



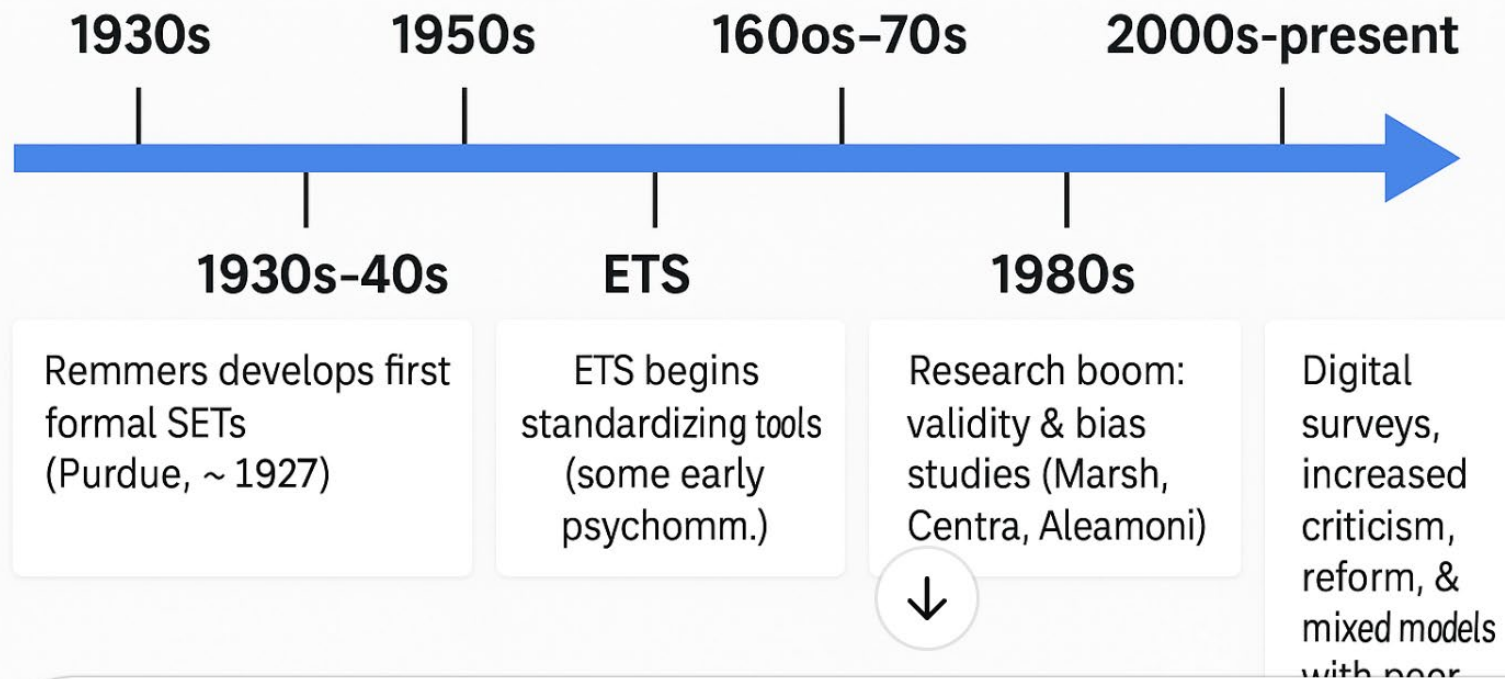
Evaluation of Effective Teaching

Larry Abele

June 2025

Student Evaluation of Teaching Timeline

Evolution of Student Evaluation of Teaching (SET)



Purdue Student Rating of Instruction (circa 1927-1930)

Herman H. Remmers, Purdue University

Item	Excellent (5)	Good (4)	Average (3)	Fair (2)	Poor (1)
1. Clarity of explanations	■	■	■	■	■
2. Organization of the material	■	■	■	■	■
3. Knowledge of the subject	■	■	■	■	■
4. Ability to stimulate interest	■	■	■	■	■
5. Fairness in grading	■	■	■	■	■
6. Availability outside of class	■	■	■	■	■
7. Interest in individual students	■	■	■	■	■
8. Encouragement of discussion	■	■	■	■	■
9. Personal qualities (patience, courtesy, respect)	■	■	■	■	■
10. Overall teaching effectiveness	■	■	■	■	■

Publications on Evaluation of College Teaching

(The vast majority are negative)

- **A Google Scholar search on Evaluation of College Teaching yielded:**
 - **5,810,000 articles**

