

FACULTY TEACHING EVALUATION: MODELS,  
METHODOLOGY, AND RESEARCH NEEDS FOR BUSINESS COLLEGES

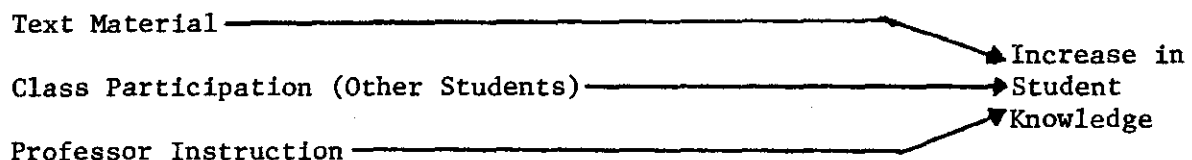
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Marketing professors, like many other professionals have been increasingly asked to prove their contribution to the attainment of organizational goals. One of the ways professors make that contribution is via their teaching within the classroom. To prove that such a contribution is made requires periodic evaluations of their effectiveness. The evaluations are frequently justified on economic, organizational, and societal bases.

Teaching evaluations come from various sources--students, peers, supervisors, and self-report. Their frequent uses include professional development and self-improvement, advising students, employer decision making (i.e. promotion and tenure), and attempting to identify the variables that are important and tend to correlate with professorial teaching effectiveness. However, when using any type of evaluation, close scrutiny needs to be given criterion measures, measurement, measuring instruments, and their reliability and validity.

Impact Model Implicit in the Literature

Figure 1--Implied Impact Model for Faculty Teaching Evaluation



The basic purpose of most evaluations analyzed in the literature to date tests the basic linkage: Professor instruction → increase in student knowledge. Text material and class participation are often considered under professorial control and as such are included.

Research/Literature State-of-the-Art of Teaching Evaluations\*

Student evaluations have been traditionally correlational in nature, and although they appear relatively reliable over time, some questions of content, empirical, and discriminant validity remain. Research has only recently begun to investigate student behavior and course structure as validity confounds. Peer evaluations appear more valid, but less reliable and are, therefore, more likely to be rejected for use by faculty themselves. Supervisor evaluations of teaching effectiveness have been

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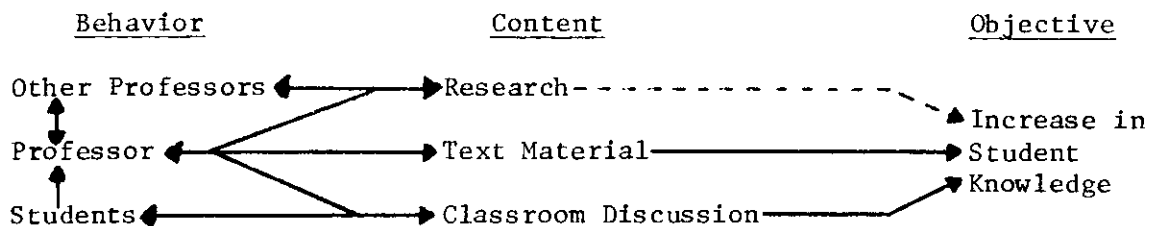
\*A more detailed summary of the major research efforts during the past six years is contained in the complete paper.

researched relatively little, and contradictory results on criterion measures appear in those few research efforts. Likewise, little research has been oriented toward self-report mechanisms except as a construct validity measure to other forms of evaluation. Reliability, validity, and criterion measure problems are cited as the reasons for low research emphasis.

Proposed Impact Model

The more complete impact model proposed considers the objective of the classroom experience, content necessary to achieve the objective, and individuals/ participants who operate in the classroom or in an evaluative capacity. It suggests no single source could give a complete picture of teaching effectiveness, therefore, evaluations of various types should be matched to the desired use.

Figure 2--Proposed Impact Model for Faculty Teaching Evaluation



Recommended Evaluation Methodology of Teaching Performance

Student evaluations with content and behavioral orientations should be administered at the end of a course. Their prime usefulness would be professorial self improvement and student advising. Behaviorally oriented--with some content inquiry--peer evaluations should aid in professional development. Supervisor evaluations should be time staggered and open to the professor and any decision making group.

Evaluation Research Needs in Business Colleges

Since few, if any, studies utilized business faculty/classes as a basis for research, research is needed in order to test the appropriateness of transferring criterion measures and measuring instruments from other disciplines. Supervisor and peer evaluation acceptance research needs to be broadened. Reliability and validity tests of all forms of evaluation need to be tested for business colleges.