GUIDELINES FOR SURVEYS OF STUDENT OPINION OF TEACHING

1. The main purpose of student surveys is to provide faculty with information about the students’ opinions of teaching and to assist faculty in maintaining and improving the quality of teaching.

2. The faculty must approve procedures to be used in obtaining student surveys as well as the content of the survey form.

3. The on-line form for the survey of teaching includes a set of questions related to the course and a set of questions related to the instructor. Each question offers an opportunity for written comments. Departments and individual faculty members may also add additional questions by contacting the course evaluation manager before the surveys open.

4. The course evaluation surveys are conducted through an on-line confidential survey site (CoursEval). Faculty are notified before the survey opens indicating the date it will open and provided names of students who are expected to complete the evaluation.

5. While stressing the importance of these surveys, the instructions should make it clear to students that they are free not to complete the survey in whole or in part. It is up to the students, particularly those in small classes, to decide between maintaining their anonymity and having their opinions heard.

6. The office of faculty services administers the surveys. After grades have been submitted for the semester, the results are released to instructors Department chairs and the vice president for academic affairs and dean of the college may also have access to evaluation results.

7. Individual departments set up procedures for using these surveys and other information on teaching effectiveness to assess instructors' needs. These procedures do not necessarily involve departmental efforts but could, for example, describe the participation of department members in different peer groups set up for this purpose. Departments periodically inform the Professional Development Committee of the procedures that have been put in place for their members, how they are being used to improve teaching and of problems and needs of instruction. The Professional Development Committee takes this information into account as it devises programs and makes resources available.

8. In addition to their role in maintaining and improving the quality of teaching, these surveys serve as one source of information about teaching effectiveness for the purpose of faculty review. The instructor who wishes to provide written comments to accompany the surveys has two weeks to do so before they can be examined by the vice president for academic affairs and dean of the college or a review committee.

9. The RPT Committee determines policies concerning the number of years evaluations should be kept on file.

10. Interpretation of the outcome of these surveys takes into account class size and the many factors apart from the input of the instructor that influence a student's assessment of a course, including anticipated grade, whether the course is required, percentage of returns, the degree of difficulty of the course, and the implementation of new materials and methods.

A copy of the survey form may be obtained from the office of faculty services.