

1 **Teaching Evaluation Policy**

2 Departments, colleges or units must review and develop a comprehensive, and flexible  
3 approach to teaching evaluation, where several types of evidence will be collected, presented  
4 and evaluated as a portfolio. In addition to normed student evaluations such as SPTE or IDEA,  
5 evidence of teaching effectiveness may include, but is not limited to, some combination of the  
6 following: course materials such as reading lists, syllabi, classroom or community activities, and  
7 examinations; special contributions to effective teaching for diverse student populations;  
8 Development of innovative and effective teaching methods; Development of new courses or  
9 substantial modification of existing courses; Evidence of impact on students and faculty;  
10 Honors or special recognitions for teaching accomplishments; Peer evaluations; special  
11 teaching activities outside the university; advising and mentoring students; exit interviews, and  
12 alumni interviews and surveys to obtain information about teaching effectiveness.

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14 The results for student perceptions of teaching evaluations and student comments are owned  
15 by the faculty teaching the class. Departments and/or colleges should not have access to the  
16 results and student comments prior to faculty. Only the front page is required for evaluations if  
17 SPTEs are used, but faculty are free to include student comments in their entirety. SPTE results  
18 should be available to faculty before the annual review deadlines.