



Evaluating Teaching Effectiveness

Faculty Resources for Higher Education

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At OU

The Evidence of Teaching Effectiveness Initiative was created to explore and examine best research-based practices for the evaluation of teaching (formative and summative). The goals of this long term project are to re-design “course evaluations” and design other measurements of teaching effectiveness. See the webpage for official communications, updates, task force representatives, and quick notes on key concepts.

CETL Quick Notes

- [Centralized System](#)
- [Contextual Narratives](#)
- [Course Evaluations Revisited](#)
- [Evaluating Teaching Effectiveness](#)
- [Evidence of Teaching Effectiveness](#)
- [Formative Feedback](#)
- [Online Systems](#)
- [Question Types](#)

Guides and Articles

[Article reading list for Evidence of Teaching Effectiveness OU initiative](#) includes articles on the research landscape around student feedback surveys (course evaluations) and other methods of evaluating teaching effectiveness.

- [Unbiased, reliable, and valid student evaluations can still be unfair](#), from Assessment and Evaluation in Higher Education. Justin Esarey and Natalie Valdes, 2020.

Podcast Episodes

- [Biases in Student Evaluations of Teaching \(25 minutes, from Tea for Teaching\)](#)
- [Gender Bias and Course Evaluations \(40 minutes, from Tea for Teaching\)](#)
- [Inclusified Teaching Evaluation \(40 minutes, from Teaching in Higher Ed\)](#)
- [Peer Review of Teaching \(40 minutes, from Teaching in Higher Ed\)](#)
- [About Those Student Evals... \(20 minutes, from Let's Talk Teaching\)](#)

Tools and Activities

- [Gendered Language in Teacher Reviews](#). Analyzes student responses from RateMyProfessor, broken down by gender and subject.

Books At CETL

Check out these and other books in our collection in 200D Elliott Hall. [Browse the full CETL library](#).

Arreola, R. (2007). *Developing a Comprehensive Faculty Evaluation System, 3rd Edition*. San Francisco, CA: Anker Publishing

Berk, R. (2006). *Thirteen Strategies to Measure College Teaching*. Sterling, VA: Stylus Publishing

Berk, R. (2013). *Top 10 Flashpoints in Student Ratings and the Evaluation of Teaching*. Sterling, VA: Stylus Publishing

Blumberg, P. (2014). *Assessing and Improving Your Teaching: Strategies and Rubrics for Faculty Growth and Student Learning*. San Francisco, CA: Jossey-Bass

Braskamp, L. & Ory, J. (1994). *Assessing Faculty Work*. San Francisco, CA: Jossey-Bass

Brookfield, S. (1995). *Becoming a Critically Reflective Teacher*. San Francisco, CA: Jossey-Bass

Buller, J. (2012). *Best Practices in Faculty Evaluation*. San Francisco, CA: Jossey-Bass

Centra, J. (1993). *Reflective Faculty Evaluation: Enhancing Teaching and Determining Faculty Effectiveness*. San Francisco, CA: Jossey-Bass

Glanz, J. & Sullivan, S. (2000). *Supervision in Practice: 3 Steps to Improve Teaching and Learning*. Thousand Oaks, CA: Corwin Press

Hativa, N. (2013). *Student Ratings of Instruction: A Practical Approach to Designing, Operating, and Reporting*. Seattle, WA: Orion Publishing

Havita, N. (2013). *Student Ratings of Instruction: Recognizing Effective Teaching*. Orion Publishing

Kember, D. & Ginns, P. (2012). *Evaluating Teaching and Learning: A Practical Handbook for Colleges, Universities, and the Scholarship of Teaching*. New York, NY: Routledge

Seldin, P. (2006). *Evaluating Faculty Performance: A Practical Guide to Assessing, Teaching, Research, and Service*. San Francisco, CA: Jossey-Bass.

van Note Chism, N. (2007). *Peer Review of Teaching: A Sourcebook (2nd ed)*. San Francisco, CA: Jossey-Bass.

New Directions for Teaching and Learning: Online Student Ratings of Instruction, No. 96, Winter 2003. San Francisco, CA: Jossey-Bass

If you have suggestions, please email Christina Moore (cmamoore@oakland.edu).