Typical Evaluation Questions in 2025

Section D SUSSAI	E	VG	G	F	P	(N)
1. Description of course objectives and assignments	43.8%	31.4	18.9	4.6%	1.2%	98066
2. Communication of ideas and information	45.4%	29.8	17.3	5.6%	2.0%	97958
3. Expression of expectations for performance in class	46.9%	29.4	17.6	4.8%	1.3%	97692
4. Availability to assist students in or out of class	49.3%	27.3	17.7	4.4%	1.2%	97372
5. Respect and concern for students	56.7%	25.5	13.5	3.2%	1.1%	97450
6. Stimulation of interest in the course	48.9%	26.9	16.1	5.7%	2.4%	97287
7. Facilitation of learning	47.4%	28.7	17.1	5.0%	1.8%	97204
8. Overall assessment of instructor	53.6%	25.3	14.1	5.1%	1.8%	97237

Responses for a Course of Concern

(defined as scores in Fair and Poor that are 5X higher than averages)

Section D SUSSAI	E	VG	G	F	P	(N)
1. Description of course objectives and assignments	3%	3%	38%	29%	18%	43
2. Communication of ideas and information	3%	0	35%	41%	21%	43
3. Expression of expectations for performance in class	3%	0	24%	32%	32%	43
4. Availability to assist students in or out of class	0%	9%	38%	32%	26%	43
5. Respect and concern for students	3%	3%	24%	26%	41%	43
6. Stimulation of interest in the course	6%	24%	24%	44%	21%	43
7. Facilitation of learning	3%	6%	38%	26%	24%	43
8. Overall assessment of instructor	3%	3%	18%	35%	41%	43

One of MILLIONS of reports regarding faculty attitudes toward student evaluations

COLLEGE MATTERS FROM THE CHRONICLE

Why Faculty Hate Teaching Evaluations

Jack Stripling

<https://www.chronicle.com/podcast/college-matters-from-the-chronicle/why-faculty-hate-teaching-evaluations> May, 2025

Percentage of institutions that use various sources of information for evaluation of teaching

Information Source	% used in 2000 (n=506)	% used in 2020 (est. n~401)
Student Evaluation	88.1%	94.2%
Peer classroom visits	40.3%	60.4%
Course Syllabi & exams	38.6%	4.5%
Grade distribution	6.7%	10.1%
Student exam performance	5%	7.2%

What do students want?

<https://reports.collegepulse.com/students-perspective-on-academic-life>

A collaboration between Inside Higher Ed and College Pulse

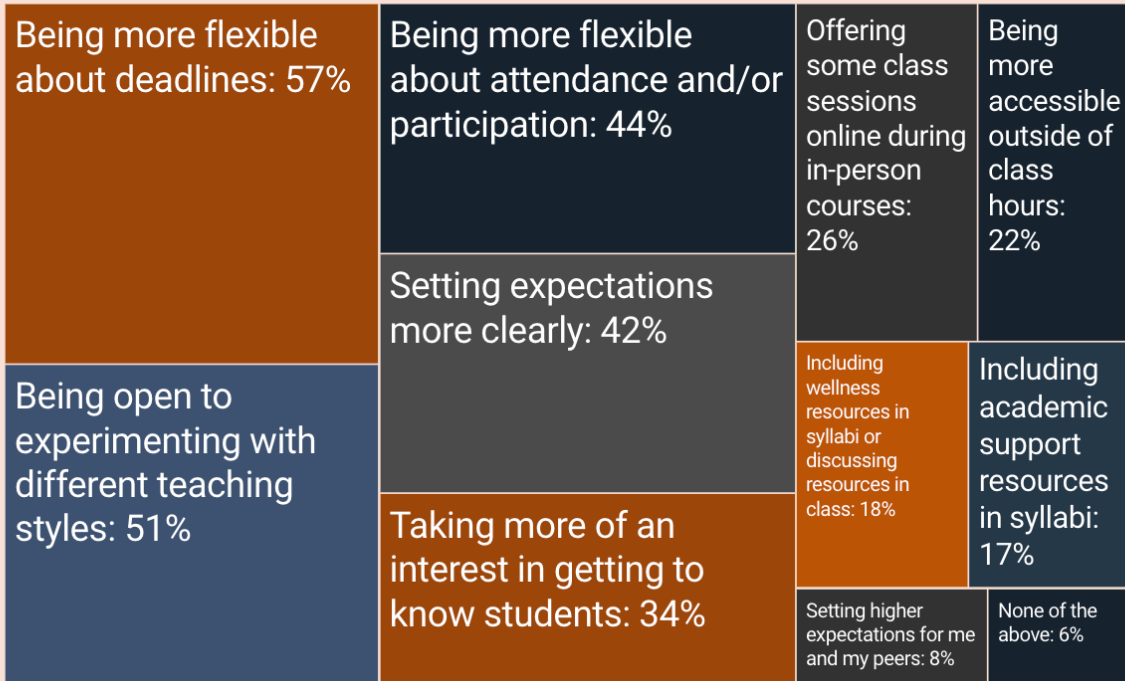
- Sample size of >450,000 from >1500 colleges, including two- and four-year schools. Sampling done in 2021-2023.
- Each student completed a questionnaire of the same 20 questions dealing with advising and teaching/learning, as well as free form options.

