

Teaching Evaluation Procedures

Table of Contents

1. Governing Policy
2. Purpose
3. Scope
4. Student evaluation of teaching (SET)
 - 4.1. SET online survey program
 - 4.2. Administering the SET survey
 - 4.3. Access to SET results
 - 4.4. Management and interpretation of SET results
 - 4.5. Evaluations that raise concerns about teaching quality
 - 4.6. Feedback to Students
 - 4.7. Use of evaluations by staff
 - 4.8. Monitoring and retention
5. Peer evaluation of teaching
 - 5.1. Initiating peer evaluation
 - 5.2. Outcome of evaluation
 - 5.3. Use of evaluations by staff
 - 5.4. Monitoring
6. Other Evaluation

1. Governing Policy

[Teaching Quality Assurance Policy](#)

2. Purpose

These procedures set out the processes for managing:

- student evaluation of teaching
- peer evaluation of teaching
- other evaluation.

3. Scope

These Procedures apply to:

- all academic staff involved in teaching topics.

For the purposes of these Procedures only, a reference to:

- **Dean (People and Resources)** includes the academic supervisor of academic staff in a non-College organisational unit
- **Vice-President and Executive Dean** includes the head of any non-College organisational unit in which academic staff are located.

4. Student evaluation of teaching (SET)

4.1. SET online survey program

Vice-President and Executive Dean or Dean (People and Resources)	a. Periodically establish a SET online survey program which ensures student evaluation of teaching for all topics taught by the College at least every two years, taking into account the surveying burden on students balanced against encouraging consultation with students.
Topic coordinator and/or teaching staff	If there are specific reasons for using a SET survey instrument in a format other than online, request approval as specified in the Teaching Quality Assurance Policy .

4.2. Administering the SET survey

Topic coordinator	a. Ensure the SET online survey instrument is populated with: <ol style="list-style-type: none">i. the names of people involved in teaching the relevant topic (i.e., continuing, convertible, fixed-term and casual staff, including tutors, demonstrators and placement supervisors) with the consent of those peopleii. the name of the individual teacher's supervisor. (This may be done by a College administrator.)
Topic coordinator and/or teaching staff	b. Ensure students are notified of the survey.

4.3. Access to SET results

Results of student evaluations may only be accessed as follows:

a. Teacher-specific evaluations	<ul style="list-style-type: none">• The teacher concerned• The relevant Dean (People and Resources)• The relevant Dean (Education) <p>When requested for management purposes in relation to an individual staff member's employment:</p> <ul style="list-style-type: none">• The relevant Vice-President and Executive Dean• Deputy Vice-Chancellor (Students)• Vice-Chancellor
b. Non-teacher-specific evaluations	<ul style="list-style-type: none">• Topic coordinators• Relevant course coordinator(s)• The relevant Dean (People and Resources)• The relevant Dean (Education)• The relevant Vice-President and Executive Dean• Deputy Vice-Chancellor (Students)
c. In aggregated form by topic	<ul style="list-style-type: none">• Students, in accordance with Procedure 4.6

4.4. Management and interpretation of SET results

<p>All staff with authorised access to the SET instrument</p>	<p>a. Ensure that:</p> <ol style="list-style-type: none"> i. information derived from evaluations of learning and teaching is used in an appropriate manner, for the purposes set out in s.3.3.a. of the Teaching Quality Assurance Policy, and ii. actions are taken, as appropriate, to protect the anonymity of individual staff members or students who have participated in the evaluation process.
<p>Dean (People and Resources)</p>	<p>b. Ensure that the results of teacher-specific questions relating to an individual staff member are treated in confidence and provided only to the staff member and his or her supervisor, except as provided in Procedure 4.3.a. above.</p>
<p>Staff member interpreting the results of a student evaluation</p>	<ol style="list-style-type: none"> c. Take care in interpreting the results of evaluations, and ensure other available information about teaching and learning, which might moderate the conclusions drawn from a particular evaluation, is taken into account. d. Ensure the results are used only for the purposes set out in s.3.3.a. of the Teaching Quality Assurance Policy.
<p>Staff member</p>	<p>e. Seek advice from the Centre for Innovation in Learning and Teaching to assist with applying or developing an evaluation process, or interpreting information derived from an evaluation process.</p>

4.5. Evaluations that raise concerns about teaching quality

a. If a supervisor or Dean (People and Resources) considers that evaluation results reveal a possible significant problem with a staff member's teaching, they must discuss the results with the staff member.

b. If the staff member agrees with the results and consequent conclusions:

<p>Supervisor and/or Dean (People and Resources) and individual staff member</p>	<ol style="list-style-type: none"> i. Implement a course of action aimed at improving students' perceptions of teaching in the topic. ii. Such action may include: <ul style="list-style-type: none"> • monitoring aspects of future evaluations • undertaking a peer evaluation of the staff member's teaching (see Procedure 4) • identifying a program of staff development • undertaking a review of the curriculum • clarifying teaching and learning objectives and expectations, or • changing other practices within the College.
---	--

c. If the supervisor/Dean (People and Resources) and the staff member disagree materially about the interpretation of results:

Supervisor and/or Dean (People and Resources) and individual staff member	<ul style="list-style-type: none"> i. Seek advice from a third party of their choice, who is able to make informed comment on the meaning of the results. ii. Implement a course of action as per Procedure 4.5.b.
--	--

d. If a suitable third party cannot be identified to the satisfaction of the Dean (People and Resources) and the staff member:

Supervisor and/or Dean (People and Resources)	i. Notify the Vice-President and Executive Dean.
Vice-President and Executive Dean	ii. Nominate a person with relevant expertise to provide advice on interpreting the results.
Supervisor and/or Dean (People and Resources) and individual staff member	iii. Implement a course of action as per Procedure 4.5.b.

