Encompassing the five years from 1970 through 1974, this annotated bibliography represents a search of materials relating to the evaluation of college or university professors from the points of view of administrators, colleagues or peers, and students. Most of the information included is from the student point of view and is directed at teacher effectiveness with some information about research, publication, and service. Items are listed by author and include journal articles, materials from ERIC, and books. The ERIC materials include ED numbers. (BD)
AN ANNOTATED BIBLIOGRAPHY OF THE 
EVALUATION OF COLLEGE AND UNIVERSITY 
TEACHING EFFECTIVENESS

INSTRUCTIONAL DEVELOPMENT PROJECT
SAN DIEGO STATE UNIVERSITY
SPRING 1975
by
DR. PATRICK HARRISON
and
MRS. LILLIAN EDMONDSON
AN ANNOTATED BIBLIOGRAPHY ON THE EVALUATION OF COLLEGE AND UNIVERSITY PROFESSOR EFFECTIVENESS

Limited to the five years from 1970 through 1974, this represents a search of materials relating to the evaluation of college or university professors from three points of view: administrator, colleague or peer, and student. Most of the information seems to be from the student point of view followed by colleague and then administrator and is directed at teacher effectiveness with some information about research, publication and service.

The materials searched were: ERIC (Educational Resources Information Center), Educational Index, CIJE (Current Index to Journals in Education), Bibliographic Index and the card catalog at San Diego State University's library. The descriptors used in this search were: Evaluation; Evaluation and college faculty; Evaluation of teacher effectiveness; Evaluation techniques; College faculty and administrator evaluation; College faculty; Teacher evaluation; College professors, Rating of; College professors and instructors, Rating of; and Self-evaluation.

This bibliography is divided into three parts: 1) The Journal articles, 2) The materials from ERIC, 3) Books.

A few articles could not be found in the library at San Diego State University but are included in a list on the last page.

Some information was rejected because the articles simply stated the opinion that evaluation should be done. Others discussed evaluation of materials, evaluation of elementary or secondary teachers, evaluations of special programs or curriculums, evaluation of administrators or public school systems.
Annotated Bibliography on Evaluation
Part 1 - Journal Articles


Based on a study done at the University of Illinois (Urbana-Champaign campus) a questionnaire was sent to the faculty asking them to nominate or indicate three faculty deserving mention for good teaching. Two questionnaires were used, CEQ and The Advisor, plus information about publications. Results, discussion and data concerning relationship of publications to instructional and academic ratings to academic rank included and points out related items needing investigating.

Álvarez, Ronald A.F. "Evaluating college teaching (Research and Development)," American Education, IX (October, 1973), Back cover.

An article telling about a research study sponsored by the U.S. Office of Education and carried out by its Regional Research Program. Conducted at Georgia Institute of Technology as a basis for developing a device to measure teaching effectiveness. Basically the CIT (Critical Incident Technique) method was utilized. Digest of information available and prepared by PREP (Putting Research into Educational Practice).

P.O. Drawer O
Bethesda, Md. 20014


A brief study that demonstrates that a significant pattern of bias is discernible in students' evaluations of instructors involving low grades and a high level of quantitative content.


Performance goals in faculty evaluations is the subtitle for this instrument or framework for conducting an evaluation. Developed at The Center for Vocational and Technical Education, it contains many useful ideas.


Focuses on the evaluation of the university professor in his role of teaching students and points out the challenge of using direct measures of teaching effectiveness. Attempts to distinguish between teacher traits and skills, the measurement of effectiveness, the rating and evaluation of a teacher. Complete with definitions of terms and five specific steps involving student, faculty and administration the author feels would result in meaningful rewards.

A close, critical look at the ratings given college professors by students, this is recommended as a complete, useful, honest summary for constructing data for the evaluation of teaching. Has bibliography.

Grant, Claude W. "Faculty allocation of effort and student course evaluations," The Journal of Educational Research, LXIV (May-June, 1971) 405-410.

A discussion of the interrelationship of two types of data obtained at the University of Utah, student evaluations of courses and faculty allocation of time distributed among academic activities. Data was subjected to treatment by analysis of variance procedures. Course evaluation following the model of Osgood's Semantic Differential Scales was printed on IBM data card size forms and included in pre-registration packets. Forms were sent to faculty for time allocation information. Discussion and results with footnotes that tell where complete statistical data may be obtained.