Student Survey Results

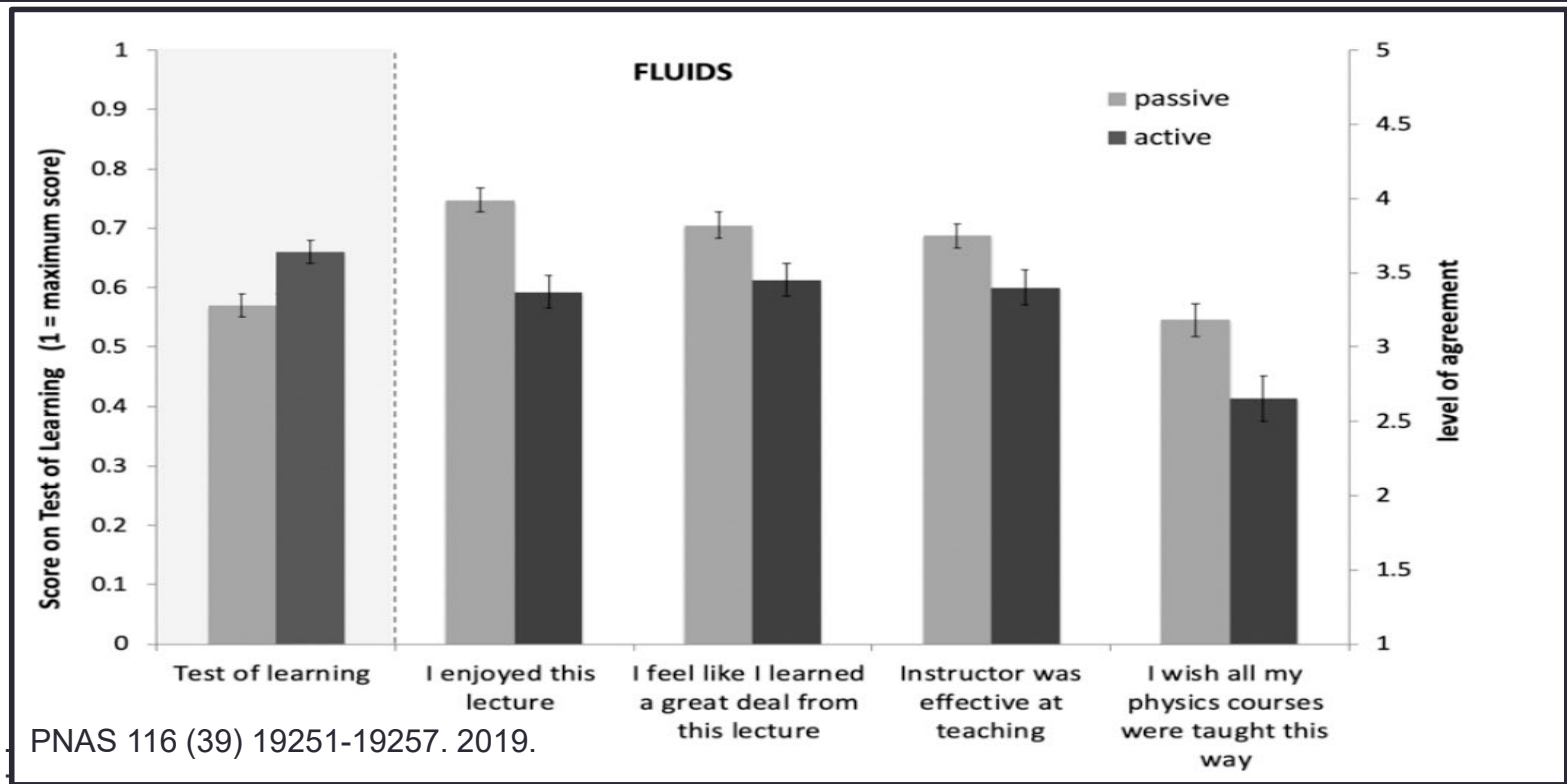
<https://reports.collegepulse.com/students-perspective-on-academic-life>

What Students Want

Professor actions students say would help them academically:



While students preferred lectures, they learned more in interactive classes



Holistic Observational Instruments

- Reformed Teaching Observation Protocol (RTOP)
- UTeach Observation Protocol (UTOP)
- Teaching Behaviors Inventory (TBI)
- Teaching Dimensions Observation Protocol (TDOP)
- And several others

A Typical Observation Scoring Sheet with Codes (observer records a code every two minutes)

Date: Nov 13 Class: 326 Instructor: STUART SUTHERLAND No. students 100/54 Arranged how? LECTURE 10/2

1. L-Listening; Ind-Individual thinking; CG-Clicker Q discussion; WG-Worksheet group work; OG-Other group work; AnQ-Answer Q; SQ-Student Q; WC-Whole class discuss; Prd-Predicting; SP-Student present; TQ-Test/quiz; W-Waiting; O-Other

2. Lec-Lecturing; RtW-Writing; FUp-Follow-up; PQ-Pose Q; CQ-Clicker Q; AnQ-Answer Q; MG-Moving/Guiding; 1o1-One-on-one; D/V-Demo+; Adm-Admin; W-Waiting; O-Other

For each 2 minute interval, check columns to show what's happening in each category (or draw vertical line to indicate continuation of activity). OK to check multiple columns.

