

One of the major acknowledgments of Total Quality Management in Higher Education is that TQM has a place in the classroom as well as the administrative and support areas of the academy. Because Sims and Sims have not only attended to a sound theoretical basis, but have also clearly demonstrated the application of theory to practice, this book offers much insight into what works and what does not work when implementing TQM into an academic environment. The real strength of the book, however, is the way in which the principles of TQM are continuously being worked and reworked in diverse settings. Sims and Sims have managed to demonstrate clearly that TQM is not 'just another fad' or a 'prepackaged management program' but that it must be implemented mindfully, according to each university's strengths and weaknesses, climate and culture, and that no two universities are alike. 🍁

References

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Centra, John A. (1993). *Reflective faculty evaluation: Enhancing teaching and determining faculty effectiveness*. San Francisco, CA: Jossey-Bass Publishers, pp. xx-244. \$38.95 (Cdn).

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This volume updates and greatly expands Centra's 1979 bestseller *Determining Faculty Effectiveness* (Jossey-Bass). It is a highly readable, very useful addition to the small literature in this area. The author is professor and chair of the Higher Education Program at Syracuse University

in New York state. He begins the book by discussing the role of evaluation in improving the effectiveness of instructors, introducing the concepts of formative and summative evaluations. Centra then outlines a model for the improvement of teaching.

A pleasant surprise was the inclusion of Chapter 2, "Approaches to Teaching and Implications for Evaluation", which summarizes in a very useful manner the historical background to various teaching methods, some alternatives and modifications to the lecture method, the characteristics of active learning methods including a correlation of appropriate teaching method with Bloom's cognitive levels, and the qualities and definitions of effective teaching. This chapter has high value in and of itself, independent of the remainder of the book and should be required reading in the "how to teach" courses for new faculty that are spreading across Canadian campuses.

In some of the nine chapters, Centra finishes by reporting his own experiences and gives his own conclusions about the topic at hand. For example, in Chapter 4 ("Using Student Evaluations: Guidelines and Benefits"), after reviewing evidence from the literature on the use of evaluations for teaching improvement and in tenure/promotion decisions, he gives a dozen valuable, pragmatic guidelines "based on my interpretation of study results and on discussions I have had with other researchers, selected faculty members, and administrators who have used student evaluations." (p. 89) Research on student evaluations of teaching per se, e.g. the various instruments commonly used, their reliability and validity and possible biases, etc., are effectively discussed in Chapter 3. In these chapters and throughout the whole book, one of Centra's strengths is his ability to summarize the essential conclusions and to explain them in language that is remarkably clear, readable and free of jargon.

The increasingly popular construction of teaching dossiers or teaching portfolios for faculty members and also for graduate students is discussed in Chapter 6. Centra details his own study of dossiers at a community college and describes how they were used in contract renewal decisions. He also discusses teachers self-reports, and concludes that whereas they can be useful in instructional improvement efforts, the research literature does not support their use in summative evaluations.

Although the great majority of the book concerns teaching, Centra tackles the subject of determining the effectiveness of academics in research and in service in Chapter 7. Issues addressed in measuring research effectiveness include the question of quantity versus quality, differences by discipline and type of university, ethics in research, the relationship between teaching and research, and efforts to broaden the definition of what constitutes research. In judging quality, Centra comments upon the use of citation indexes and written peer reviews. A study by Feldman quoted in this chapter indicates that the relationship between teaching effectiveness and research productivity has an average correlation coefficient of only 0.12, which gives rise in my mind to the notion of “two cultures” in our universities. Centra spends a significant amount of space on the topic of broadening the definition of research, describing in detail Boyer’s four categories of scholarship - of discovery, of integration, of application, and of teaching. Concrete examples suggested by the American Historical Association of activities that can be included under each of these categories are also described. Finally, specific examples of what constitutes Service are discussed.

Chapter 8, “Legal Considerations in Faculty Evaluation”, is probably of limited interest and utility to Canadians, given that the examples are based upon American law. Centra’s book ends with a survey (with some actual examples) of student rating instruments that are generally available, and of sample forms for classroom observation and colleague evaluation.

Overall I found Centra’s book to be a very useful source of up-to-date information and suggestions concerning the area of the evaluation of faculty performance, especially in the area of teaching. Academics and administrators who are contemplating developing methods of accountability and/or teaching improvement would do well to read it thoroughly and heed some of the experience gained elsewhere before simply reinventing the wheel at their own institutions! ♣

