

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 Student outcome assessments such as before/after quantitative or qualitative testing, or results
11 from standardized exams; Honors or special recognitions for teaching accomplishments; Peer
12 evaluations; special teaching activities outside the university; advising and mentoring
13 students; exit interviews, and alumni interviews and surveys to obtain information about
14 teaching effectiveness.

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

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