4.6. Feedback to Students

Planning and Analytical Services	<ul style="list-style-type: none"> a. Make available aggregated SET results for topics for non-teacher-specific questions via the University's on-line learning management system to: <ul style="list-style-type: none"> i. students who participated in the evaluation of the topic ii. the next cohort of students who enrolled in that topic.
Dean (People and Resources)	b. Inform students about changes made to courses, teaching methods and assessments as a result of SET reviews, if it is practical to do so.
Teaching staff	c. Inform students of any improvements implemented in the teaching and learning environment in response to SET reviews, if it is practical to do so.

4.7. Use of evaluations by staff

Staff may present student evaluations as evidence of effective teaching for performance review, confirmation of appointment and promotion processes, together with their own written comments if they wish.

4.8. Monitoring and retention

Planning and Analytical Services	<ul style="list-style-type: none"> a. Retain evaluation results for historical reference. b. Attach a staff member's written comments to any official copies of their individual survey results, if the staff member so requests. c. Provide a management report annually to the Deputy Vice-Chancellor (Students) on completion of student evaluations of learning and teaching.
---	--

5. Peer evaluation of teaching

5.1. Initiating peer evaluation

Centre for Innovation in Learning and Teaching	<ul style="list-style-type: none">a. Provide training and resources, and advice in applying evaluation process.b. Provide a selection of instruments to support peer evaluators and the process of peer evaluation, to academic staff.
Dean (Education)	<ul style="list-style-type: none">c. Design and implement a peer evaluation program within their College, including:<ul style="list-style-type: none">i. appropriate mechanisms and consistent information to inform staff about the purpose, principles and processes of peer evaluationii. clear processes for the identification, training and subsequent nomination of staff as peer evaluatorsiii. appointing a pool of trained peer evaluators for their Collegeiv. identifying at least one evaluator, who is familiar with the discipline of the staff member being evaluated (where appropriate), from this pool to undertake each evaluation, andv. ensuring any evaluations undertaken are recognised in the evaluator's workload allocation.d. Select about one third of their College academic staff in continuing positions with teaching responsibilities each year to undertake peer evaluation of teaching, and ensure the evaluation takes place.e. Encourage staff on fixed term appointments, sessional and adjunct staff to participate in peer evaluation in their first year of teaching.f. Deal sensitively and carefully with staff concerns about peer evaluation.
Staff member	<ul style="list-style-type: none">g. When a peer evaluation is initiated, the relevant staff member may:<ul style="list-style-type: none">i. reasonably exclude a particular evaluator from evaluating themii. select at least one teaching session for peer evaluation, with an additional teaching session or activity or artefact (course materials, etc.) also recommended to be evaluated.
Evaluator and staff member	<ul style="list-style-type: none">h. Agree on the selection of appropriate instruments to facilitate the peer evaluation process.i. Discuss the context and purpose of the evaluation.j. Agree the nature, format and extent of feedback to be provided.

5.2. Outcome of evaluation

Evaluator	<ul style="list-style-type: none">a. Provide constructive usable feedback to the staff member.b. Agree with the staff member the summary of evaluation outcomes to be provided to the staff member's supervisor.c. Notify the supervisor of the staff member who has been evaluated that the evaluation has taken place.d. Provide the agreed summary of the evaluation outcomes to the staff member's supervisor.
Evaluator and staff members	<ul style="list-style-type: none">e. Ensure the detailed records and reports from a peer evaluation remain confidential unless the staff member chooses otherwise.f. Ensure the results are used only for the purposes set out in 3.4.a. of the Teaching Quality Assurance Policy.

5.3. Use of evaluations by staff

Staff may present reports of peer evaluation as evidence of effective teaching for performance review, confirmation of appointment and promotion processes.

5.4. Monitoring

Dean (Education)	<ul style="list-style-type: none">a. Report annually to the Vice-President and Executive Dean to confirm completion of peer evaluation of staff members identified for evaluation that year.
Vice-President and Executive Dean (or nominee)	<ul style="list-style-type: none">b. Collate an annual peer evaluation compliance report for the Deputy Vice-Chancellor (Students).
Deputy Vice-Chancellor (Students)	<ul style="list-style-type: none">c. Report annually to Academic Senate on compliance with 3.4.b. of the Teaching Quality Assurance Policy.

6. Other Evaluation

- a. Teaching staff may request other forms of evaluation, which may be approved at the discretion of the relevant Dean (Education), having regard to the overall demands being placed on peers and students to participate in evaluations.
- b. A staff member may seek advice from the Centre for Innovation in Learning and Teaching to assist with developing another evaluation process.

Approval Authority	Deputy Vice-Chancellor (Students)
Responsible Officer	Deputy Vice-Chancellor (Students)
Approval Date	19 December 2017
Effective Date	19 December 2017
Review Date*	September 2018
HPRM file number	CF17/1164

* Unless otherwise indicated, this procedure will still apply beyond the review date.

Printed versions of this document are not controlled. Please refer to the Flinders Policy Library for the latest version.