

CHS Policies for Use of Student Evaluations of Teaching in Annual Performance Reviews

Student Evaluations from the Fall Term

Background: As part of the Annual Performance Review, faculty members are asked to provide copies of student evaluations of teaching for the calendar year under review. The evaluations for the spring and summer terms are typically available for inclusion; however, evaluations for the fall term of the calendar year under review are not available in time for them to be used as part of the Review.

Faculty members have addressed this problem in different ways. Some faculty members elect to include student evaluations of teaching from the fall of the year prior to the year under review. (For example, evaluations for Fall 2005, Spring 2006 and Summer 2006 are submitted as part of the 2006 Annual Review). Other faculty members provide no student evaluations of teaching from the fall term and submit available evaluations for the year under review only. (For example, evaluations for Spring 2006 and Summer 2006 are submitted with no information about evaluations from fall classes.) When using the latter strategy, faculty never have the opportunity to submit fall evaluations for use in their review.

Policy: To ensure that faculty have the opportunity to use student evaluations of teaching from every semester as part of their annual performance review, faculty members will include student evaluations of teaching from the fall term prior to the calendar year under review when available. (For example, fall 2006 evaluations will be included as part of the documentation for the 2007 annual review). In this way, faculty members will be able to use all materials available to them as part of the review process.

Student Evaluation Written Comments

Background: As part of the Annual Performance Review, faculty members are asked to provide copies of student evaluations of teaching for the calendar year under review. Although faculty members routinely supply the scores on the 21 statements contained in the survey, only some faculty members include student written comments. Of those faculty members who include written comments, some provide an explanation of those comments including any plans to address those comments, while others submit student comments with no additional explanation.

Policy: At a minimum, faculty should include both scores and comments for each course evaluated. Faculty are encouraged to provide their own explanatory comments regarding the evaluation as part of their updated teaching portfolio. These comments may include additional information to explain scores and student remarks, a description of extenuating circumstances and of measures taken to address student issues, and plans to address issues or reasons faculty do not plan to address selected issues, as appropriate.

Faculty are encouraged to include other materials and strategies to verify the quality of teaching, such as informal teaching evaluations provided by faculty members, correspondence from students, peer evaluations, teaching artifacts, creative teaching products, and narrative description of their instructional activities. All of these can be included in the updated Teaching Portfolio submitted as part of the supporting materials for the APR.