COPUS - Sept 2-013

1. Students doing														2. Instructor doing														3. Engagement			Comments: EG: explain difficult coding choices, flag key points for feedback for the instructor, identify good analogies, etc.	
min	L	Ind	CG	WG	OG	AnQ	SQ	WC	Prd	SP	TQ	W	O	Lec	RtW	FUp	PQ	CQ	AnQ	MG	1o1	D/V	Adm	W	O	L	M	H				
0-2	✓													✓																	START EARLY START STRUGGLING.	
2	✓													✓																	CLICKER NOT WORKING	
4	✓													✓																	- STILL HAVE ANSWERS TO CLICKERS ON SLIDES. REMIND	
6	✓													✓																	- SOME TAKING AT BACK. - NICE LATE TO CLASH SHOT.	
8-10	✓													✓																	ONE STOPPING - ONE PLAYING. WALK TO BACK.	
10-12	✓													✓																	SOME WANDERING.	
12	✓													✓																		
14	✓													✓																		
16	✓													✓																		
18-20	✓													✓																		SOME TAKING AT BACK LOOPER
20-22	✓													✓																		
22	✓													✓																		- COULD HAVE FROM DEMONSTRATION WHAT THESE CAUSED EXTINCTION
24	✓													✓																		- LEAVING A BIOHERB. CHANGE IN PREDICT...
26	✓													✓																		
28-30	✓													✓																		PHASES FOR OF BATH. IF YOU ARE AS COOL AS

1 D L E A M

Factors important to students

Subject Matter

- Demonstrates detailed knowledge of the subject matter.
- Shows enthusiasm for the subject.

Presentation/Facilitation

- Is well-prepared for class (clear syllabus and schedule, organized in class).
- Stimulates interest in the subject.
- Encourages discussion/class interaction.
- Explains information clearly.
- Clear expectations for test and grading practices

Approach to Students

- Shows concern for students.
- Is readily available to students.
- Allows recovery from a single poor performance.

Consortium developed a framework for a different approach to evaluating teaching



TEval

Transforming Higher Education -
Multidimensional Evaluation of Teaching

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TEval is an NSF funded push to transform higher education.

We're advancing understandings of institutional change processes by studying and supporting the adoption and integration of new approaches to evaluating teaching.

Three institutions (UMass, KU, and CU) are incubating specific strategies and processes for effecting change.

Cross-case comparisons (from MSU) examine how these strategies and processes interact with different institutional cultures.

Transforming College Teaching Evaluation



**A Framework for Advancing
Instructional Excellence**

Ann E. Austin, Noah D. Finkelstein,
Andrea Folmer Greenhoot, Doug Ward,
Gabriela Cornejo Weaver

Foreword by Lynn Pasquerella

Check out our forthcoming book from Harvard Education Press (Fall 2025): [Transforming College Teaching Evaluation: A Framework for Advancing Instructional Excellence](#)

