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APS 1009 - Multiple Means of Teaching Evaluation

PDF Version

Policy Profile

Policy Title:	Multiple Means of Teaching Evaluation
APS Number:	1009
Effective:	July 1, 2013
Approved by:	President Bruce D. Benson
Responsible University Officer:	Vice President for Academic Affairs
Responsible Office:	Office of the Vice President for Academic Affairs
Policy Contact:	Office of the Vice President for Academic Affairs
Supersedes:	July 1, 2009
Last Reviewed/Updated:	July 1, 2013
Applies to:	All faculty

Policy Snapshot

Brief Description: This policy is designed to provide information that can be used to improve the quality of teaching and to facilitate an equitable and comprehensive evaluation of teaching across the graduate and undergraduate curricula of the University.

I. Introduction

The following policy has been developed in response to discussions with the University Faculty Council and the Faculty Senate Committee on Educational Policy and University Standards (EPUS), and is designed to provide information that can be used to improve the quality of teaching and to facilitate an equitable and comprehensive evaluation of teaching across the graduate and undergraduate curricula of the University.

II. Policy Statement

A. **Responsibilities of the Primary Unit (Department)**

1. It is the responsibility of each primary unit (department) to evaluate the teaching of its individual faculty members for the purpose of making informed decisions regarding all merit-based salary adjustments and reappointment, promotion, and tenure actions.

2. Each primary unit on the campuses shall identify the components to be used in the evaluation of teaching. *For each faculty member, a minimum of three components shall be included.* One of these must be a student evaluation, which must include, but is not limited to, the data from the Faculty Course Questionnaire or a similar, campus-approved system and form. Each primary unit, in keeping with its individual role and mission, may implement additional components. Such instruments must be sufficiently flexible to be applied across departmental workloads. Attached is a non-exhaustive list of suggested components that the unit could include (see Attachment A).

3. It shall be the responsibility of the primary unit to make available to each faculty member a complete description of each component to be considered. Each primary unit shall file with the appropriate dean of the school/college a description of the components that will be used in the evaluation of teaching, any required items to be included in the components, and the frequency of pre-tenure and post-tenure evaluations. The dean shall forward all statements from the primary units in the school/college to the chief academic officer of the campus, who in turn shall make the information available to the campus chancellor. Any elimination/revision of the components, or addition of new components, shall be reported in the same manner.

   Faculty shall be advised of any elimination/revision of existing components, or addition of new components, no later than April 1 for application in the next academic year.

B. **Responsibilities of the Faculty Member**

The primary unit shall specify the documentation materials required of all faculty members. In addition to the required materials, the individual faculty member may submit any additional materials deemed appropriate to the evaluation process.

C. **Implementation**

1. A written description of the components for multiple means of teaching evaluation for each primary unit shall be distributed to the faculty of each primary unit.

2. It shall be the responsibility of the chief academic officer of the campus to facilitate effective and efficient implementation of this policy with the deans and the chairs of the primary units.

III. History

- Initial Policy Effective: AY 1994-95
- Revised July 1, 2009
- Revised July 1, 2013

Attachment A: Multiple Means of Teaching Evaluation

A representative, but not exhaustive list of suggestions for components to be used in the evaluation of teaching:

- Course syllabi and examinations
- Student evaluations as reported on Faculty Course Questionnaires (FCQ's) or a similar, campus-approved system and forms
- Grade distributions
- Instructional materials
- Scholarly research and publication on teaching
- Self-evaluation or report
- Student examination performance
- Student mid-term evaluations
- Evidence of risk taking to enhance learning
- Curriculum development that enhances learning
- Willingness to take training in teaching effectiveness and new technology
- Evidence of engagement in the online environment
- Alumni opinions within 2-5 years of graduation
- Peer assessments
- Professional awards related to the education process
- Grants in support of teaching and learning
- Student focus groups

Attachments:
Video:
Images:
Groups audience:
Office of Policy and Efficiency (OPE)

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