

- 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

Registrar. Even then, any information on the forms that identifies a student shall be redacted prior to being provided to the instructor.

#### 4. REPORT ON SCHOLARLY AND/OR CREATIVE ACCOMPLISHMENTS

- 4.01 This report is to be completed by each faculty member and submitted to his/her department/school chair as input for the FES 3 score. The final FES 3 score will be on a one-to-five point scale.
- 4.02 For most disciplines, this category consists of research and publication. For some disciplines, however, it may include other forms of creative works and activities, such as instructional technology; poetry; painting; musical, dance, or theatrical performance or composition; and sculpture. Scholarly activities shall be interpreted to include, but are not limited to, production of basic and applied research, writing and publications, scholarly grant development, scholarly grant acquisition, presentations to professional and learned societies, and professional development directly related to scholarly and/or creative accomplishments. Subject to the approval of the appropriate academic dean, the department/school chair may add additional subcategories or activities in accordance with department/school/college expectations.
- 4.03 Different disciplines and individuals define creative accomplishments in different ways, engage in different types of artistic endeavors, and evaluate such endeavors differently. As such, the criteria for evaluation can be defined here in only the most general terms. Each college/department/school should define its own specific criteria. Ultimately, individuals must be evaluated on the merit of their creative accomplishments and the level of their critical success.
- 4.04 The respective colleges are responsible for the determination and development of specific performance standards to be evaluated in FES 3. Input from faculty members at the department/school and/or program level is encouraged in identifying specific performance standards that may be unique to a given department/school or program. In creating performance standards, each college is encouraged to address the issue of quality as well as quantity.