<https://teval.net/>

The TEval approach to evaluation

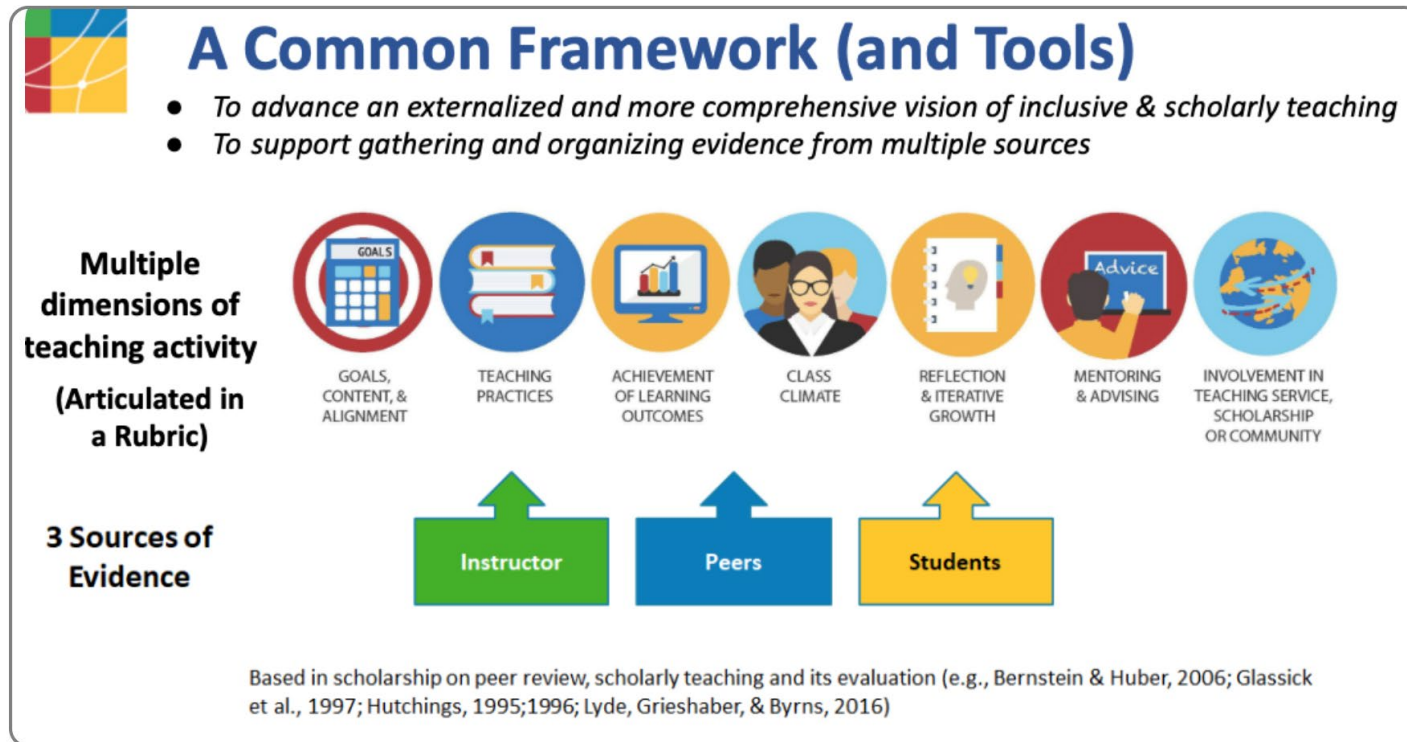


Figure 4: A common approach to teaching evaluation used in TEval: i) a scholarly framework denoting seven dimensions of quality teaching to be evaluated, and ii) three sources of evidence to provide data for evaluating teaching practice. Each campus has a support unit facilitating work across three layers of the institution: departmental, campus-wide stakeholders, and administration.

<https://teval.net/?about>

Sources of Evidence of Teaching Effectiveness

Instrument	Source of information
• Student Ratings	Students*
• Self-Evaluation	Peers
• Video	Instructors/Peers
• Student Interviews	Students*
• Alumni Ratings	Alumni
• Employer Ratings	Employers
• Administrative Ratings	Administrators
• Teaching Scholarship	Instructors
• Teaching Awards	Instructors
• Learning Outcomes	Students
• Teaching Portfolio	Instructors/Peers/Student
• Grades in follow-on courses	Students

Teaching Evaluation Checklist

1 Evidence for evaluating teaching comes from **instructors** (columns 2-6), **peers or observers** (columns 7-10) and **students** (columns 11-12).

Teaching Dimension	C.V.	Syllabi	Sample course materials	Representation of student work	Reflection	Interview with instructor	Class observation	Review of student materials	COPUS or other observation tool	Student surveys and comments	Letters from students
Goals, content, and alignment <i>What are students expected to learn from the courses taught? Are course goals appropriately challenging? Is content aligned with the curriculum?</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teaching practices <i>How is in-class and out-of-class time used? What assignments, assessments, and learning activities are implemented to help students learn?</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Achievement of learning outcomes <i>What impact do these courses have on learners? What evidence shows the level of student understanding?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			
Class climate and student perceptions <i>What are the students' views of their learning experience? How has student feedback informed the faculty member's teaching?</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reflection and iterative growth <i>How has the faculty member's teaching changed over time? How has this been informed by evidence of student learning?</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Mentoring & advising <i>How effectively has the faculty member worked individually with UG or graduate students?</i>	<input checked="" type="checkbox"/> (Student awards, achievements)				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Involvement in teaching service, scholarship, or community <i>In what ways has the instructor contributed to the broader teaching community, both on and off campus?</i>	<input checked="" type="checkbox"/> (participation in teaching & learning committees)				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					

For summative evaluation, evidence should come from two or more sources for each dimension. For more information, see [the CTE website](#).

