

reflect his/her productivity may appeal his/her summary rating as described in Section 6.

- 1.05 The “FES Summary Report” is to reflect faculty activity for the twelve-month period beginning January 1 of each calendar year and ending December 31 of the same calendar year. Should a faculty member change his/her workload during this twelve-month period, he/she will negotiate with his/her academic dean and chair to determine the weights from Table I to be used.
- 1.06 Should a faculty member receive an administrative FES X assignment (see APS 790601), the faculty member will receive a separate evaluation for the FES X assignment by the supervisor of the assignment as well as the FES 5 evaluation. The weights for FES 1, 2, 3, and 4 are not adjusted and the faculty member receives an FES 5-based merit recommendation as if he/she does not have a separate FES X assignment. In a like manner, the faculty member’s performance of the FES X responsibility is evaluated and a merit recommendation is made as if the FES X assignment is the faculty member’s sole responsibility. The final merit recommendation is the weighted average of the two merit recommendations. The weight for FES X is the proportional reduction in the teaching load and the weight for FES 5 “one minus the FES X weight.”
- 1.07 The timelines for the completion of the forms are to be established by the Provost and Vice President for Academic Affairs.
- 1.08 Evaluation for merit pay purposes should be based on data covering only the specific time period.

2. CHAIR’S EVALUATION OF FACULTY TEACHING EFFECTIVENESS

- 2.01 A department/school chair may decide to use a faculty committee to assist him/her in evaluating faculty teaching effectiveness.
- 2.02 Teaching may include, among other things, classroom and laboratory instruction; development of new courses, laboratories, and teaching methods; publication of and/or development of electronic instructional materials; and supervision of undergraduate and graduate students. The chair’s rating of faculty teaching effectiveness should be based on as much information as can be reasonably obtained. FES 1 Worksheet (see

Attachment 2) may be used. A variety of inputs are necessary to give the evaluation maximum validity. Two primary sources of information may be a teaching portfolio prepared by the faculty member and a conference with the individual being evaluated. Other inputs may include, but are not limited to, comments from students, student outcome measures, and results of assessment measures. Each college/department/school should define its own performance standards for the chair's rating of faculty teaching effectiveness. Items that may be considered by the chairs include, but are not limited to:

Professionalism

- Adheres to scheduled class meeting times
- Is reasonably available for student conferences and counseling; maintains appropriate office hours
- Submits grades, reports, etc. in a timely manner
- Maintains appropriate professional demeanor in teaching situations
- Maintains high ethical standards of honesty and objectivity
- Adheres to university/college/department/school timelines, policies, and procedures
- Regularly prepares for teaching
- Attempts to evaluate and improve own teaching
- Commitment and contribution to course and/or program assessments
- Engages in professional development aimed at improving teaching effectiveness
- Uses fair and appropriate grading practice(s)

Content and Pedagogy

- Appropriateness and relevance of material covered in the class to subject matter of the class
- Supporting educational material (e.g., handouts, electronic tutorials)
- Appropriate use of pedagogical resources
- Adherence to syllabus
- Appropriateness, relevance, and quality of syllabus content
- Effective use of technology
- Effective utilization of innovations
- Timely, clear, informative, and appropriate feedback to students on assignments, tests, and on student progress in general beyond grades
- Making reasonable accommodations for individual students requiring the same

- Incorporation of civic engagement, service-learning, community-based teaching strategies or internships

In accordance with college and/or department/school policy, each faculty member may present a teaching portfolio and update it on an annual basis. The portfolio should provide information relating to teaching effectiveness. Because of the wide variety of programs and teaching situations, departments/schools should develop criteria as to the appropriate content, limitations, and uses of portfolios.

- 2.03 FES 1 reflects the chair's rating of teaching effectiveness for each faculty member on a one-to-five scale. The FES 1 worksheet or a similar tool will be used by the chair to document the chair's rating of teaching effectiveness.

3. STUDENTS' EVALUATION OF CLASSROOM TEACHING EFFECTIVENESS

- 3.01 Student responses on the IDEA Center's "Survey Form – Student Reactions to Instruction and Courses" are used for administrative decisions (e.g., tenure, promotion, and merit pay) and for development purposes. The IDEA "Summary Evaluation Score" will be used as the FES 2 score.
- 3.02 The IDEA Center's "Survey Form – Student Reactions to Instruction and Courses," at the discretion of the dean of the college, may be obtained directly from the Office of Institutional Research by department/school chairs for distribution to the faculty.
- 3.03 Evaluations may be conducted online or in class. For in-class evaluations, the evaluation will be conducted during the first 20-25 minutes of the period. The instructor may not be present in the classroom while the students are completing the form. The instructor should read the prepared college statement on teaching evaluation and then appoint a student or colleague per department/school/college guidelines to distribute, gather, and deliver the forms to the department/school chair's office. The instructor must exit the classroom prior to the distribution of the forms.
- 3.04 Federal and state law protects each student's privacy rights. For this reason, the class instructor should not have access to completed individual survey forms or score summaries until after all grades have been submitted to the