A study of student evaluations using this instrument to check students' knowledge of 'good teaching.' Many critics maintain that students do not know but this study's findings indicate that students do have knowledge of what constitutes 'good teaching.'


Analysis of the data from a survey of members of a university faculty and of student attitudes toward this faculty indicate no relationship between student-ratings of teaching and the teacher's scholarly activity. Student criteria seem based on teaching style. Includes a confusing statement on research.


Harvey and Barker did a study to "compare" students' gross subjective judgements and their responses to a typical rating scale. These are included in the article and called "elaborate instructor rating scales." Also includes other types of questionnaire forms along with the "significant" results.


A scholarly paper that examines evaluation processes at Stanford University.
A theory of evaluation and authority is applied to the system of evaluating a university faculty. Study is the baseline for the measurement of change in the system.

* Dornbusch, Sanford-M and W. Richard Scott. Evaluation and authority (in process of publication)


The whole issue contains articles devoted to evaluation.

Kerlinger, Fred N. "Student evaluations of University professors," School and Society, LXXXIX (October, 1971) 353-56.

Interesting article covering evaluations of professors by students. Presents reasons why evaluations should be done and by whom and how student evaluations should be used. Many ramifications, particularly hostility, can result hurting both student and professor if student evaluation is used to truly evaluate.


A study of the validity of student feedback and to try to learn about the faculty evaluation process. Results which are included show student evaluation to be valid but he urges another study be done.


The subtitle of this essay is 'Some practical suggestions on how to go about it!' and they seemed worth including.


Results of studies, trying to measure learning in conjunction with teaching effectiveness and evaluation by students. Author's basic hypothesis was that the "skill" factor would relate positively to teacher effectiveness as measured by student performance and included a difference between men and women teachers.


Two psychologists analyze current theories and empirical studies on present evaluative techniques. They offer what they consider to be an equitable approach to evaluation.


This whole issue is devoted to different aspects of evaluation within...
several areas of education from curriculum to instruction that could contain some helpful information.


A comprehensive review of the problems and criteria involved in the evaluation of teaching from student to colleague to self to administrator and stresses effort and cooperation.


A discussion of the characteristics of effective departmental chairmen which includes both good and bad traits, also includes data and questionnaires.


A study done as part of a doctoral dissertation which attempted to develop a relatively 'bias-free', forced-choice scale which could be used by college students to evaluate instructors.


Offers a three part or 'tri-level' system with input from student, colleagues and department administrators. Level I - A concise, general, brief summary; Level II - Specific attributes of instructors and courses; Level III - Detailed diagnostic feedback. A helpful article with bibliography.


An interesting and novel concept is this procedure for predicting excellence in college teachers.


This statement was prepared by the Association's Committee C on College and University Teaching, Research, and Publication. Not intended as the definitive statement on reviewing and weighing all aspects of a faculty member's work but concerned with the teaching responsibilities. They felt the 'need to define service.'

Study to develop and evaluate a university departmental faculty appraisal system (FAS), specifically to: develop a theoretically sound appraisal system, select or develop appropriate instruments, and develop a scoring system. Includes all data and a comprehensive but older bibliography.


One of a series of studies done at the University of California, Berkeley, for the purpose of studying the dimensions faculty members associate with being a good teacher. Describes the instrument used, the sample and data reduction.
Part 2 - Materials from ERIC


Based on a 1964 study by Isaacson et al. (University of Michigan) a 102-page system of student evaluation was developed for use at any teaching faculty. The authors postulated that there are six "universal" dimensions of teaching that can be identified in diverse teaching situations. A random sample of senior students were asked to place "weights" on each of the six teaching behaviors, includes evaluation form, charts, tables, conclusions and recommendations.


Developments in faculty organization and accountability are discussed separately in terms of implications for evaluation of academic programs and departments. Faculty organization is examined in relation to accessibility and utilization of feedback data assessing their performance and effectiveness.


