

# CONTENTS

---

<b>Foreword</b>	<b>xiii</b>
<b>Acknowledgments</b>	<b>xvii</b>
<b>Introduction</b>	<b>1</b>
State of College Teaching	2
State of Evaluation of College Teaching	7
<b>Making the Case</b>	<b>11</b>
Rationale for the Formative Evaluation of Teaching	11
Rationale for Peer Review in the Formative Evaluation of Teaching	14
Rationale for Comprehensive Faculty Evaluation	18
Comprehensive Evaluation Models	22
<b>Faculty Roles in Formative Evaluation</b>	<b>29</b>
Faculty Roles	30
Roles for Constituencies Other Than the Faculty	34
<b>Methods of Formative Evaluation</b>	<b>41</b>
Direct Classroom Observation	41
Videotaping of Classes	55
Evaluation of Course Materials	59
Assessment of Instructor Evaluations of the Academic Work of Students	64
Teaching Portfolios	69
<b>Formative Peer Evaluation Program Examples</b>	<b>73</b>
Single-Institution Programs	73
Multi-Institution Programs	87
Assessment of Program Strengths and Weaknesses	91
Common Elements	95
Evaluation of Programs	95
<b>Disincentives</b>	<b>97</b>
Academic Freedom	97
Representativeness, Accuracy, and Typicality	98
Subjectivity	101
Time, Faculty Values, and Institutional Incentives and Rewards	103
<b>Incentives</b>	<b>105</b>
Attitudes and Perceptions	105
Methodology	108
Procedures	110
<b>Personal and Institutional Benefits</b>	<b>121</b>
Improvement in Teaching	121
Improvement in Student Learning	125

---

Improvement in Faculty Morale and Collegiality	128
Improvement in the Tenure Success of Junior Faculty	131
<b>Recommendations and Conclusions</b>	<b>133</b>
Recommendations	133
Conclusions	143
<b>References</b>	<b>145</b>
<b>Index</b>	<b>159</b>
<b>ASHE-ERIC Higher Education Reports</b>	<b>167</b>
Advisory Board	169
Consulting Editors	171
Review Panel	173
Recent Titles	175
Order Form	181