

Evaluation of Teaching Policy College of Pharmacy

This policy describes the process for evaluation of teaching in the College of Pharmacy.

1. Student Evaluation of Teaching

The student evaluation system has three components:

1. Student course and instructor surveys
2. Perspective surveys from graduating P4 students and/or recent graduates
3. Dean's student focus groups

A. Student Course and Instructor Surveys

1. Student evaluation of courses is mandatory for all courses in the undergraduate, professional, and graduate programs with a student enrollment of >5 students. Exceptions are granted by the Department Head.
2. At the beginning of each semester, the Department Head will inform the course coordinator which instructors from their department should undergo an instructor evaluation and in which course.
3. Instructors should be evaluated in the course in which they teach the most.
4. Individual instructor evaluations should be timed as close as possible to the completion of the instructor's teaching in the course.
5. The results of instructor (opposed to course) evaluations will be accessible only to the instructor and the Department Head.
6. The results of objective course evaluation data will be accessible to the course instructor(s), the Department Head, Curriculum and Assessment Committees, and the Dean's office.
7. Survey results will be released after final grades for courses have been filed.
8. Instructor and course evaluation data are required for inclusion in promotion documents and annual review reports. The statistical measures of variability (frequency, means, and standard deviation, where appropriate) should be reported along with results.
9. Each survey will contain the College of Pharmacy required questions (see Appendix 1).

B. Perspectives of Recent Graduates

The Dean's office will utilize the AACP Graduating Student Survey to gather student views on the curriculum and how well it has prepared them for practice.

C. Student Focus Groups

The Dean and Associate Dean for Academic Affairs will meet with focus groups from each year of the professional program to solicit course input for each professional year. Focus groups will be conducted in the early spring semester for fall semester core courses and early in the fall semester for spring semester core courses. While protecting the anonymities of participating students, information gathered from these focus groups will be shared with the Department Heads, Curriculum Committee, Assessment Committee, and Executive Committee, as appropriate.

2. Peer Review of Teaching

Peer review of teaching is designed to provide formative information for faculty development and an assessment of teaching for promotion and tenure decisions. The process of peer review may be initiated by a request from any faculty member who wishes such a review or at the discretion of the Department Head. A peer review team will be appointed by the Department Head or their designee to conduct the review. The process is outlined below.

Faculty at the Assistant Professor rank (tenure or clinical track) are required to have completed at least two peer reviews by the time of their promotional review. A third peer review may be requested per the discretion of the Department Head.

Faculty at the Associate Professor rank (tenured or clinical track) are required to have completed at least one peer review by the time of their promotional review. A peer review may be requested by the Department Head for faculty at the rank of Full Professor.

A summary of the peer review information must be included in the promotion document and the faculty member should indicate what improvements/modifications in their teaching arose as a result of the peer review.

A. Peer Review Team Process

1. In consultation with the faculty member to be reviewed, the Department Head will name a peer review team of 2–3 faculty members to conduct the review. Members of the review team should be at a rank higher than the faculty member under review. Faculty from other academic units or staff from the Center of Instructional Excellence may serve as members of the peer review team.
2. The peer review team will have a preliminary meeting with the faculty member to be reviewed, at which he/she will discuss teaching philosophy, course goals and objectives, innovations, and any problems.). Sample examinations and homework assignments, as well as any electronic resources (e.g., the course web site), will be reviewed.
3. At a mutually agreeable time, the peer review team will make at least two class visits (with different members visiting at different times) A review of recordings is

acceptable for distance learning courses. Appendix 2 provides a guide for possible points to consider.

4. The review team will meet to discuss their findings, which should include strengths as well as areas for improvement.
5. The peer review team will then meet with the faculty member to discuss findings and make suggestions.
6. The peer review team should provide the Department Head a summary of strengths and potential areas for improvement.
7. As a part of the promotion and tenure dossier, the faculty member should provide a narrative assessment of peer review activities, including their strengths, areas of improvement, and strategies undertaken to improve teaching.

APPENDIX 1

College-Required Questions on the Student Course and Instructor Surveys

Course Evaluation

A. University Required Questions

- The class activities are well prepared and organized.
- The assignments aid me in achieving the class objectives.
- The projects or laboratories aid me in achieving the class objectives [where relevant]
- The examinations aid me in achieving class objectives.
- (Open Ended) Make a suggestion(s) for improving the course (a criticism alone is not helpful; tell your instructor how you would fix any problem).

B. College of Pharmacy Required Questions

- I understand the importance of this course for the profession of pharmacy.
- I get adequate feedback on examinations and assignments so I understand what I missed.

Instructor Evaluation

A. University Required Questions

- The instructor clearly explains materials so that I can understand it.
- The instructor is open to my questions and effectively answers them.
- The instructor seems to care that I learned this material.
- The instructor willingly makes time to help other students and me.
- The instructor is fair and consistent in evaluating my performance in the course.
- The instructor creates a welcoming and inclusive classroom environment.
- (Open Ended) What is something/are some things that the instructor does well, e.g., something you hope that the instructor will continue to do in the class in the future?

B. College of Pharmacy Required Questions

- The instructor makes good use of analogies, illustrations, and/or examples.
- The instructor emphasizes the connections of course material to the profession.
- The instructor challenges me to think about the material they teach.

APPENDIX 2

A Guide for Peer-Review Class Visitations

Note: These points are merely a guide to aid the class visitation part of peer review. Reviewers may add other criteria and may find some of the criteria below not applicable or useful.

- Content and its Organization
 - Provides outline or objectives
 - Covers and appropriate amount of material for the time allotted
 - Covers relevant material
 - Defines unfamiliar terms
 - Gives examples
 - Stresses important points
 - Illustrates with anecdotes or analogies
 - Utilizes active or innovative learning techniques

- Class Delivery
 - Demonstrates smooth topic transitions
 - Summarizes
 - Provides clear explanations
 - Demonstrates enthusiasm
 - Speaks expressively
 - Speaks at appropriate pace
 - Starts and finishes on time
 - Uses visual aids that are clear

- Interacts and engages with students
 - Makes eye contact
 - Calls students by name
 - Encourages questions
 - Asks questions
 - Engage students
 - Are students paying attention?
 - Are students not engaged?
 - Are students doing other things (e.g., such as studying other materials, using internet, texting)?