



Excerpts from the Literature

Why Go Beyond Student Evaluations?

“Students do not learn more from professors with higher student evaluation of teaching (SET) rating.” (pg. 40)

Uttl, B., White, C. A., & Gonzalez, D. W. (2017). Meta-analysis of faculty's teaching effectiveness: Student evaluation of teaching ratings and student learning are not related. *Studies in Educational Evaluation, 54*, 22-42.

“We investigated the role of conscious or unconscious bias in terms of gender and cultural background. We found potential bias against women and teachers with non-English speaking backgrounds.” (pg. 1)

Fan, Y., Shepherd, L. J., Slavich, E., Waters, D., Stone, M., Abel, R., & Johnston, E. L. (2019). Gender and cultural bias in student evaluations: Why representation matters. *PloS one, 14*(2), 1-16.

Ways to Improve Student Evaluations of Teaching

“We found that these teachers take a reflective approach, aiming for constant improvement, and see their evaluation data as formative feedback, useful for improving learning outcomes for their students.” (pg. 1) “For some teachers, the reflective approach led them to see teaching as an ongoing process of development.” (pg. 6)

Golding, C., & Adam, L. (2016). Evaluate to improve: Useful approaches to student evaluation. *Assessment & Evaluation in Higher Education, 41*(1), 1-14.

“Faculty reported receiving an increase in actionable feedback on SET, and students found the peer-led presentation helpful, recommended it to others, and reported improved skills in providing feedback. This project provides a rubric and an asynchronous video as resources that can be easily transferred to other courses and institutions to support teaching.” (pg. 256)

Signorini, A. (2020). Students helping students to provide valuable feedback on course evaluations. *ETH Learning and Teaching Journal, 2*(2), 256-261.

“First, if there is a faculty evaluation office or faculty development office at your university, meet with a representative to request a copy...Inquire about the development of the instrument, obtain reliability and validity research information on the specific SETE used, and ascertain the relative importance of the global and specific items in the summative decision-making process. Second, become familiar with the literature on the validity and potential biases of SETEs. Third, consider using some form of midterm evaluation for formative purposes... Finally, well-developed student evaluations with adequate reliability and validity data may provide some of the best measures of teaching effectiveness.” (pg. 30)

Hobson, S. M., & Talbot, D. M. (2001). Understanding student evaluations: What all faculty should know. *College teaching, 49*(1), 26-31.

Mid-Semester Student Feedback

“Compared with a standard individual evaluation, the online collaborative evaluation was rated significantly higher by students in enjoyment, ease, and ability to provide useful feedback. In addition,

comments yielded from the collaborative evaluation provided formative information that could be used to improve student learning.” (pg. 157)

Veeck, A., O'Reilly, K., MacMillan, A., & Yu, H. (2016). The use of collaborative midterm student evaluations to provide actionable results. *Journal of Marketing Education, 38*(3), 157-169.

Importance of Student Evaluations of Teaching

“students were more likely than staff to be aware of the shortcomings of their own particular areas of study, perhaps due to greater inter-faculty mixing of students than of staff. This finding reinforces the value of student evaluations in bringing to attention some of the specific weaknesses of academic teaching in different areas, which for various reasons may have escaped the notice of staff.” (pg. 230)

Ballantyne, R., Borthwick, J., & Packer, J. (2000). Beyond student evaluation of teaching: Identifying and addressing academic staff development needs. *Assessment & Evaluation in Higher Education, 25*(3), 221-236.

Additional Resources

Abel, M. H., & Meltzer, A. L. (2007). Student ratings of a male and female professors' lecture on sex discrimination in the workforce. *Sex Roles, 57*(3-4), 173-180.

Anderson, K. J., & Kanner, M. (2011). Inventing a gay agenda: Students' perceptions of lesbian and gay professors. *Journal of Applied Social Psychology, 41*(6), 1538-1564.

Arbuckle, J., & Williams, B. D. (2003). Students' perceptions of expressiveness: Age and gender effects on teacher evaluations. *Sex Roles, 49*(9-10), 507-516.

Basow, S. A. (1995). Student evaluations of college professors: When gender matters. *Journal of Educational Psychology, 87*(4), 656-665.

Basow, S. A. (2000). Best and worst professors: Gender patterns in students' choices. *Sex roles, 43*(5-6), 407-417.

Bennett, S. K. (1982). Student perceptions of and expectations for male and female instructors: Evidence relating to the question of gender bias in teaching evaluation. *Journal of Educational Psychology, 74*(2), 170-179.

