

## Faculty Handbook and UNM Policies Related to a Student Feedback System for Instructors and Courses

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Policy	Section	Content
C70	1.1	Designated faculty personnel files must include any written information used to any degree in making a decision concerning the employment, rank or status of a faculty member.
C70	1.2	An item of information may be introduced into a faculty personnel file only if accompanied by written identification of the source of the information <b>subject to the right of peer or student evaluators to keep their identities confidential</b> from the faculty member evaluated as provided in section 2.2.
C70	1.3	Administrators with responsibility for the creation of faculty-personnel identified in 1.1 above are responsible to maintain the file and its security during the faculty member's employment at the University and at least five years thereafter (files of emeritus faculty shall be maintained during the faculty member's lifetime and at least two years thereafter).
C70	1.4	The administrative officer responsible for maintaining faculty personnel files shall notify faculty in writing of any material deleted from their faculty personnel files, the nature of the material and the reason for the action. In a similar manner, faculty shall be notified in writing of any material added to their file(s) with respect to which they have not been copied. Faculty members have the right to know and the responsibility to examine their personnel files. However, as defined in sections 2.2 and 2.3, faculty cannot have access to confidential information.
C70	2.1	Each faculty member has the right to inspect and review without unreasonable delay by the university (normally within two weeks) any record or file maintained on him or her by the University subject to the provisions of this Policy and any limitations imposed by law.

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C70	2.2	<p>The University respects the desire of many authors of faculty evaluations to keep their identities confidential, including from the faculty member being evaluated. Such matters of opinion include letters of reference for employment, internal peer evaluations of a faculty member, <b>student evaluations</b>, letters received from peer reviewers outside the University, as well as those portions of the recommendations of the faculty member's chair or dean or the Associate Provost that may reveal the identities of peer or student evaluations.</p> <p>a. If a faculty member makes a request to review and/or copy such evaluations, an academic administrator, prior to permitting such review or copying, shall <b>redact material that may reveal the identity of the author</b>. If it does not appear feasible to protect the identity of the author through redaction, the document may be accurately summarized in writing for the faculty member instead. If the author of an evaluation submits a written waiver of confidentiality, the evaluation may be reviewed or copied by the faculty member without redaction. If requested by the faculty member, a member of the Provost/VPHS office and a member of the Committee on Academic Freedom and Tenure designated by the Chair of the Committee shall verify the accuracy of the redacted or summarized documents.</p> <p>b. If such information is requested by a third party, the faculty member shall be advised of the request prior to the release of the information.</p>
C70	2.3	To the extent information is confidential under this Policy, or privileged under law (for example, materials subject to attorney-client privilege), it shall not be available for inspection by the faculty member.
C70	3.2	Other than as provided in Section 3.1, records or information concerning a faculty member shall be made available by the custodian of a file of record only to those members of the University who have an official role in the evaluation of that faculty member for purposes of employment, rank, status, salary, or other such decisions and whose role makes it necessary for them to know the contents of that faculty member's file.

Policy	Section	Content
FH	1.2.1	<p data-bbox="394 390 1148 415">Teaching</p> <p data-bbox="394 447 1148 814">(a) Due to the variety of subject matter and student populations at the University, teaching occurs in various settings and via a diversity of forms of instruction, such as didactic lecturing, small group seminars, problem-based learning, and clinical practicums. The term teaching as used here includes, but is not restricted to, regularly scheduled undergraduate, graduate, post-graduate, and professional instruction, and the advising, direction and supervision of individual undergraduate, graduate, post-doctoral, and professional students. Library faculty, in the discharge of their professional duties, shall be regarded as engaged in teaching. Teaching also includes the direction or supervision of students in reading, research, internships, residencies, or fellowships. Faculty supervision or guidance of students in recognized academic pursuits that confer no University credit should also be considered as teaching.</p> <p data-bbox="394 825 1148 1014">(b) Effective teaching is one of the primary qualifications for promotion and tenure. The educational experience provides a student with an increased knowledge base, an opportunity to develop thinking and reasoning skills, and an appreciation for learning. An effective teacher is best characterized as an individual who successfully promotes these goals. Although individual teachers bring to bear different sets of talents in pursuit of these goals an effective teacher, at a minimum, should:</p> <ol data-bbox="475 1024 1148 1276" style="list-style-type: none"> <li data-bbox="475 1024 946 1056">1. Demonstrate effective communication skills.</li> <li data-bbox="475 1056 881 1087">2. Show evidence of strong preparation.</li> <li data-bbox="475 1087 1148 1140">3. Present material that reflects the current state of knowledge in the field.</li> <li data-bbox="475 1140 914 1171">4. Demonstrate effective management skills.</li> <li data-bbox="475 1171 1027 1203">5. Organize individual topics into a meaningful sequence.</li> <li data-bbox="475 1203 1148 1255">6. Demonstrate an ability to interact with students in an encouraging and stimulating manner.</li> <li data-bbox="475 1255 946 1287">7. Demonstrate a commitment to the discipline.</li> </ol> <p data-bbox="394 1287 1148 1415">(c) Teaching is evaluated by students and faculty. Evidence to be evaluated for teaching during mid-probationary, tenure, and promotion reviews must include student course evaluations, descriptions of courses taught and developed by the faculty member, and written reports of peer observations of teaching.</p>

