

[SUNY Cortland College Handbook (January 2011)]

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260.02 COMPREHENSIVE TEACHING EVALUATION SYSTEM

Policies and Procedures (Approved by President Clark, Jan. 10, 1983)

The following sections I, III, and IV are from the complete manual published in Fall 1987, available in the Provost's Office.

I. General Recommendations

1.1 All faculty and administrators should be evaluated on a regular basis. Part of the evaluation of faculty should be the regular systematic collection of information from colleagues and students as the basis for judgments about their teaching effectiveness. Part of the evaluation of administrators should include the regular, systematic collection of information from faculty and students as the basis for judgments about their administrative effectiveness. Information sought about administrators should concern their effectiveness of administration, leadership ability, responsiveness to relevant constituencies, innovative programs, competency and soundness of judgment.

1.2 The teaching evaluation system will consist of two components: (a) the administration of a Course Teacher Evaluation (CTE) form, and (b) materials and information submitted by the teacher. Note: If a teacher does not wish to use a CTE form, an alternate procedure of visitation is possible.

1.3 Teachers will be evaluated, at a minimum, at least once every third time they teach a particular course. Departments will be responsible for establishing a time schedule for evaluating teaching. (Under exceptional circumstances, the recommended time schedule may be inappropriate. In such cases the department in question should submit to the Teaching Effectiveness Committee for approval an alternative in keeping with the principle of regular, systematic, longitudinal evaluation of faculty.)

III. CTE Component of the Teaching Evaluation System

3.1 There will be a standard CTE form approved by the Committee on Teaching Effectiveness and available for use by any department that so chooses. At present, the committee recommends the use of the Purdue Cafeteria System (Committee on Teaching Effectiveness, 1994-97).

3.2 The standard CTE form should not be excessively long. The items will include, at a minimum, the following topics:

definition of and adherence to the announced course requirements and coverage of content;

the teacher's effectiveness in presenting the course material (e.g., organization, structure, clarity, communication, teaching style, or lecturing ability);

the teacher's availability to meet with students outside of class;
workload or course difficulty;
fairness in evaluating students;
teacher-student interaction or rapport;
impact on students or students' sense of accomplishment; and
global, overall rating of the teacher.

3.3 The final decision on what CTE form is to be used by faculty members in a given department will be made by the department, with the following stipulations:

All members of the department will use a common form agreed upon by the department; and

The form used by the department must include the following statements from the Purdue Cafeteria System:

- i. "The stated goals of this course are consistently pursued."
- ii. "My instructor has an effective style of presentation."
- iii. "My instructor is readily available for consultation."
- iv. "Complexity and length of course assignments are reasonable."
- v. "Grades are assigned fairly and impartially."
- vi. "My instructor readily maintains rapport with this class."
- vii. "I am satisfied with my accomplishments in this course."
- viii. "Overall, this instructor has been effective."

(Approved by President Taylor, May 28, 2002)

Departments are free to add questions to the eight core questions listed above.

3.4 The detailed procedures for collection of CTE data will be determined by each department, approved by the "Committee on Teaching Effectiveness," and subject to the following guidelines:

Student CTE forms will be administered by someone other than the course teacher (e.g., a student proctor, department secretary, or other colleague).

The form will be administered sometime during the last three weeks of scheduled classes in a term.

All questionnaires using the Purdue items, including the required core items, will be processed by the Institutional Research and Assessment Office (approved by President Taylor, May 28, 2002). There must be adequate safeguards against misuse or tampering with whatever CTE data the department collects.

IV. Course Materials

4.1 The course materials to be submitted for evaluation should include the following:

course syllabus, including either a course outline or a list of course objectives;

assignments, examinations, and other materials that are provided for the students; and

any other materials the teacher wishes to submit (e.g., information on advisement, the teacher's role in involving students in research, attendance at professional meetings, the teacher's role in assisting students with career plans, or examples of graded papers and exams).

4.2 Optionally, the teacher may provide a written description of the course including observations about the students in the course. Such a description might include: a general description of the level of the course, the student composition in terms of class year and major, information as to whether the course is required or not, and a general comment on the teacher's perceptions of the motivation and general intellectual level of the students in the course.