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Book Reviews, Summer 1980

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Book Reviews

Farmer, Charles H. *Administrator Evaluation: Concepts, Methods, Cases in Higher Education*. Richmond, Virginia: Higher Education Leadership and Management Society, Inc., 1979, \$11.00, 217 pp.

This book does a credible job of organizing the emerging work on administrative evaluation, presenting the issues involved, offering illustrative cases and listing useful recommendations for those starting evaluation programs. Farmer, the senior author, did five of the twelve chapters while the rest are by various authors. The style is generally clear, somewhat optimistic yet realistic. The caution given is to proceed slowly and to tailor the approach to the uniqueness of individual administrators and institutions. Reading *Administrator Evaluation* offers an efficient vehicle for those who want an overview of the issues, options, and "state of the art."

There are four sections to the book. Section I, "Issues and Perspectives," addresses the why, how, and who of administrative evaluation. Three functions of evaluation are offered: 1) *Formative*, for growth and improvement of the individual; 2) *Summative*, for retention, promotion and salary decisions; and 3) *Institutional*, for improvement of institutions and individuals. As a practical matter, actual programs may involve combinations of these functions. Chapters II (pp. 14-18) and VI (pp. 68-75) discuss the complexities of criteria selection. Data, opinions, perspectives can be solicited from just about anyone given the recognition that each source has differing access to data, constituencies, and expectations of a given administrator, and thus constitute only a part of a total picture. The evaluation process produces data. Decision(s) as to what actions to take based on the data are made by the administrator in formative evaluation, the administrator's superior in summative evaluation, and a combination in institutional evaluation.

Growth contracting (formative), ad hoc committees (summative),

and management by objectives (institutional) approaches are covered in section II. Chapter IV discusses the advantages and limitations of rating scales as a data collection device to supplement the above three approaches. The Ad Hoc Committee Model, Chapter VI, sets forth a procedure, discusses criteria and problems therewith, and contains a good deal of wisdom. The other two chapters are useful but less rounded.

The cases presented in Section III are the most interesting reading; they give life and movement to the evaluation process. The discussion of a rating scale approach at Tulsa (Chapter VIII) courageously presents learnings from a less than satisfactory venture. Austin College's use of institution-wide career planning with administrators, faculty, and selected staff (Chapter IX) illustrates how career development (growth contracts—formative) has been woven into the fabric of that institution. The evolution, implementation, consequences, and modification of a presidential evaluation process (ad hoc—summative) at SUNY is carefully presented in Chapter X. Furman's use of MBO for institutional planning (Chapter IX) illustrates how management by objectives has been used for both formative and summative evaluation. All of the cases are well written, cover a time span of three to eight years and give attention to problems along the path of implementation.

The final section IX offers fifteen recommendations for consideration in starting evaluation programs. This reviewer wishes Farmer had elaborated each. Moreover, the format for starting a program is too sketchy. Readers will have to "glean" their own principles for "how" from the cases. The annotated bibliography is excellent for those who want to go further. Also, the appendix listing names of others wrestling with evaluation should be helpful.

To this reviewer, it appears that for now formative evaluation processes are more typical at smaller institutions (size 50 150 faculty) and summative ones more typical of larger institutions and state systems. Both plus institutional evaluation can probably be used most easily where face-to-face encounters can foster clarity of purpose and trust. Larger systems encounter complexity of purpose, governance, and comprehension that for now make summative evaluations of the ad hoc variety easiest to implement although not necessarily the most desired or needed.

RONALD K. BOYER

Kolstoe, Oliver P. *College Professoring, or, Through Academia With Gun and Camera*. Carbondale, Illinois: Southern Illinois University Press, 1975, \$3.95 (paperback), 147 pp.

Oliver Kolstoe's treatise, based on his over 20 years of experience as a full professor, provides a humorous but cogent look at the life of the successful professor. There is something for everyone regardless of their level of experience. For the graduate student exploring the academic life and the beginning professor, the book provides a clear, concise statement of what it takes to become a successful, tenured professor, how to get there, and the pitfalls to be avoided along the route to success. For the more experienced professor, there is information on the historical development of professoring, guides to selecting, developing and cashing in on research grants, tips on selecting the appropriate books and journals in which to publish, and greater insight into the causes of conflict between the professor and the administration.

