CU Policies Related to Measuring Teaching Effectiveness
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Off icial Regent Policy (APS 10

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Off icial Regent Policy (APS 1009) states t hat each primary unit, in keep ing with its individual role and

mission, may implement components of evaluation that complement the required use of FCQs. Each

primary unit should have a document, available upon request, which describ es the standards and

procedures for reappointment, tenure, and promotion in that unit. Below we include relevant text

f rom a variety of sources t hat establish that i t is up to the primary unit/department to define

measures of quality teaching.

Policy 5M: Reappointment (to a tenure-track position), Tenure, and Promotion

Board of Regents (April 2014) [link]

“Primary units develop criteria that explicate the teaching, research and leadership and

service expectations for faculty, such as expectations for articles, books, and/or research

grants, measures of clinical excellence, etc., in terms of their scholarly field. These primary

unit criteria, once reviewed for rigor, fairness and consistency with regent requirements and

approved by the dean and vice chancellor for academic affairs, are included in the

candidate’s dossier and shall guide evaluation at every level of review.”

Reappointment, Tenure, and Promotion of Tenure Rank Faculty

Office of Faculty Affairs (January 2017) [link]

“The definition of the terms "meritorious" and "excellence" are, of course, discipline specific.

Your college or school may also have examples of criteria that it emplo ys. Regent policy

requires that each primary unit have available upon request a document which describes the

st andards and procedures for reappoint ment, tenure, and promotion in that unit. In general,

the University seeks multiple measures for each of the three areas of responsibility.”

Multiple Measures of Teaching

Jeff Cox, AVC for Faculty Affair (November 2007) [link]

“Candidates should work with their PUEC and department or school or college on putting

together multiple measures of teaching...The gathering of these multiple measures is a joint

responsibility of the candidate and the unit; the candidate should make sure that s/he has in

place all the multiple measures s/he finds appropriate, and the unit should make sure that the

measures it deems necessary for the evaluation of teaching on a regular basis are included.”

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Official Regent Policy (APS 1009) requires that a minimum of three components should be included
for evaluation of teaching, and that one of these must be a student evaluation through the Faculty
Course Questionnaire, or a similar campus-approved system and form. Below we include statements
and recommendations from various sources regarding the use of FCQs and the interpretation of FCQ
data.b
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Multiple Measures of Teaching - 10 Ideas for Satisfying
Todd Gleason, AVC for Faculty Affairs (October 1998; updated as Dean March 2010) [link]

This memo from Faculty

BFA Support for Removing Biased FCQ Measures for Evaluation of Teaching in Promotion,

Tenure, Reappointment, and Merit Evaluation (BFA-M-1-040518)

BFA Diversity Committee Draft Resolution (May 2018) [link]

This resolution from the Boulder Faculty Assembly articulates their recommendations that

FCQs be used primarily as formative feedback rather than summative assessment, that

evaluators be made aware of potential bias in FCQs, and that the omnibus questions be

removed.

“It may be most appropriate to consider using surveys such as FCQs as formative

assessments that help guide revision of teaching and curriculum, and not for summative

personnel evaluations.”

“Awareness of biases in evaluation must be increased campus-wide.”

“FCQ questions should not ask students to evaluate the instructor in a way that the

instructor's personal identity characteristics are highly likely to be brought into question.

Specifically, the current questions that ask students to "Rate the instructor overall" and “Rate

the course overall” should be immediately removed.”

Best Practices—Moving Beyond The FCQ (BFA-R-2-102918.4)

BFA Diversity Committee Notice of Motion (December 2018) [link ]

This release from the Boulder Faculty Assembly follows their 2018 resolution regarding FCQs

and reiterates their recommendations.

“Privilege formative assessment. Given that it may be impossible to eliminate bias from

survey data, it may be most appropriate to consider using surveys such as FCQs as f ly foll