Detailed criteria for teaching evaluation

(revised Oct 2020)	Developing	Proficient	Expert
Goals, content, and alignment <i>What are students expected to learn? Are course goals appropriate? Is content aligned with the curriculum? Does content represent diverse perspectives?</i>	<input type="checkbox"/> Course goals are not articulated, or are unclear, inappropriate or marginally related to curriculum <input type="checkbox"/> Content and materials are outdated or unsuitable for students in the course <input type="checkbox"/> Range of topics is too narrow or too broad <input type="checkbox"/> Content is not clearly aligned with curriculum or institutional expectations <input type="checkbox"/> Content does not reflect diverse perspectives	<input type="checkbox"/> Course goals are articulated and appropriate for curriculum <input type="checkbox"/> Content is current and appropriate for topic, students, and curriculum <input type="checkbox"/> Course topics have appropriate range <input type="checkbox"/> Standard, intellectually sound materials <input type="checkbox"/> Course materials reflect diverse perspectives	<input type="checkbox"/> Course goals are well-articulated, high quality, relevant to all students, and clearly connected to program or curricular goals <input type="checkbox"/> Content is challenging and innovative or related to current issues and developments in field <input type="checkbox"/> Topics are well-integrated and of appropriate range and depth <input type="checkbox"/> High-quality materials, well-aligned with course goals <input type="checkbox"/> Course materials reflect diverse perspectives and promote critical reflection on these diverse perspectives
Teaching practices <i>How is in-class and out-of-class time used? What assignments, assessments, and learning activities are implemented to help students learn? Are students engaged in the learning process?</i>	<input type="checkbox"/> Courses are not sufficiently planned or organized <input type="checkbox"/> Practices are not well-executed and show little development over time <input type="checkbox"/> Students lack opportunities to practice critical skills embedded in course goals <input type="checkbox"/> Student engagement is generally low <input type="checkbox"/> Assessments and assignments are at inappropriate difficulty level or not well-aligned with course goals	<input type="checkbox"/> Courses are well-planned and organized <input type="checkbox"/> Standard course practices; follows conventions of discipline and institution <input type="checkbox"/> Students have some opportunities to practice skills embedded in course goals <input type="checkbox"/> Students are consistently engaged <input type="checkbox"/> Assessments/assignments are appropriately challenging and tied to course goals	<input type="checkbox"/> Courses are well-planned and integrated, and reflect commitment to providing meaningful assignments and assessments <input type="checkbox"/> Uses inclusive and effective or innovative methods to support learning in all students <input type="checkbox"/> In- and out-of-class activities provide opportunities for practice and feedback on important skills and concepts <input type="checkbox"/> Students show high levels of engagement <input type="checkbox"/> Assessments and assignments are varied and allow students to demonstrate knowledge through multiple modalities
Class climate <i>What sort of climate for learning does the instructor create? What are students' views of their learning experience and how has this informed teaching?</i>	<input type="checkbox"/> Class climate does not promote respect or sense of belonging among all students <input type="checkbox"/> Class climate discourages student motivation or self-efficacy <input type="checkbox"/> Consistently negative student reports of teacher accessibility or interaction skills <input type="checkbox"/> Little attempt to address concerns voiced by students	<input type="checkbox"/> Class climate is inclusive and promotes respect <input type="checkbox"/> Class climate encourages student motivation <input type="checkbox"/> No consistently negative student ratings of teacher accessibility or interaction skills <input type="checkbox"/> Instructor articulates some lessons learned through student feedback	<input type="checkbox"/> Class climate is respectful, open, and inclusive; promotes both student-student and student-teacher dialogue. <input type="checkbox"/> Climate fosters motivation, self-efficacy, ownership of learning <input type="checkbox"/> Instructor models inclusive language and behavior <input type="checkbox"/> Student feedback on teacher accessibility and interaction is generally positive <input type="checkbox"/> Instructor seeks and is responsive to student feedback
Achievement of learning outcomes <i>What impact do courses have on learners? What is the evidence of student learning? Are there efforts to make achievement equitable?</i>	<input type="checkbox"/> Insufficient attention to student understanding; quality of learning is not described or analyzed with clear standards <input type="checkbox"/> Evidence of inadequate learning or inequities in learning without clear attempts to improve <input type="checkbox"/> Quality of learning is insufficient to support success in other contexts	<input type="checkbox"/> Standards for evaluating the quality of student understanding are clear <input type="checkbox"/> Student learning meets dept. expectations <input type="checkbox"/> Some use of evidence of student learning to inform teaching <input type="checkbox"/> Quality of learning is not a barrier to success in other contexts	<input type="checkbox"/> Standards for evaluating understanding are clear and connected to program, curriculum, or professional expectations <input type="checkbox"/> Consistently attends to student learning, uses it to inform teaching <input type="checkbox"/> Quality of learning supports success in other contexts (e.g., subsequent courses or relevant non-classroom venues) <input type="checkbox"/> Efforts to support learning in all students by examining possible inequities in performance across groups and making adjustments
Reflection and iterative growth <i>How has the instructor's teaching changed over time? How has this been informed by student learning evidence?</i>	<input type="checkbox"/> Little or no indication of having reflected upon or learned from prior teaching, evidence of student learning, or peer or student feedback <input type="checkbox"/> Little or no indication of efforts to develop as a teacher despite evidence of need	<input type="checkbox"/> Continued competent teaching, possibly with minor reflection based on input from peers and/or students <input type="checkbox"/> Articulates some lessons learned or changes informed by prior teaching, student learning, or feedback	<input type="checkbox"/> Regularly adjusts teaching based on reflection on student learning, within or across semesters <input type="checkbox"/> Examines student performance following adjustments <input type="checkbox"/> Reports improved student achievement of learning goals and/or improved equity in outcomes based on past course modifications
Mentoring & advising <i>How effectively has the instructor worked individually with UG or grad students?</i>	<input type="checkbox"/> No indication of effective advising or mentoring (but expected in department)	<input type="checkbox"/> Some evidence of effective advising and mentoring (<i>define as appropriate for discipline</i>)	<input type="checkbox"/> Evidence of exceptional quality and time commitment to advising and mentoring (<i>define as appropriate for discipline</i>)
Involvement in teaching service, scholarship, or community <i>How has the instructor contributed to the broader teaching community, both on and off campus?</i>	<input type="checkbox"/> Little or no evidence of positive contributions to teaching and learning culture in department or institution <input type="checkbox"/> Little or no interaction with teaching community <input type="checkbox"/> Practices and results of teaching are not shared with others	<input type="checkbox"/> Some positive contributions to teaching and learning culture in department or institution <input type="checkbox"/> Some engagement with peers on teaching <input type="checkbox"/> Has shared teaching practices or results with others (e.g., presentation, workshop, essay)	<input type="checkbox"/> Consistently positive contributions to teaching and learning culture in department or institution (e.g., curriculum committees, program assessment, co-curricular activities) <input type="checkbox"/> Regular engagement with peers on teaching (e.g., teaching-related presentations or workshops, peer reviews of teaching) <input type="checkbox"/> Presentations or publications to share practices or results of teaching with multiple audiences <input type="checkbox"/> Scholarly publications or grant applications related to teaching

