ADMINISTRATIVE POLICY STATEMENT

Policy Title: Multiple Means of Teaching Evaluation
APS Number: 1009
APS Functional Area: ACADEMIC/RESEARCH

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. This policy provides requirements for the evaluation of faculty teaching.

Effective: July 1, 2020 (Pending)
Approved by: President Bruce D. Benson Mark R. Kennedy (Pending)
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, 2013
Last Reviewed/Updated: July 1, 2020 (Pending)
Applies to: All faculty

Reason for Policy: 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. This policy provides requirements for the evaluation of faculty teaching.

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. This policy provides requirements for the evaluation of faculty teaching, the results of which may be used for annual merit evaluation, tenure and promotion, and mentoring and professional development. Requirements for the annual evaluation of teaching are addressed in Regent Policy 5.C and Regent Policy 5.D.

II. POLICY STATEMENT
A. The teaching of all faculty members shall be evaluated using normed student feedback on behaviors and practices of which students have direct knowledge using an instrument that mitigates known bias in student evaluations of teaching (e.g., Faculty Course Questionnaire). See Section IV of this APS.

B. All personnel actions for tenured or tenure-track faculty shall be based, in part, on the evaluation of teaching. Faculty members shall be evaluated in a formative manner annually to inform decisions regarding merit-based salary adjustments and evaluated in a summative manner for comprehensive review, tenure, and promotion, and post-tenure review.
1. Formative Annual evaluations shall include data from the Faculty Course Questionnaire (FCQ) or a similar, campus-approved system and formmechanism (see Section IV of this APS) and may contain other assessment components include other measures of teaching effectiveness.

1.2. Summative evaluations require more in-depth assessment and evaluation and shall employ multiple measures of teaching effectiveness. A minimum of three assessment components shall be used, one of which must be data from the FCQ or similar, campus-approved mechanism.

a. In accordance with regent policy 5.D, a recommendation of tenure based on excellence in teaching shall include multiple means of teaching evaluation and demonstrated achievement at the campus, local, national, and/or international level which furthers the practice and/or scholarship of teaching and learning beyond one’s immediate instructional setting.

C. For instructional, research, and clinical track faculty with teaching responsibilities:

1. The awarding or renewal of a multi-year contract must be based, in part, on the evaluation of teaching shall include which shall include multiple means of evaluation data from the FCQ or similar campus-approved mechanism. Other means of evaluation may be required by the campus or primary unit.

   a. When awarding contracts of one year or less, teaching shall be evaluated using multiple means of evaluation at least every third year in which a new contract is awarded.

D. Professional development to improve teaching should be informed by the results of teaching evaluation as defined in this policy. Evaluating teaching based on multiple means is an effective professional development tool and should be used accordingly.

E. In conducting annual performance evaluations, primary units can consider performance over multiple years to account for activities that may not yield measurable results in a single year. Units are encouraged to use this flexibility to give appropriate consideration to pedagogical innovation, recognizing that positive impact may not be immediately evident.

II. III. POLICY STATEMENT PROCEDURES

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.

A. The voting faculty of each primary unit on the campuses shall determine the goals and components for evaluating teaching in the unit. 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. Primary unit components must take into account any requirements from the campus or school/college. Individual faculty members shall be evaluated based on components selected from the list approved by the primary unit. Such instruments must be sufficiently flexible to be applied across departmental workloads. Attached Appendix A includes a non-exhaustive list of suggested components that the a unit could include (see Attachment A).

1. The primary unit evaluation goals and components shall be available to each faculty member.

2. The evaluation components selected for each faculty member for both formative annual and summative evaluations shall be appropriate to their teaching responsibilities.

3. Faculty members 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.

4. The primary unit shall gather the materials needed to evaluate an individual faculty member. The faculty member must cooperate with this process and failure to do so may be regarded as neglect of duty.

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

A. 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. The unit goals, evaluation components for both annual review and reappointment, tenure, and promotion-and
evaluation process shall be reviewed when primary unit criteria are reviewed and approved by the dean and provost.

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.

B. 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.

IV. FACULTY AND COURSE EVALUATION*

A. Each student in a course/course section shall have the opportunity to participate in the Faculty Course Evaluation (commonly referred to as the Faculty Course Questionnaire, or FCQ), or a similar campus-approved system that evaluates the effectiveness of the course and the faculty member’s teaching of
that course or part of the course, shall be implemented at the University of Colorado for all courses and their sections.
The overall purpose of all evaluations is to enhance learning. Multiple measures will be used to evaluate a faculty
member’s teaching.