**Comment [SB1]:** Since these are called out as specific characteristics of an effective teacher – they should presumably be measured to provide input to faculty reviews. Not clear which should be measured by a student feedback system and which should be measured by other means.

Policy	Section	Content
FH	4.2.3	<p>Procedures</p> <p>(a) The annual review is conducted by the department chair, in consultation with at least the tenured members in the department and, where appropriate, with any other faculty who are well acquainted with the probationary member's work.</p> <p>(b) In preparation for the annual review, the faculty member shall assemble a file including:</p> <ul style="list-style-type: none"> <li>• curriculum vitae</li> <li>• classroom materials, teaching evaluations, and other materials reflecting on teaching performance</li> <li>• copies of scholarly works completed or submitted during the previous year and other materials reflecting on scholarly work</li> <li>• statement of self-evaluation based upon goals set for the previous year</li> <li>• statement setting goals for the coming year</li> </ul> <p>(c) As part of the review, the chair shall review the faculty member's assembled file and obtain written evaluations of the member's performance from at least those tenured members of the department who are best acquainted with the probationary faculty member's work. Whether all tenured members of the department will be required to participate in the annual reviews and whether peer evaluations of teaching are to be included in the review shall be matters of consistent departmental policy and not decided on a case-by-case basis (see Sec. 4.4.8). If peer evaluations of teaching are to be included, the chair shall arrange for the faculty member's teaching to be observed. The evaluation of all components (teaching, scholarly work, service, and personal characteristics) shall be summarized by the chair in the written annual review provided to the probationary faculty member. If earlier reviews have identified specific deficiencies, special attention should be paid to the progress made toward remedying them. The chair shall discuss each annual review report with the probationary member before the end of the Spring semester. The probationary member shall acknowledge receipt of the report and may provide a written response. This report and any response shall be filed with the department and college/school.</p>
FH	4.4.1	<p>Confidential Materials</p> <p>Internal peer evaluations of a faculty member, student evaluations, and letters received from reviewers outside the University are added to the faculty member's dossier by the department chair, and they shall be kept confidential from the faculty member to the extent allowed by law and by University policy (see "Confidentiality of Faculty Records Policy" in the Faculty Handbook).</p>
FH	4.5.1(b)	<p>Student teaching evaluations shall be included and organized to reflect the various types of courses or students taught. Peer evaluations of teaching shall also be included. The dossier shall include those books, offprints, manuscripts, research proposals, and papers presented at professional meetings that best represent scholarly contributions. Reviews of such materials, including reviews of juried creative works, may also be included. The faculty member shall provide a table of contents, which the chair signs to acknowledge that materials received from the faculty member are complete and appropriate.</p>

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FH	4.9.3	Biographical updates, student evaluations of teaching (supplemented by periodic but not necessarily annual peer evaluations of teaching), and (with necessary exceptions, as in the Medical School) evaluations for salary recommendations shall be required annually of all faculty, including tenured professors. Some departments and divisions may also wish to require information more detailed than in the current biographical update form. The biographical update shall include space for objectives for the coming year.
FH	Appendix I 1970 Interpretive comments (#8)	The freedom of probationary teachers is enhanced by the establishment of a regular procedure for the periodic evaluation and assessment of the teacher's academic performance during probationary status. Provision should be made for regularized procedures for the consideration of complaints by probationary teachers that their academic freedom has been violated. One suggested procedure to serve these purposes is contained in the Recommended Institutional Regulations on Academic Freedom and Tenure, prepared by the American Association of University Professors.
FH	Appendix V 1987 Statement of Professional Ethics	II. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

**Comment [SB2]:** Possible items to include in teaching evaluation system.