The book begins with an overview of professoring. It then looks at the various aspects of professoring; i.e., getting hired, conditions of work, work load, teaching, researching, and gaining acclaim. The concluding section provides helpful hints on coping with the everyday problems of the professor.

In the overview, Kolstoe characterizes the environment that is most likely to produce the successful professor:

To become the best a professor needs to be surrounded by extensive library holdings, elaborate laboratories, highly specialized equipment and intelligent if not brilliant colleagues, all held together by an administration which values potential contributions to knowledge more than efficient material management systems (page 5).

In essence, these conditions are essential to provide the freedom scholarly work requires.

In the chapter "On Getting Hired," Kolstoe notes that with the exception of a few years in the 1950s and 1960s, there has always been a surplus of potential faculty. Seldom, however, has there been a surplus of experts. The individual who demonstrates potential for becoming an expert has little difficulty getting hired. The applicant who has studied with a widely recognized expert is most often viewed as having potential for expertise. Steps that departments employ in selecting new faculty members are carefully outlined.

Under "Conditions of Work," Kolstoe notes that although job requirements may differ considerably between beginning professors within departments, the salaries are quite similar. In most cases, beginning professors can expect heavy teaching loads of freshmen and sophomores. If the beginner is to gain the time necessary to conduct research, he or she must learn to deal with the teaching chore efficiently.

"Faculty Work Load" should be required reading for persons who think that college professors teach a few hours per week then go off to play golf or chase coeds. Kolstoe notes that effective professors really have no clear notion of the hours they spend in scholarly activities because they spend most of their waking hours and even some of their sleeping hours contemplating the problems they are studying.

It is noted that teaching can be a risky, even if essential business, because it is a highly visible activity over which the administration can and does exercise control. Because it is highly visible, even a small slip in the wrong class at the wrong time can bring embarrassment to the individual and his or her department. Embarrassment to one's department is a cardinal sin for the professor. Fortunately, most students, colleagues, administrators, and alumni are not really concerned enough to take action against anyone but the very poorest of instructors.

The chapters on research and publishing show the reader how to gain fame outside his or her institution while meeting the internal demands of teaching, advising, and committeeing.

Kolstoe's humor and Don-Paul Benjamin's cartoons make *College Professoring* enjoyable reading.

RALPH F. DARR

Brown, George. *Lecturing and Explaining*. London: Methuen and Company Limited, 11 New Fetter Lane, 1978, \$8.95 (paperback), 134 pp.

Most college lecturers give over two hundred lectures a year and some will have given more than 8,000 by the time they retire. It is a truism among faculty development personnel, however, that anyone who knows his/her subject cannot necessarily "get it across."

Lecturing and Explaining is a nifty little book written to help solve this dilemma. The book is a systematic guide to the complex tasks of lecturing and explaining, and has something for everyone.

For faculty development personnel, there are a number of easily replicable short and long workshop designs developed and tried over the years by the author. The book itself can be used as the design of an entire course. For faculty who lecture, experienced as well as inexperienced, there are various strategies and activities to help one modify one's style.

In addition, the book is sprinkled throughout with research findings that pertain to lecturing. They tend to make Brown's suggestions for improving lecturing even more convincing. For example, Brown tells us that the research on attention span has found that it is markedly decreased after twenty minutes and is followed by a peak just before the end of an hour lecture. In regard to the relationship between personal space and students' attitudes toward the lecturer and the other students, studies summarized by Brown show that students with the most favorable attitudes sit towards the middle of the room, those with the least favorable attitudes sit in the corners and at the back. Both of these findings have implications in the planning and delivery of lectures.

For the faculty development worker looking for a step-by-step set of practical tips on lecturing, or for ideas for workshops, or for a concise summary of the relevant research on lecturing and explaining, Brown's book is well worth the three hours he suggests it will take you to read it. I found it useful.

ELIZABETH KLEMER HRUSKA