Report discusses criticism of academic tenure and examines literature that supports or refutes the criticism. The author feels current tenure practices does result in a group of faculty that will age and the percentage will increase but qualities like adaptability and productivity are not impaired by tenure status. Interesting research.


Investigates student points of view in their ratings of courses and instructors by analyzing responses within each of three classes and then tried to generalize the results by additional analyses.


Reports several ways to "improve or reform college instruction." Covers two opposite positions, those who feel the teacher is expected to be able to teach by whatever means possible (the major responsibility being on the teacher) and the other position that the burden is on the students with the teacher as facilitator. The aim is the same—improve teaching.

Self-ratings of college teachers were investigated by comparing them to ratings of students. The sample consisted of 343 teaching faculty from five colleges. Teachers and students in one of their classes answered a 21-item questionnaire. The results are interesting and the author seems to imply that student ratings should be used to supplement the self-ratings of the teachers.


Evaluation methods currently in use are reviewed and a recommendation for the implementation of an approach is made. Teaching effectiveness is defined as the study of teaching outcomes. Authors analyze the relative merits of measurement based on student performance (direct measurement) and measurement based on teaching activities (indirect measurement).


A paper presented at a meeting of the American Educational Research Association (Chicago, 1974), this was a study to uncover relationships between what verbal interaction took place in college classrooms and the ratings of the professors by their undergraduate students on a rating form that was derived from several.


A model designed for evaluating professional activities which is a systematic process for reporting activities and a discrepancy evaluation for comparing goals and objectives outcome. This model assesses activity in ten categories including teaching and research with an evaluation involving ten basic steps such as percentage of effort setting up goals for the semester and nine more to reduce discrepancies in an ongoing program.

Gillmore, Gerald M. and Dale C. Brandenburg. "Would the proportion of students taking a class as a requirement affect student rating of the course?" Abstract No. ED 089 628, Research in Education, 9:93, August, 1974.

A research report on using the CEQ and The Advisor (instruments developed at the University of Illinois (Urbana-Champaign) to evaluate courses and instructors, includes charts, forms and data.

Graham, Margaret H. "The relationship between CEQ ratings and instructor's rank, class size, and course level." Abstract No. ED 076 147, Research in Education, 8:64, September, 1973.

A study conducted to determine if the tendency for faculty members of members of higher rank receive the highest ratings on the CEQ remained
when other variables were taken into account. This was done by means of multivariate analysis of variance (MANOVA). A 21-item bibliography is included.


Describes many factors that need to be taken into account other than a teacher's activities and behaviors inside the classroom like fixed goals for a particular class, attitudes toward students, peers' attitudes toward him and others. Attempts to answer who should be doing the evaluating, the purpose of the evaluation and a follow-up evaluation. Specific questions are set up to help determine whether faculty should be given tenure or promoted.

Haehn, James O. "Is college teaching so bad that most professors ought to be sued for malpractice?" Abstract No. ED 072 731, Research in Education, 8:60, June, 1973.

Presents results of one item that was included on two surveys of California State Colleges professors to bring out attitudes about occupational satisfaction. In 1968, 7% strongly felt that college teaching was bad enough for suing while in 1970, 8% felt that way. Results seemed to indicate that faculty under forty years of age are unhappy while rank or field had no bearing.


Professors and courses at Austin College were evaluated sociometrically by almost 90% of full-time resident students. The three professors and courses they would most recommend and the three they would least recommend were listed. Faculty were asked to respond to a questionnaire devised to indicate credibility and defensiveness. There was some evidence that the procedure brought about changes in faculty attitudes. Applicable to all levels of teaching, the author feels this approach merits further research.


A paper reporting on a investigation of evaluation of teaching and research at Stanford University (School of Humanities and Science). This involved teaching and research plus colleagues, students, and administrators and all their points of view while maintaining that a balance between should be achieved involving many factors.

A 31-page paper that relates "the efforts of Sacramento City College in performing evaluations of instructors, counselors, and the administrative staff or management team. The district and college philosophy, goals, objectives, standards, and procedural calendar—as related to staff evaluation are outlined." Details involved in the treatment of this data are provided in evaluation forms and data processing reference.


