

**C34.1** Student ratings of classroom instruction. In most cases, documentation submitted by faculty members with teaching responsibilities would be considered incomplete and presumed inadequate, unless evidence of teaching effectiveness is included. Student ratings of classroom instruction are an important source of information in the evaluation of teaching effectiveness, provided that the format includes controls for student motivation and other possible bias. The form should contain directions which indicate how the information is used, and the forms should be administered and collected under controlled conditions that assure students' anonymity. Each academic unit should determine the student rating form to be used by its faculty that conforms to the guidelines specified above. Faculty members, including regular faculty, instructors, graduate teaching assistants, adjuncts, etc., shall be evaluated by students for each course and section they teach each year in order to provide themselves and their departments with information pertaining to teaching efficacy as well as provide material for the assessment of the relationships between SLO achievement and teaching. Exceptions are non-instructional courses (e.g., research hours at the 899 and 999 levels). Faculty members engaged in individualized instruction should be guided by the unit's criteria for evaluating such instruction. (See [C32.2](#)).

**C34.2** Student ratings should never be the only source of information about classroom teaching. Departments or units should be encouraged to develop a comprehensive, flexible approach to teaching evaluation, where several types of evidence can be collected, presented and evaluated as a portfolio. Peers, administrators, and other appropriate judges also can offer useful insights about a faculty member's teaching performance. Peer evaluation, defined as a critical review by colleagues knowledgeable of the entire range of teaching activities, can be an important component of the university's teaching evaluation program since peers are often in the best position to interpret and understand the evidence and place it in its proper academic context. Data other than student ratings that provide relevant evidence of teaching effectiveness are described in "Effective Faculty Evaluation: Annual Salary Adjustment, Tenure and Promotion." Examples include: course materials such as reading lists, syllabi, and examinations; special contributions to effective teaching for diverse student populations; preparation of innovative teaching materials or instructional techniques; special teaching activities outside the university; exit interviews, and graduate interviews and surveys to obtain information about teaching effectiveness.

**C34.3** A department's policies and procedures may specify that submission of student ratings will be mandatory and further specify the student rating system(s) to be employed for the purposes of making personnel recommendations concerning annual merit salary, reappointment, tenure, and promotion. In such instances, departmental procedures for administering student ratings forms or questionnaires should be standardized in order to minimize extraneous influences when results are compared within a department. Assistance with establishing such procedures is available from the Center for the Advancement of Teaching and Learning.

**C34.4** Regardless of the form or system used, the results or reports shall be returned only to the faculty member unless that individual has provided signed authorization to release the results to others. University policy requires that results of student ratings not be returned to faculty members until after the semester deadline for submitting grades. The only deviation from this procedure is the return of student ratings that are being used by a faculty member to develop mid-semester strategies for improvement; in these cases, the students must be informed that the results will be returned to the instructor before grades have been submitted.

**C34.5** Some student ratings systems are designed primarily to help faculty members improve their teaching. Faculty members are encouraged to decide individually what means,

if any, they use to ascertain student views of their teaching in order to improve. Other student ratings systems are designed primarily to aid in the comparative evaluation of faculty members within a department for the purposes of making personnel recommendations concerning annual merit salary, reappointment, tenure, and promotion. It is essential that each department's policies and procedures indicate the student rating system(s) to be employed for the latter purposes. Faculty members are, of course, free to submit supplemental student views from instruments or other methods of their own choice.