–222
course characteristics. See Formative peer reviews.
implementation, 187
process, recommendation. See Faculty-peer review.
setup, 222–226
“Peer Review Guide for Online Teaching at Penn State,” 158
Peer Review of Online Teaching (Penn State), 145, 155–159
Peers
course context, 95
formative feedback source, 92, 94–97
instructor context, 95
student context, 95
Pennsylvania State University
College of Earth and Mineral Sciences, 143
SRTE survey customization, 114
evaluation advisement, 134
“Faculty Competencies for Online Teaching,” 59
Online Faculty Engagement Subcommittee, online teaching faculty competencies, 5
online programs, problem, 103
Quality Assurance e-Learning Design Standards, 153–154
Student Rating of Teaching Effectiveness (SRTE), 110, 113–115
Performance
review, preparation, 92
Performance (continued)
   statistics, comparison ability, 190–195
Planned communication, balance, 139
POD. See Professional and
   Organizational Development
   Network
Predictive dashboards, usage, 165–166
Predictive modeling, impact, 164–167
Premer, Karen, 145
Prescriptive analytics
   benefits, 175
   data, usage, 174
   models, benefits, 175
   online teaching evaluation,
      integration, 172–175
   problems, 175
   skills, absence, 174–175
Prescriptive models, development, 175
Privacy/isolation (formative evaluation
   factor), 80
Professional and Organizational
   Development Network (POD), 90
   Network Listserv, concerns, 203–204
Program decisions, 188
   decision process, 252–253
Program implementation/cycle, 254–258
Project management, focus, 174
Promotion decisions, online teaching
   evaluation data (inclusion), 41–42
Proper documentation, meaning, 201
Provisional faculty, peer review, 159
Quality Matters (QM) Rubric, 145, 147,
   150–154, 197
   accessibility/usability, 152
   course
      overview, 152
      technology, 152
   instructional materials, 152
   learner support, 152
   learning objectives, 152
   standards, 152
Quality Online Course Initiative (QOCI)
   (Illinois Online Network), 144,
   146, 150–154
   communication/interaction/collaboration,
      151
   course evaluation, 151
   instructional design, 150
   instrument, items (sample), 150–151
   learner support/resources, 151
   rubric, categorization, 150
   student ratings/assessment, 151
   web design, 151
Qualtrics, 86
Quantity bias, 138. See also Online
teaching evaluation
“Questionnaire Design” (Taylor-Powell), 89
Questions
   impact. See Complex questions.
   usage. See Original question; Revised
   question.
R
RateMyProfessor.com, 104, 106, 256
Read and respond analogs, 9
Record keeping, quality improvement
   (contrast), 19–20
Report. See Solicit Compile Adjust Report
   Feedback process, 91
Representative governing organization
   members, online teaching
   perspective, 29

Q
QM. See Quality Matters
QICI. See Quality Online Course
   Initiative
Quality Assurance e-Learning design
   standards, 153–154
Quality-based indicators, 63
Quality improvement, record keeping
   (contrast), 19–20
Revised question, usage, 87–89
Rubric for Online Instruction (ROI)
(California State University Chico), 146, 147

S

Sage-on-the-stage bias, 125
SALG. See Student Assessment of Their Learning Gains
Santa Rosa Junior College, online instruction evaluation guide, 198
Scalability, 19
SCARF. See Solicit Compile Adjust Report Feedback
Schreyer Institute for Teaching Excellence (Penn State), SRTE pilot, 113–114
Screencast-o-Matic, usage, 240
SEEQ. See Students’ Evaluation of Educational Quality
SEI. See Student evaluation of instruction
Self-analytic evaluation data, usage, 40
Self-Assessment of Online Teaching Skills, 94
Self, formative feedback source, 92–94
Self-ratings, 188
Self-review instruments, design, 251
SEOTE. See Student Evaluation of Online Teaching Effectiveness
“Seven Principles for Good Practice in Undergraduate Education” (Chickering/Gamson), 128, 156
SEWBI. See Student Evaluation of Web-Based Instruction
Seymour, Elaine, 111
Sitting beside, process, 8
“Six layers of resistance to change” (Patrick), 254
Skype, 215
Sloan-C International Conference on Online Learning, 53
Small-step approach, 217
Social presence, development, 197
Solicit Compile Adjust Report Feedback (SCARF)
design model, 251
feedback step, 85
illustration, 83f
loop, 82, 91–92
SPOC. See Students’ Perceptions of Online Courses
SRTE. See Student Rating of Teaching Effectiveness
Stakeholders, 212
collection, 214–217
combination, 256
feedback report, 91
perspective, 64
State University of West Georgia, 171
Stop-and-do exercises, 138
Student Assessment of Their Learning Gains (SALG), 110, 111–112, 198
questions, 112
Student evaluation of instruction (SEI) instruments, 180–182
Student Evaluation of Online Teaching Effectiveness (SEOTE), 202
Student Evaluation of Web-Based Instruction (SEWBI), 202
Student-faculty contact, 4
analytic indicators, 66–67
encouragement, 128
indicators, 66
practice (impact), 156–158
evidence, 157
Student Rating of Teaching Effectiveness (SRTE), 110, 113–115
question bank, 113
university-wide items, 114–115
Student ratings, 188
questions, 57
reminders, 108–109
response rates, increase, 108–109
scale, 202
tools, 110–115
Students
behaviors, COIL criterion, 148
commercially developed student rating scale, 202
completion rates, usage, 169
context, 95
cooperation, development, 4, 64, 128
educational experiences,
 improvement, 92
end-of-course surveys, 169
engagement factors, 169
evaluation data, usage (balance), 40
faculty interaction, COIL interaction, 148
final grades, 169
formal student surveys, 108
instructors, rapport, 7
interaction load, consideration, 138
interviews, 188
introductions, responsiveness, 66
learning, 57, 106, 252
AAHE assessment principles, 8–9
data analytics, 163–169
fostering, 26–27
Muddiest point, 98
one-minute papers, 97
online teaching perspective, 30
persistence, indicator usage, 169
progress, monitoring, 61
reciprocity, development, 4, 64, 128
reviews, quality (determination), 104–105
satisfaction, 56, 57
student-evaluation instruments,
development, 201–202
student-instructor matching, 166–167
teacher interactions, 106
work, instructor quality (feedback), 139
workload, 106
Students’ Evaluation of Educational Quality (SEEQ), 110–111, 199
Students’ Perceptions of Online Courses (SPOC), 202
Successful Faculty Evaluation Programs (Seldin), 6
Summative decisions, 188
Summative evaluation
advantages/disadvantages, 79t
components, 77
design, 77
formative evaluation, comparison, 77–78, 81
Summative process. See Design summative processes
Supplemental Resources page, examination, 84
Survey fatigue, 85
Survey Gold, 86
SurveyMonkey, 86
Survey questions, creation, 87–89

