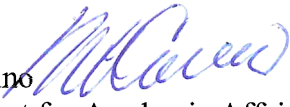


## MEMORANDUM

TO: Faculty  
Department of Chemistry  
M/S SB70

FROM: Provost William A. Covino   
Provost and Vice President for Academic Affairs

RE: Departmental Policy on Teaching Effectiveness

DATE: December 5, 2012

It has come to my attention that your Department Policy on Teaching Effectiveness is out of compliance with APM 322. The following sentence has been removed and the corrected version will be posted on line:

“In addition, comments written by students on the reverse side of the IDEA Short Form will also be collected, summarized, and evaluated by the members of a probationary faculty's Mentoring Committee.”

Please refer to APM 322 regarding the appropriate review of student comments by the Department Chair.

Please contact the Office of Faculty Affairs if you have any questions.

cc: Andrew Hoff, Dean of Science and Math  
Michael Caldwell, AVP for Faculty Affairs

**DEPARTMENT OF CHEMISTRY  
POLICY ON ASSESSMENT OF TEACHING EFFECTIVENESS**

APM 322 is the official policy on the Assessment of Teaching Effectiveness. This Departmental policy is designed to further define requirements at the Departmental level as specified in APM 322.

**STUDENT RATINGS OF INSTRUCTION**

Each faculty member shall have a minimum of two sections rated by students annually. For probationary faculty, student evaluations will be conducted in all courses. While the IDEA Short Form will be the standard paper instrument for the campus, faculty may elect to use either the Diagnostic Form or Online version. Student ratings of instruction shall be assessed to identify patterns and trends of teaching performance and effectiveness. The results obtained from such evaluations will be compared with established departmental norms and with those of faculty who have taught similar courses in the Chemistry Department. It is noted that the Chemistry Department does not yet have norms established for the new IDEA Short Form. Therefore, until norms can be established, the department will use a tentative expectation of 3.0 out of 5.0, using adjusted or unadjusted scores, whichever are higher, on a regular basis. However, it is more important to evaluate on the basis of multi-year trends rather than focusing on a single course or narrow time frame. In addition, comments written by students on the reverse side of the IDEA Short Form will also be collected, summarized, and evaluated by the members of a probationary faculty's Mentoring Committee. Signed letters, or other evaluative documentation, related to a faculty's teaching ability may be obtained from their current or former students, as well as others who may be familiar with their teaching. Other than student evaluations, which will be identified as a group by class, anonymous information, whether positive or negative, will not be used in this evaluation process.

**PEER EVALUATIONS**

1. Frequency
  - a. For part-time temporary faculty, the first time a course is taught by the instructor and, thereafter, at least one section every other year of employment regardless of a break in service.
  - b. For full-time temporary faculty, two sections each semester for the first year and two sections each academic year thereafter.
  - c. For probationary faculty, two sections (to include as many different courses as possible) every semester.
  - d. For tenured faculty, one section per academic year on a rotating basis such that during a five year period the maximum number of different courses is evaluated.
2. Faculty will use the attached departmentally approved form to evaluate Course Content, Instructional Design, Instructional Delivery and Assessment methods. It is noted that the Chemistry Department faculty have decided NOT to use the rating scale (1-5) on this form while peer-evaluating their colleagues' classes.

**OVERALL**

The Department will follow the guidelines in APM 325, APM 327 and APM 328 when electing committees selected to prepare the overall evaluation of teaching.

**APPROVAL PROCESS**

Departmental policies will be submitted to the appropriate School/College Dean and to the Provost for review and approval.

Last Updated: 10/3/11



**C. Instructional Delivery.** The assessment of delivery shall include a review of oral presentation skills, written communication skills, skills using various forms of informational technology, and the ability to create an overall environment conducive to student learning.

**COMMENTS:**

**D. Assessment Methods.** The evaluation of assessment methods shall consist of a review of the tools, procedures, and strategies used for measuring student learning, and providing timely and meaningful feedback to students.

**COMMENTS:**