

GHANA CHRISTIAN UNIVERSITY COLLEGE

PEER AND PROFESSIONAL ASSESSMENT POLICY

2017

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BELIEF STATEMENT

Ghana Christian University College believes that performance appraisal of all employees is essential to the achievement of its commitment to provide quality educational experiences for all students in its care. The University also believes that the performance appraisal process provides opportunities for staff development and encourages the professional growth of each staff member while acknowledging and affirming the efforts, involvement and achievements of all employees. It is the process of gathering information about the impact of teaching and learning in the University, analyzing and interpreting this information and responding to and acting on the results to improve the education of students.

POLICY OBJECTIVE

The objective of the policy is to provide an academic direction to enhance the quality of teaching and learning at Ghana Christian University College.

POLICY STATEMENT

It is the policy of the University that lecturers should be evaluated by their students by the middle of each semester. The Performance Appraisal process will endeavour to:

- Maintain and improve faculty members teaching
- Assist faculty members in knowing what is expected of them in terms of teaching
- Provide corrective instruction, counseling, coaching in order to promote effective teaching and research
- Improve communication between faculty members and the Deans and Heads of Departments by giving an opportunity to provide feedback to individual lecturers on their teaching performance
- Assist in promotion decisions and in planning the career development and growth of individual faculty members
- Assess training needs of faculty members

IMPORTANCE

Peer and Professional Assessment is beneficial because lecturers can review how others interpret their teaching, thereby improving upon their methods of instruction. The information can also be used by administrators, along with other input, to make summative decisions such as promotion, tenure, salary increases and also make formative recommendations (e.g., identify areas where a faculty member needs to improve).

Typically, these assessments are combined with peer evaluations, supervisor evaluations, and results of student's test scores to create an overall picture of teaching performance.

Lecturer assessments are very important since they serve as tools for assessing one's own methods of teaching and allow improvement upon these methods.

Mid-term assessment would be done to enable the lecturer to get feedback before the end of the semester. This would enable the lecturers to improve upon their teaching before the semester ends. It also enables the students to give a clear reflection of the lecturers since they still remember what is being taught. Evaluations can provide valuable information for the progress of the course and help to improve upon teaching.

Another importance of assessment is that students appreciate knowing that the lecturer is interested in their opinion about how the course is progressing. They feel more interested in the course if they have some input into its operation. They are happy to provide the lecturer with information about student's perceptions of the effectiveness of the learning activities; they provide information about the direction the students' ratings that are taken. It can also be used to adjust course practices that will result in greater student learning; such as changing the lecture routine, changing the nature, number, or content of quizzes, or changing the out-of-class assignments.

Assessments provide valuable information about what a lecturer can do to change the direction of his/her students' ratings and demonstrate to the administrators and colleagues that he/she is willing and responsive to your students' concerns about their learning experience.

LEVELS OF ASSESSEMENTS

Performance Appraisal Program

The primary goal of the Appraisal Program is to maintain and improve faculty members teaching and research. It is designed to assist the faculty members in knowing what is expected of them in terms of teaching and research and to provide corrective instruction in order to promote effectiveness and efficiency.

Secondly it improves communication between the lecturer and the Dean and/or Head of Department by giving an opportunity to provide feedback to individual lecturers on their teaching performances. The Appraisal Program can also be used to assist in placement decisions and in planning the career development and growth of individual lecturers. It is also a useful tool in assessing faculty members training needs and will serve as a means to produce useful feedback which the lecturer and University can use to improve the quality of instruction.

Peer Evaluations

This is the process by which one faculty member observes another and gathers information about the latter's effectiveness in the classroom. The teaching and learning processes are evaluated, as in the educational environment established by the faculty members. This evaluation can be used for both summative and formative purposes.

Faculty members will evaluate their strengths, weaknesses, achievements and areas of difficulty prior to the review. They will identify particular areas in which they want feedback.

During peer evaluations each department may develop its own observation instrument. On the day of the observation, the reviewer should plan to stay for the entire duration of the course session.

In addition to conducting the classroom observation, the reviewer will also spend time reviewing and providing feedback on course materials and documents. If possible, this will be done both before and after the classroom observation.

After the evaluation, feedback would be provided to the observed faculty member as soon as possible. It is a good idea to establish criteria for feedback, including how, when and where it takes place, prior to the observation. The reviewer will take time to explain and discuss the review and its findings. The observed faculty member will have the opportunity to discuss and explain the different aspects observed in the course.

The written report will include details, explanations, and clarification that both the reviewer and the observed faculty member find agreeable. It should be a fair, accurate, and constructive assessment of the observed faculty member's teaching strengths and areas for improvement, and it should address the issues discussed in the pre- and post-observation conferences.

Student Assessment

The aim of this exercise is to allow students appreciate knowing that the lecturer is interested in their opinion about how the course is progressing. It is to make them feel being part of the course delivery and progression and also being given the opportunity to make some input into its operation.

Secondly it will provide the lecturer with information about student's perceptions of the effectiveness of the learning activities as well as provide valuable information which can be used adjust course practices that will result in greater student learning.

THE PROCEDURE FOR ASSESSMENT

- In consultation with faculty member to be reviewed, three individuals shall be selected within the school who hold the same or higher academic rank (two from within and one external to the department) to review the submitted materials. One will be designated to chair the committee.
- The process will include a minimum of one course teaching observation. The faculty member, in consultation with the review committee, makes provision for the direct observation of his/her teaching and for individual interviews involving a representative sample of students.
- Committee members will review the submitted materials and then arrange a meeting with the faculty member to discuss strengths, limitations, and plans for future development.
- The chair of the review committee will prepare a written summary of the meeting with signature lines provided for committee members and the faculty member. The faculty member may respond in writing and attach the response to the summary.
- The committee submits the final summary and any attachments to the Head of Department.
- The Head of Department reviews the materials and forwards the approved review to the Dean's Office with a cover memorandum. A copy of all materials submitted to the Dean's Office will be given to the faculty member.
- If, after receiving the results the dean, on advice of the review committee and in consultation with the Head of Department, concludes, on the basis of the review's findings, that the faculty member's performance has fallen for a significant period of time below the expected standard of performance for the faculty member's unit, then the dean may initiate discussions with the faculty member concerned. The development of a plan to address problems uncovered in the review, such discussion may focus on the faculty member's individual portfolio. The plan will be put in writing, which will contain a justification for its implementation, provide a specific timetable for evaluation of acceptable progress and will provide a description of possible consequences for not meeting expectations by the end of the evaluation. The Head of Department and/or dean may monitor progress through the annual review and give feedback to the faculty member.
- The review is placed in the faculty member's personal file. The outcome of this peer review is confidential and confined to the faculty member being reviewed. The review committee, the Head of Department, the dean, others directed by the faculty member, and in special circumstances the Provost.

ASSESSMENT PERIOD

This assessment of lecturer's in all three levels – Appraisal, Peer and Students shall be done in every quarter of a year. GhanaCU believes that when faculty members participate in peer review, teaching and learning activities will improve.