Boring, A., Ottoboni, K., & Stark, P. (2016). Student evaluations of teaching (mostly) do not measure teaching effectiveness. *ScienceOpen Research*.

Bray, J. H., & Howard, G. S. (1980). Interaction of teacher and student sex and sex role orientations and student evaluations of college instruction. *Contemporary Educational Psychology, 5*(3), 241-248.

Burns-Glover, A. L., & Veith, D. J. (1995). Revisiting gender and teaching evaluations: Sex still makes a difference. *Journal of Social Behavior and Personality, 10*(4), 69.

Centra, J. A., & Gaubatz, N. B. (2000). Is there gender bias in student evaluations of teaching?. *The Journal of Higher Education, 71*(1), 17-33.

- Eagly, A. H., & Karau, S. J. (2002). Role congruity theory of prejudice toward female leaders. *Psychological review*, 109(3), 573-598.
- Elmore, P. B., & LaPointe, K. A. (1975). Effect of teacher sex, student sex, and teacher warmth on the evaluation of college instructors. *Journal of Educational Psychology*, 67(3), 368-374.
- Ewing, V.L., Stukas Jr., A.A, & Sheehan, E.P. (2003). Student prejudice against gay male and lesbian lecturers. *The Journal of Social Psychology*, 143(5), 569-579.
- Fan, Y., Shepherd, L. J., Slavich, E., Waters, D., Stone, M., Abel, R., & Johnston, E. L. (2019). Gender and cultural bias in student evaluations: Why representation matters. *PLoS one*, 14(2), 1-16.
- Kaschak, E. (1981). Another look at sex bias in students' evaluations of professors: Do winners get the recognition that they have been given?. *Psychology of Women Quarterly*, 5(5), 767-772.
- Kierstead, D., D'agostino, P., & Dill, H. (1988). Sex role stereotyping of college professors: Bias in students' ratings of instructors. *Journal of Educational Psychology*, 80(3), 342-344.
- Kozub, R. M. (2008). Student evaluations of faculty: Concerns and possible solutions. *Journal of College Teaching & Learning (TLC)*, 5(11), 35-40.
- MacNell, L., Driscoll, A., & Hunt, A. N. (2015). What's in a name: Exposing gender bias in student ratings of teaching. *Innovative Higher Education*, 40(4), 291-303.
- Mengel, F., Sauermann, J., & Zölitz, U. (2019). Gender bias in teaching evaluations. *Journal of the European Economic Association*, 17(2), 535-566.
- Rivera, L. A., & Tilcsik, A. (2019). Scaling down inequality: Rating scales, gender bias, and the architecture of evaluation. *American Sociological Review*, 84(2), 248-274.
- Rowden, G. V., & Carlson, R. E. (1996). Gender issues and students' perceptions of instructors' immediacy and evaluation of teaching and course. *Psychological Reports*, 78(3), 835-839.
- Sidanius, J., & Crane, M. (1989). Job evaluation and gender: The case of university faculty. *Journal of Applied Social Psychology*, 19(2), 174-197.
- Sinclair, L., & Kunda, Z. (2000). Motivated stereotyping of women: She's fine if she praised me but incompetent if she criticized me. *Personality and social psychology bulletin*, 26(11), 1329-1342.
- Smith, B. P., & Hawkins, B. (2011). Examining student evaluations of Black college faculty: Does race matter?. *The Journal of Negro Education*, 149-162.
- Spooren, P., Brockx, B., & Mortelmans, D. (2013). On the validity of student evaluation of teaching: The state of the art. *Review of Educational Research*, 83(4), 598-642.
- Stark, P., & Freishtat, R. (2014). An evaluation of course evaluations. ScienceOpen. *Center for Teaching and Learning, University of California, Berkeley*. Retrieved from <https://www.scienceopen.com/document>.

- Subtirelu, N. C. (2015). "She does have an accent but...": Race and language ideology in students' evaluations of mathematics instructors on RateMyProfessors. com. *Language in Society*, 44(1), 35-62.
- Taylor, R. L., Knorr, K., Ogradnik, M., & Sinclair, P. (2020). Seven principles for good practice in midterm student feedback. *International Journal for Academic Development*, 25(4), 350-362.
- Vasey, C., & Carroll, L. (2016). How do we evaluate teaching? Findings from a survey of faculty members. *Academe*, 102(3), 34-39.