T
Tangible artifacts, 164–165
Taylor, Ann H., 59
story, 103, 143, 159, 211
Taylor-Powell, Ellen, 89
Teacher performance, student evaluation, 105
Teacher-student interactions, 106, 113
Teaching, 58. See also Online teaching adjustment, feedback basis, 89–90
administrators, function, 218–219
behaviors, 7, 56
content design, 195–200
observational bias, 122–126
technique method, 8
best practices, 5
concern, 7
considerations, 59
core teaching behaviors. See Face-to-face teaching; Online teaching.
design, separation, 16–17
double-blind peer evaluation, 170f
effectiveness
  dimensions, 110–111
  student ratings, 224
  technology, usage, 64–65
effort, absence, 125–126
emphasis, 58
enthusiasm, 7
evaluation, 6
  setting, information consumption, 256
  traditional process, 10–15
evidence, documentation/sharing, 220
expectations (formative evaluation factor), 80
faculty members, function, 219–220
formal student surveys, 108
generalized evaluations, online
  teaching evaluation (separation), 42
high-quality teaching, importance, 218
improvement, focus, 96
intuitiveness, 123–124
observation rubric, 120
peer review
  accomplishment, 221–222
  benefits, maximization, 221–228
  guided process, 226–228
  setup, 222–226
practices
  core principles, 128, 130
  definition, 130–131
  elements, 132–133
quality
  indicators, administrator perception, 131
quality, embodiment, 122–123
real-time occurrence, 124–125
student ratings, 103
  misconceptions, 105
  quantity, 107–108
  response rates, increase, 108–109
  thought exercise, 118
  student reviews, 104–105
  qualifications, 106–107
  summative reviews, 81
Teaching as teaching, 9
Teaching-practice evaluators, hiring, 139
Techno method, 8
Technical assistance, role (defining), 135
Technology
  change (formative evaluation factor), 80
  good practice, principles, 60
  specialists, online teaching perspective, 30
  usage, 64–65
TedTalks, integration, 241
Thematic analysis, 165
Threaded discussions, active engagement, 66
Throw-the-baby-out approach, 201–202
Time equivalence, 16
Time investment, scenarios, 69–70
Track Changes (Microsoft), 193
Training variability (formative evaluation factor), 80

U

University of Colorado Boulder, research, 111
University of Nebraska at Kearney (UNK), 145–147
eCampus, evaluation development, 32
University resources, 57
Unsolicited feedback, absence (formative evaluation factor), 80–81
User activity, 12

V

Vague language, impact, 88–89
Virtual meetings
  agenda, creation/dissemination, 216
  feedback, request, 217
  handouts/visual aids, distribution, 216
housekeeping, 216
improvement, 215–217
length, 216
online whiteboard, usage, 216
participants, interaction, 216
recording, 216–217
Visible Organized Compassionate
Analytical Leader (VOCAL) online
instructor characteristics, 60
Visual appeal, 12
Voice-recording threads, 250

W

Web 2.0 tools, 240
WebCT Exemplary Course Project, 146–147
WebEx, 215
Western Carolina University, Online
Course Assessment Tool, 198
Wiki updating, 251
Word analysis, 165
Wordle, usage, 240
Work-life balance, management, 241
Workload, difficulty, 111