

Policy on Student Evaluation of Courses

This policy mandates the collection of student-generated data on a regular basis, but these data are not to be used as the only mechanism to rank-order faculty, the data must not supplant other ongoing methods of teaching evaluation, and the data should be only one of several forms of teaching information gathered on a regular basis to assess teaching effectiveness.

Purpose of Student Evaluations

- To assist individual instructors in improving their own teaching
- To assist academic administrators in counseling instructors about their teaching.
- To assist faculty in reviewing the overall educational value and effectiveness of the course.
- To provide input in judging the teaching component in tenure, promotion and salary determinations.

Every course must undergo student evaluation of instruction each time it is offered. Student participation in the survey is mandatory. Courses of an individual nature (e.g. independent study courses, thesis, special projects, music studios, etc.) may be exempted from this requirement at the discretion of Department / College.

The instructor and relevant Department Chairs, or others so designated by the department (e.g. Course Coordinators), will receive the results of the evaluation after grades have been reported. Summaries of results for University-wide questions will be made available to relevant Deans and to the Provost's Office as requested.

The survey instrument should have 8–10 questions with at least one free response question and can have no more than 15 questions. The Teaching Effectiveness committee will provide 8–10 broadly applicable survey questions for general use. Colleges and Departments, in consultation with representative faculty, may change this survey instrument as needed and are responsible for determining the reporting of relevant results.