MEMORANDUM

CALIFORNIA
STATE
UNIVERSITY,
FRESNO

DATE: November 21, 2011

TO: Faculty
Department of Africana Studies Program
M/S SB 69

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

SUBJECT: Approval of your Department Policy on Peer Evaluations
and Student Course Evaluations (RE: APM 322)

I have received and reviewed your departmental documents, and they are tentatively approved for implementation during the remainder of AY11-12.

I am, however, concerned about your department's use of a relatively low statistical standard for student ratings—a standard that may render data used to support AY12-13 RTP recommendations less than persuasive. Thus, it is my hope that, once AY11-12 data becomes widely available, you may wish to adjust the departmental standard upward to a more meaningful measure of relative teaching performance.

In the meantime, I want to reiterate my commitment to our Academic Senate's stated beliefs that student feedback is best viewed from a multi-year perspective, and considered within the larger context of all evidence presented in support of a colleague's teaching effectiveness.

WAC:kyp

cc: Luz Gonzalez, Dean, College of Social Sciences
Ted Wendt, AVP for Academic Personnel

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CALIFORNIA STATE UNIVERSITY, FRESNO
Africana Studies Program
POLICY ON ASSESSMENT OF TEACHING EFFECTIVENESS

APM 322 is the official policy on the Assessment of Teaching Effectiveness. The Program's policy is designed to further define requirements at the Program's level as specified in APM 322.

STUDENT RATINGS OF INSTRUCTION

Each tenure track and part time faculty member (including full-time lecturers) shall select a minimum of two sections rated by students per semester, so as to have assessment of most of the courses taught by each faculty member on an annual basis.

Each tenured faculty member (including FERP faculty) shall select a minimum of two sections rated by students per year, so as to have assessment of most of the courses taught by each faculty member on an annual basis.

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. It is expected that the faculty member shall meet or exceed the Program standard of 3.0 out of 5.0, using adjusted or unadjusted scores, whichever are higher for each course assessed, 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 a single year.

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 every semester (to include as many different courses as possible).
   d. For tenured faculty, one section every 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 Program-approved form to evaluate Course Content, Instructional Design, Instructional Delivery, Assessment Methods, and provide recommendations for improvement.
   a. Peer evaluators are encouraged to meet individually with faculty being evaluated to discuss recommendations and feedback.

OVERALL

The Program will follow the guidelines in APM 325, APM 327 and APM 328 when electing committees selected to prepare the overall evaluation of teaching. Participation in Program self studies (SOAP) will not be used as part of the assessment of individual faculty teaching effectiveness. The Africana Studies Program reserves the right to adjust this policy, including the student ratings standard, as deemed necessary and will submit a revised policy for approval if and when such a change is made.

APPROVAL PROCESS

Program policies will be submitted to the Dean of the College of Social Sciences and to the Provost for review and approval.

Last Updated: September 26, 2011

California State University, Fresno
Africana Studies Program
PEER EVALUATION FORM

Professor Evaluated: _____   **Course:** _____

Term/Year: _____ **Evaluation Date:** ___/___/___ **Evaluator:** _____

Category
A. Course Content. Includes a review of the contemporary literature used within the course content, the appropriateness of the level of the content, and the appropriateness of the sequencing of the content to best achieve the learning objectives for the course.
COMMENTS:
B. Instructional Design. Includes a review of learning objectives, syllabi, instructional support materials, organization of lectures, and the use of technology appropriate to the course.
COMMENTS:
C. Instructional Delivery. Includes 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. Does the syllabus include tools and methods appropriate for assessing student learning and providing feedback to students?
COMMENTS:
E. Recommendations/Feedback.
COMMENTS:

APM322c