

**ASSESSING ALTERNATIVE METHODS OF TEACHING EVALUATIONS: STUDENT EVALUATIONS,  
PEER REVIEWS, ALUMNI EVALUATIONS, AND TEACHING PORTFOLIOS**

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**ABSTRACT**

Although there has been much research undermining the validity of student evaluations of teaching, these evaluations continue to serve as the primary way universities assess instructional effectiveness. Alternatives to student evaluations tend to be underutilized, even though most experts believe that they deserve much greater weight in the evaluations of professors. However, as student evaluations of teaching are weighted heavily in tenure and promotion decisions, it is important to examine research findings focusing on the validity of different methods of assessing faculty teaching effectiveness.

Panel members will discuss the most recent research findings in this field and the implications for the measurement of instructional effectiveness. Teaching evaluations will be contrasted to other methods of performance evaluation used in

businesses and organizations. An analysis of historical developments in the 1960s and the 1970s will be used to explain the development of the current form of student evaluations. In addition, the panel will discuss how teaching evaluations will be affected by new modes of teaching in the future such as online instruction and certification.

The panel will also discuss the effect of an increased emphasis on outputs on evaluations of teaching effectiveness. Currently, there is little agreement on how to measure the outputs of our teaching. Peer reviews and teaching portfolios measure inputs to marketing education, while student evaluations measure student satisfaction with teaching. An evaluation of outputs involves the consideration of a larger set of measures than those currently used to evaluate faculty instructional effectiveness.