

Appendix A.
Policy on Evaluation of Teaching Effectiveness
Department of Psychology
(approved: 2/87; revised 11/04; revised 3/07; revised 10/08, rev. 2/4/09)

All sections of all courses are formally evaluated by students each semester in accordance with Department, College, and University guidelines. The standard evaluation materials include the IDEA program and written student responses to a standard set of prompts determined by the department.

Evaluations are administered at a time chosen by the instructor provided that it is after midterm and prior to final examination week. The instructor may choose to have students respond to the evaluation materials in paper format during class time or online. The instructor is not to be present during the administration of the evaluation. The instructor will not have access to the completed materials.

Copies of typed student responses and IDEA reports are distributed to the chairperson and to the faculty member. Faculty copies are not distributed until grades for the course(s) in question have been submitted.

In accordance with University policy requiring the use of an additional systematic method of evaluating teaching effectiveness, syllabi for all courses are submitted to the department chairperson at the beginning of each semester. In addition, classroom observations will be conducted for non-tenured faculty in accordance with the Department Promotion and Tenure Policy.

The Department will evaluate all instructors on a regular schedule using multiple methods of assessment. The evaluation will serve two purposes: (1) to determine whether instructors are maintaining an appropriate level of teaching effectiveness and (2) to provide formative feedback to instructors. In accordance with University requirements, the Department will employ both student and peer evaluation methods. For all faculty, student evaluation of instruction will be based on IDEA information. For pre-tenured faculty peer evaluation will be based on both classroom observations and a review of a teaching portfolio, which will include the information requested by the RAPT Committee. Tenured faculty will choose either classroom observation or a review of teaching portfolio for the peer evaluation. They may choose either the same or a different method every time they are evaluated.

Peer evaluation of part-time faculty will be based on a review of course syllabi and samples of at least two exams.

Methods and Criteria

Student Assessment: IDEA Scores: Required for pre-tenured and tenured faculty

Faculty may select one of the following IDEA scores as the student measure of teaching effectiveness: Progress on Relevant Objectives, Overall Excellence of Teacher, or Overall Excellence of Course

Criterion: 80% of the full-time faculty will receive a score in the Similar Comparison Category or above (as defined by the IDEA) on the selected IDEA measure.

Peer assessment of Pre-tenured faculty will include both methods (classroom observation and teaching portfolio). Peer assessment of tenured faculty will include one method (classroom observation or teaching portfolio).

Peer Assessment: Teaching Portfolio:

Pre-tenured faculty: The portfolio will include the materials requested by the RAPT Committee.

Tenured faculty: The portfolio will include the following materials for the course being evaluated: course syllabus and two sample assignments. Assignments should be examples of how critical thinking is emphasized in the course. Assignments should be accompanied by an explanation of the assignment and the criteria used to grade them (e.g., the type of response that would earn students a high grade). Faculty can request special consideration for courses that do not fit the “two assignment” criterion.

Criteria: Portfolio materials will be evaluated using rubrics approved by the Department (see attachment). 100% of faculty will achieve a rating of *Satisfactory* on the syllabus and 80% will achieve a rating of *Satisfactory* on both of the sample assignments.

Peer Assessment: Classroom Observation

Criteria: Classroom Observations will be evaluated using the rubric approved by the Department (see attachment). 80% of faculty will achieve a rating of *Satisfactory* on the classroom observation.

Schedule of Evaluation

Pre-tenure faculty will be evaluated every year. Tenured faculty will be evaluated every three years.

Part-time faculty will be evaluated the first time they teach a course and at the discretion of the Department Chair.

Responsibility

The Strategic Planning and Outcome Assessment Committee is responsible for conducting the assessment process including gathering required materials from the faculty, evaluating the materials using the specified criteria, conducting the classroom observation, preparing a summary of the results for entry into TracDat, and providing feedback to individual faculty members on their evaluation. The Chair of the RAPT Committee is responsible for providing the Strategic Planning and Outcome Assessment Committee the results of the RAPT Committee's teaching effectiveness evaluation of the pre-tenured faculty.

The Department Chair is responsible for conducting the assessment process for part-time faculty. He/she may seek guidance from the RAPT Committee.

Teaching Portfolio Scoring Rubrics

Syllabus Scoring Rubric

Excellent 2	Satisfactory 1	Unsatisfactory 0
Syllabus contains all of the required University and Department requirements, and substantial additional information that may be helpful to students, e.g., clearly identified assessment method for each student-learning outcome; teaching philosophy; encouragement of teacher-student contact.	Syllabus contains all of the required University and Department requirements.	Syllabus does not contain all of the required University and Department requirements.

Sample Assignment Scoring Rubric

Excellent 2	Satisfactory 1	Unsatisfactory 0
Assignment clearly emphasizes course-appropriate critical thinking, and grading criteria reflect course-appropriate high standards for critical thinking.	Assignment and grading criteria emphasize critical thinking but at a lower level than appropriate for the course, and/or there other problems noted about the assignment.	Assignment does not emphasize critical thinking and/or grading criteria are not based on critical thinking.

Classroom Observation Scoring Rubric

<p style="text-align: center;">Excellent</p> <p style="text-align: center;">2</p>	<p style="text-align: center;">Satisfactory</p> <p style="text-align: center;">1</p>	<p style="text-align: center;">Unsatisfactory</p> <p style="text-align: center;">0</p>
<p>All of the following: Class time was used well.</p> <p>Lectures/activities were well designed to increase students' understanding of the material, encourage critical thinking, and engage students' interest.</p> <p>Questions were appropriately and, when possible, encouraged students to think more critically about the concepts.</p> <p>The tone of the class was respectful.</p>	<p>Any three of the following:</p> <p>Class time was used well.</p> <p>Lectures/activities were well designed to increase students' understanding of the material.</p> <p>Questions were answered appropriately.</p> <p>The tone of the class was respectful.</p>	<p>Any two of the following:</p> <p>Class time was not used well.</p> <p>Lectures/activities were not well designed to increase students' understanding of the material.</p> <p>Questions were not answered appropriately.</p> <p>The tone of the class was not respectful.</p>