B. The purposes of the evaluation are: (1) to provide a student’s evaluation of the course and the faculty member, based on students’ assessments; and (2) to support the faculty evaluation process and faculty rewards system. In addition, faculty are encouraged to develop and use diagnostic (formative) evaluation tools during the course of the term to assist in mid-course pedagogical corrections for the purpose of improving instruction and student learning.

A-C. Each campus shall have a process for determining design an evaluation form that meets its specific
needs. The campus form shall include key common elements for evaluating courses and individual faculty
on the campus, and shall be adaptable to the individual campus’s research and testing services. The evaluation shall
provide published information to students, faculty, and departmental and university administration. Schools/colleges,
primary units, and individual faculty members shall have the option of adding additional questions components to the
campus instrument, but any additions are subject to dean and provost approval.

1. The campus process for determining common elements shall include faculty and students representing each
school or college. When possible, these faculty and student representatives should be members of the school or
college shared governance body.

D. The implementation and information distribution associated with faculty course evaluations shall be funded by the
chancellor.

B.A. The purposes are: (1) to provide students with an evaluation of the course and the faculty member, based on
students’ assessments; and (2) to support the faculty evaluation process and faculty rewards system. In addition, faculty are encouraged to develop and use diagnostic (formative) evaluation tools during the course of the form to
assist in mid-course pedagogical corrections for the purpose of improving instruction and student learning.

B-C. Each campus shall establish a committee to oversee the design, implementation, and information distribution process
of the Faculty Course Evaluation. The campus committees shall include students and faculty. The chancellors shall be
responsible for funding and providing a yearly operations budget.

C-E. Faculty and course evaluation summary data shall be publicly available to the campus community.

* The process for administering and reporting faculty and course evaluations may differ on the Anschutz Medical
Campus. Details will be made available in the Dean’s offices.
V. DEFINITIONS

Classroom instruction (online or face-to-face, undergraduate or graduate) and laboratory instruction is considered teaching and is subject to faculty and course evaluation. Additionally, individual instruction, working with students in clinical and studio settings, and directing the work of honors students, graduate students, and postdoctoral fellows can be considered in any teaching evaluation, but are not subject to faculty course evaluations.

III.VI. HISTORY

- Initial Policy Effective: AY 1994-95
- Revised July 1, 2009
- Revised July 1, 2013
- Revised July 1, 2020 (Pending)

Multiple Means of Teaching Evaluation

As provided in Section III A, the voting faculty of each primary unit shall determine the goals and components for evaluating teaching in the unit. A representative, but not exhaustive list of suggestions for components Examples of components This appendix lists some example components suggested by the Faculty Council Education, Policy and University Standards Committee that might be used in the evaluation of teaching. Except for the campus-approved student evaluation (e.g., FCQs), primary units are responsible for developing their own criteria which need not contain any item from this list.

- Student evaluations as reported on Faculty Course Questionnaires (FCQ's) or a similar, campus-approved system and forms (required)
- 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, interviews, or surveys

• Student evaluations
  - Student evaluations as reported on Faculty Course Questionnaires (FCQ's) or a similar, campus-approved system and forms mechanism (required)
  - Student mid-term evaluations (including steps taken in response to feedback)
  - Student focus groups, interviews, or surveys

• Instructional materials
• Course syllabi and examinations
• Curriculum development efforts
• Course improvement efforts
  - Evidence of continuous improvement in teaching and learning
  - Development and curricular work, including participation in curriculum revision and departmental efforts on teaching
• Professional development and innovations relating to teaching
  - Participation in training in teaching effectiveness and new education-related technology
  - Evidence of effective utilization of contemporary teaching modalities, e.g. enhanced student learning
  - Engagement in peer assessment processes
• Professional awards related to the education process
• Receipt of grants for teaching and education improvements
• Alumni surveys or opinions on teaching
• Philosophy and self-assessment of teaching
• Oversight of independent studies, e.g., honors theses, preliminary exams, dissertations
• Advising and mentoring, e.g., graduate students (as primary advisor or committee member)
• Video recordings of teaching
• Documentation of efforts to create inclusive and equitable educational experiences for students
• Scholarly research and presentation or publication on teaching and learning
• Mentoring students beyond the immediate instructional setting, e.g., supervision of doctoral or medical students, presenting teaching seminars to graduate students
• Mentoring faculty members in their education enterprises
• Authoring or co-authoring textbooks adopted by other higher education institutions