Evaluation procedures used within the system of The University of Michigan differ with the departments, schools or colleges. Student rating forms are used as each school or department feels best suits the purpose. Emphasis is placed on student ratings, sources of variation in the ratings, the use of them, ratings by colleagues, ratings by administrators, self-ratings, limitations of performance measures, and student achievement and ratings.


Investigates differences among sixty-five instructors' performance according to their student rating. Compared were the instructors' employment situation (tenured or not) to professional rank. Four conclusions showing differences were listed.


After reviewing literature of evaluations made by students, this is a discussion of three different evaluation questionnaires used in the years 1968, 1969, 1970 at the University of Delaware. Each form represents an attempt to make the ratings less susceptible to the "halo effect" which is defined. Several suggestions are offered for the improvement of the validity of the evaluation instruments.


An inquiry to determine the degree of relationship between observed faculty personal characteristics and judged teaching effectiveness. Students in a liberal arts college rated faculty on the typical teaching evaluation instruments and on a semantic differential form. Data came 1,500 students on 108 faculty (86%). Findings seemed to suggest that improvement of teaching effectiveness may depend more on changes related to personality factors than on those involving classroom procedures. Urges further study be done in this area.

A pamphlet of two articles on student evaluation of instruction. The first by W.J. McKeachie "Research on student ratings of teaching" deals with reactions to his article in AAUP Bulletin. He feels that the purpose of evaluating teaching is to improve learning and should be based only on that. The second article by George L. Fahey "Student rating of teaching, some questionable assumptions" deals with what he thinks are assumptions in student ratings and what these assumptions imply.


A standard format of 43 questions (a copy of which is included) of a survey of one-hundred seventy courses taught at Millard Fillmore (SUNY, Buffalo) during the 1971-72 year. Questions from a profile of class (student data) to the students opinions lead to student evaluations.


An investigation of the relationships between student evaluating and better teaching. A mandatory system of student assessment of teaching skills used at Bowling Green University is the frame of reference. Findings seem to infer that student evaluations had not contributed to better teaching. Shortcomings in the administration of the evaluation scheme and faculty attitudes and capabilities account for apparent failure of scheme to result in improved teaching.


A paper based primarily on an analysis of faculty workload at several midwestern universities. The workload is comprised of three assignments: teaching, research, and public service. This is discussed in terms of hours, and many other variables.
Part 3 - Books


This book grew out of the author's work with the Project to Improve College Teaching, developed during 1968-1969 and sponsored by the American Association of University Professors and the Association of American Colleges. Offers a series of positive proposals designed to reward and improve college instructors and enliven teaching. Contents include: recognition of teaching, evaluation and the improvement of teaching, student evaluation instruments and procedures, impact of student evaluation and faculty review. Two other works by the same author and also a result of the Project to Improve College Teaching and useful in evaluation are:

- Career Development of the Effective College Teacher.
- The Recognition and Evaluation of Teaching.


A Master's thesis with the intent of trying to determine which behaviors student and faculty consider examples of effective teaching and to measure degree of agreement.


Not a revision of *Evaluating Faculty Performance*, but designed as a resource in the developing and maintaining of a faculty evaluation system. Strategies for developing, choosing criteria, using student evaluation, teacher evaluation case study, administrator evaluation and an extensive, annotated bibliography.


This is a book specifically for faculty evaluation with nine areas proposed for examining from teaching to research. Special attention to classroom teaching is given. Includes a list of appraisal forms—student, self, and administrator with a very complete, annotated bibliography.

Peterson, Ronald Harvey. Study of relationships between student ratings given professors and selected attitudinal and demographic characteristics. A thesis presented to the faculty of San Diego State College, May 1972.

The general purpose of this study was to gain insight into the evaluation of classroom teaching effectiveness through development and administration of a student-professor evaluation instrument. Specific purpose was to examine the relationship between student ratings given professors and selected characteristics. Limited to graduate students attending the School of Business Administration, San Diego State College.
Materials not in the library

Missing from shelves:


Not received in the library yet:


Available at San Jose:


The following books were checked out but seemed useful:


Contains good articles by J.G. Gaff and H.L. Hodgkinson.

Wright, Penny Lou (Thesis)