Proposed COB Policy

Consistent with NMSU Policy 5.90.4.1, the tenure and promotion committee of each department in the College of Business, in consultation with their department head, will develop a written policy for evaluating teaching that is consistent with promotion and tenure policy of the department and is informed by discipline norms. The policy shall be considered part of the department tenure and promotion document and will be adopted by vote of the department tenure and promotion committee. The policy is subject to veto by the Dean of the College. Should the policy be vetoed, the department promotion and tenure committee shall work with the Dean to revise the policy. The revised policy must be adopted by vote of the tenure and promotion committee, subject to veto.

The policy adopted by each department will evaluate faculty who are assigned teaching duties using a number of criteria as required by NMSU Policy 5.90.4.1.1. Each criteria needn’t be used each year. (For example, a department might require an in class evaluation by the department head of a faculty member once every 3 years, rather than once a year.) But in no case will fewer than three criteria be used in a given year, with no more than 50% weight given any one criterion.

If student evaluations are used, they must be placed in context by including: GPA awarded in the class; whether the class is upper division, lower division or graduate; whether the class is required or not; and the SCHs generated in the class. If student evaluations of teaching are used in annual evaluations, the faculty member shall have the option of either traditional face-to-face delivery or online delivery.

Note: This policy does not apply to policies concerning student evaluation of teaching except when the evaluations are used for annual review or tenure and promotion.

Following is a list of possible material that can be used in evaluation. Departments will typically use a subset of these materials; however, some material from each major category should be used.

Evidence from the Instructor

- Classroom materials
- Number of credit hours generated
- Distribution among lower division, upper division and graduate, and between required and elective
- Classroom characteristics
- Notes
- Documentation of new preparations
- Documentation of major revisions to existing preparations
- Documentation of use of alternative delivery systems
- Documentation of innovative teaching methodology
- Other

Evidence from other professionals

- Teaching awards
- Evaluations by other faculty
- Evaluations by the department head
- Evaluations by other third parties
- Participation in the Teaching Academy
- Other
Evidence from students
- Student evaluations
- Student testimonials
- Other

Evidence of student learning
- Student portfolios
- Completed student assignments
- Student papers
- Other

Discussion

NMSU Policy 5.90.4.1.1 Evaluation of Teaching requires each College of Business Department to develop a policy on evaluation of teaching. Teacher evaluations should be included as part of the annual review and must reflect the faculty members progress toward tenure and promotion. That is, the process should align annual evaluations with evaluation of the progress toward tenure and promotion (see: NMSU Policy 5.90.3.3).

NMSU Policy 5.90.4.1.1 further requires that evaluation of teaching should be based on a number of factors, of which student evaluations are only one type. More specifically, the policy manual states that “materials appropriate for evaluating teaching should include: (a) evidence from the instructor, (b) evidence from other professionals, (c) evidence from students, and (d) evidence of student learning (Chapter 5, p33).” See the appendix.
Appendix: NMSU Policy Manual on Teaching and Advising

5.90.4.1 Teaching and Advising

Teaching is central to NMSU’s mission. For those who teach, effectiveness in teaching and advising is an essential criterion for tenure and for advancement in rank. The teaching and advising category includes all forms of university-level instructional activity, as well as advising undergraduate and graduate students, both within and outside the university community. Such activities are commonly characterized by the dissemination of knowledge within a faculty member’s area of expertise; skill in stimulating students to think critically and to apply knowledge to human problems; the integration and application of relevant domestic and international, social, political, economic, and ethical implications into class content; the preparation of students for careers in specific fields of study; and the creation and supervision of appropriate field or clinical practicum’s.

Teaching and advising responsibilities may include, but are not limited to, preparation for and teaching of a variety of courses, seminars, and other academic learning experiences; non-credit workshops and informal instructional activities; course and program development; team or collaborative teaching; web-based instruction, both on and off campus; supervision of student research, performances, or productions; service on graduate student program and research committees; field supervision and administration of field or clinical experiences; production of course materials, textbooks, web pages and other electronic aids to learning; and others.

Faculty advising may take the form of assisting undergraduate or graduate students in the selection of courses or careers, assisting learners in educational programs on and off campus, mentoring students, serving as faculty adviser to student groups, research and teaching advising, as well as other forms.

5.90.4.1.1 Evaluation of Teaching

Teaching is a complex and multifaceted activity. Therefore, several forms of evidence should be used to assess comprehensively teaching effectiveness. Each form of evidence should carry a weight appropriate to its importance in evaluating teaching. Such documentation must demonstrate command of subject matter, continuous growth, and development in the subject field, the ability to organize material and convey it effectively to students, assessment of student learning, revision and updates of curricula, and the integration of scholarship (for faculty who produce scholarship) and service with teaching. Materials appropriate for evaluating teaching should include: (a) evidence from the instructor, (b) evidence from other professionals, (c) evidence from students, and (d) evidence of student learning.

Each principal unit is to create clear guidelines for its teaching faculty that define teaching responsibilities and specify required evidence documenting teaching effectiveness. Specific data to be included in the evaluation packet will be determined by each principal unit.

5.90.4.1.2 Evaluation of Advising

For promotion and tenure considerations, performance in such activities must be documented and evaluated. Each principal unit is to create clear guidelines regarding the responsibilities and documentation requirements for its faculty who advise.