Criteria for the highest ranking in teaching

Expert

- ☐ Course goals are well-articulated, high quality, relevant to all students, and clearly connected to program or curricular goals
- ☐ Content is challenging and innovative or related to current issues and developments in field
- ☐ Topics are well-integrated and of appropriate range and depth
- ☐ High-quality materials, well-aligned with course goals
- ☐ Course materials reflect diverse perspectives and promote critical reflection on these diverse perspectives
- ☐ Courses are well-planned and integrated, and reflect commitment to providing meaningful assignments and assessments
- ☐ Uses inclusive and effective or innovative methods to support learning in all students
- ☐ In- and out-of-class activities provide opportunities for practice and feedback on important skills and concepts
- ☐ Students show high levels of engagement
- ☐ Assessments and assignments are varied and allow students to demonstrate knowledge through multiple modalities
- ☐ Class climate is respectful, open, and inclusive; promotes both student-student and student-teacher dialogue.
- ☐ Climate fosters motivation, self-efficacy, ownership of learning
- ☐ Instructor models inclusive language and behavior
- ☐ Student feedback on teacher accessibility and interaction is generally positive
- ☐ Instructor seeks and is responsive to student feedback

Consortium guidance on course syllabi

(Includes detailed guidance and checklist for syllabi)

Teaching +
Learning Lab

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Syllabus Checklist to Support Student Belonging & Achievement

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A Syllabus Analysis Tool to Advance Evidence-Based Teaching Practices at MIT

<https://tll.mit.edu/teaching-resources/course-design/syllabus-checklist-landing/>

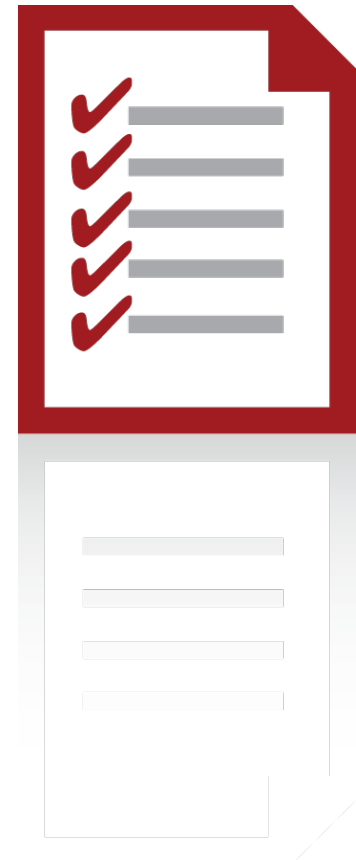
The Course Syllabus

- It should be a valuable guide for you and your students.
- Does it contain a statement that places the course within the intellectual area of the field?
- Does it provide overall objectives for the course that are fairly specific?
- Does it Includes appropriate references, including primary literature, especially for upper division?



