Abstract. Student ratings of instruction had generated many controversies among academics. Despite a large amount of studies about this topic, some myths continue to resist. In Romania, where this procedure is still at a beginning phase, the fear of ratings is even bigger than in Western countries, where a culture of evaluation was established. The aim of this article is to present the factors which really bias the result of ratings and to destroy the myths. We also analyze the efficiency of student ratings of instruction as a method of academic evaluation. Going further, we present the future perspectives of research in the field.

Key words: student ratings of instruction; bias sources; student behavior models in the rating situation.

Bologna Process.

Gelu GHERGhin
Centre for University Development
“Babes-Bolyai” University