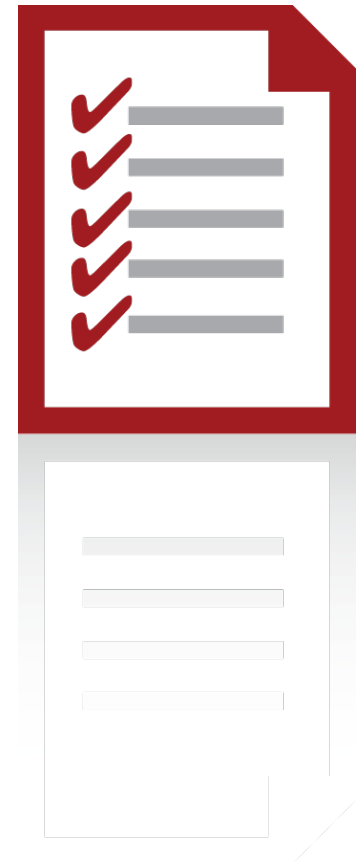
The Course Syllabus (continued)

- Does it introduce you as a faculty member, perhaps offering a few personal facts; office hours, contact information?
- Does it give students an understanding of your approach to teaching?
- Many syllabi include a student contract for attendance.
- Are course prerequisites listed?
- Are course assignments and due dates clear?



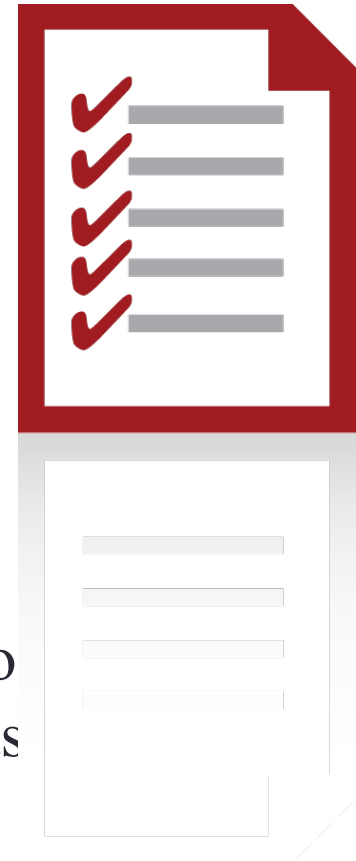
The Course Syllabus (continued)

- Is it clear on how performance will be evaluated, e.g., essay exams, multiple choice, term papers?
- Does it include a detailed grading policy (avoids misunderstandings in the future).
- Policy on attendance/make-up exams/late papers/other related items..
- Other administrative matters and relevant university policies.



The Course Syllabus (continued)

- Support services, e.g., math help labs or writing labs, library services.
- Statement on academic integrity and plagiarism.
- ADA statement.
- Strategies for Success in the course.
- Course Calendar: My personal preference is to separate the Course Calendar from the Syllabus and treat the Calendar as a course outline **with at least three specific objectives for each class period.**



All of the SUS institutions have teaching centers

- <https://teachingcenter.ufl.edu/>
- <https://www.fctl.ucf.edu/>
- <https://www.unf.edu/cirt/>
- <https://uwf.edu/academic-affairs/departments/center-for-teaching-learning-and-technology/>
- <https://teaching.fsu.edu/>
- <https://www.usf.edu/atle/teaching/>
- <https://www.fau.edu/ctl/>
- <https://www2.fgcu.edu/LucasCenter/new-faculty-academy.html>
- <https://www.famu.edu/academics/undergraduate-academics/undergraduate-student-success-center/index.php>
- <https://www.ncf.edu/academics/academic-support-services/academic-resource-center/>
- <https://cat.fiu.edu/>
- <https://floridapoly.edu/instructional-technology/index.php>

In addition to our own teaching centers there are quite a few sources offering advice and guidance regarding teaching.

- Teaching in Higher Ed
(<https://teachinginhighered.com/>)
- The Faculty Guild: Now Lumen Learning
(<https://lumenlearning.com>)
- Chronicle of Higher Education collection of articles on teaching offered for sale.
- Inside Higher Ed regularly publishes articles on teaching:
<https://www.insidehighered.com/reports/2022/11/14/meeting-needs-todays-learners>



A couple of references to AI and teaching

- A New Muse: How Guided AI Use Impacts Creativity in Online Creative Writing Courses: https://ecampus.oregonstate.edu/research/wp-content/uploads/Bushnell-Harrison-2025.White-paper.pdf?utm_source=Iterable&utm_medium=email&utm_campaign=campaign_13447558_nl_Teaching_date_20250508
- The Faculty Guide to Getting Started with Gen AI. Grammarly and U Texas Austin. 2025. 1-55.
- Artificial intelligence in education: A systematic review. 2024. In: Expert Systems with Application 252 (2024) 124167, 1-19.
- Artificial intelligence in higher education: the state of the field. International Journal of /educations: Technology in higher education. 2023. 1-22.

A couple of more references to AI and teaching

- Adapting to AI: how to understand, prepare for, and innovate in a changing landscape. Chronical of Higher Education. 2024. 1-45.
- AI will transform teaching and learning. Let's get it right. 2025. <https://hai.Stanford.edu/news/ai-will-transform-teaching-and-learning>.
- Attainment with AI: Making a Difference in College Completion with Artificial Intelligence. 2023. 1-50. Complete College America