

Classroom Procedures

Provost Office: Classroom Policies and Procedures

Time Committed to Instruction

Members of the teaching staff are expected to create the best possible learning environment for their students (see [Professional Ethics and Academic Responsibility, Operations Manual III-15](#)) and to follow recognized University procedures in the conduct of their classes. The following general procedures are required under College policy:

- Classes begin and are dismissed promptly at the scheduled times.
- Students need information on all scheduled time commitments to a course. Activities like field trips must be announced in information available to students before the semester begins.
- The College will not authorize the scheduling of examinations on Saturdays or Sundays (except in courses that are regularly scheduled to meet on Saturday or Sunday). Final examinations are administered at the times designated by the Office of the Registrar (for the College's policy on final examinations, see "[Final Examination](#)").
- Teaching responsibilities extend outside of organized class time; instructors keep scheduled office hours and are available before and after class and at other times by appointment (see "[The Required Syllabus](#)").
- If an instructor cannot meet a class as scheduled, she/he must make other arrangements for instruction and notify students and the department well in advance.

The Required Syllabus

The [University Operations Manual \(III-15.2\(k\)\)](#) requires instructors to provide specific course information on the first day of classes "in order that students can make knowledgeable choices about whether to take a particular course." All students must receive, at the first class meeting or on the first day they attend class, a syllabus with the following information. (It is not sufficient to have an on-line syllabus only.)

Identifying Information and Collegiate Policies

- The instructor's name, office address, office hours, and telephone number. Every member of the instructional staff is expected to hold at least **three** published office hours per week **and** to be available for appointments.
- The course supervisor's name, office address, office hours, and telephone number (if the instructor is a teaching assistant).
- The name of the department, location of the departmental office, and information on how to contact the DEO or his/her designee.
- Statement on availability of modifications for students with disabilities (see "[Students with Disabilities](#)").

- Procedures for student complaints (see “[Student Complaints Concerning Faculty Actions](#)”, *Policies Affecting Students*, Division of Student Services). [Instructors should include specific information on departmental policies as well.]
- The collegiate policy on plagiarism and cheating. [Instructors should summarize the policy give clear directions for all assignments to help students avoid inadvertent offenses.

Specific Information on the Course

- Goals and objectives of the course.
- Schedule of topics, readings, and course materials or other descriptions of course content.
- Grading procedures, including whether plus/minus grading will be used
- Expectations for attendance, assignments, and examinations (see “[Student Attendance](#)”, “[Assignments and Evaluation of Student Work](#)”, and “[Final Examinations](#)”).
- Dates and times of any exams scheduled outside of class time and the date and time of the final examination.
- Corrections or changes (if any) in the information about the course printed in official University publications.
- Resources for obtaining additional help, such as tutors, teaching assistants, or tutorial laboratories (if any).
- For courses that meet on a time-frame other than the standard semester or summer-session schedule, a reminder of the significant deadline dates for off-cycle courses, as stated by the Office of the Registrar.

Assignments and Evaluation of Student Work

In planning assignments for a course, an instructor should be aware of the policy that each semester hour of discussion or lecture normally entails at least two hours of outside preparation for the average student.

Instructors should include suitable tests and other assignments to measure the progress of each student. Papers, assignments, and tests should be graded and returned with written comments from the instructor quickly enough that students can benefit from the feedback.

Instructors must ensure that students receive some evaluation of their performance in the class well before the deadline for dropping courses (after ten weeks of classes for semester-long courses). Grades below C- are reported at midterm for undergraduate students.

Training and Supervision of Teaching Assistants

The preparation of teaching assistants is an important part of the teaching responsibility of faculty. Every department maintains procedures for the preparation of new teaching assistants and for the further development of teaching skills in continuing teaching assistants.

At no time may a teaching assistant, even one who has the responsibility of teaching a separate section of a course or one who has had many years of teaching experience, be without a course

supervisor. The course supervisor ensures that departmental and collegiate standards are upheld in the course and that departmental and collegiate policies are adhered to. The course supervisor's name must appear on the syllabus (see "[The Required Syllabus](#)").

The Center for Teaching (see "[The Center for Teaching](#)") also supports the preparation of graduate students, through a *Handbook for Teaching Assistants*, workshops, and other programs.

Textbooks and Instructional Materials

Textbook Ordering

Instructors must order textbooks well in advance of the approaching semester. A timely decision about what texts to use and order has many benefits. Prompt ordering of texts

- Ensures that students with disabilities can obtain their textbooks in time to arrange accommodations (e.g., conversion of a printed text to a taped one);
- Enables students to sell textbooks at the end of the semester and helps ensure a supply of used textbooks at lower prices;
- Allows time for changes to be made if a book is out of print or if a new edition has been published.

Federal legislation has been approved requiring all institutions of higher education to list ISBN numbers and prices for required and recommended texts and supplemental materials for each offered course whenever feasible. Compliance is tied to students' access to federal financial aid and thus is crucial. The University of Iowa will begin compliance with this law in Spring 2010 with the required information included on the ISIS schedule of courses used by students for the 2010 Summer and Fall registration and thereafter.

Textbook Royalties

Faculty members who assign books or other materials which they have written, edited, or published and from which they receive royalties or other remuneration may not profit financially from the purchase of these materials by their students ([Operations Manual, III-17.17\(3\)](#)). The faculty member must either refund the money to the students who purchased these materials or make other arrangements to avoid profiting from the students' use of the materials. Faculty may, for example, transfer the remuneration to the University, one of its units, or The University of Iowa Foundation (e.g., for a student scholarship fund).

Copyright Law

Instructors must take precautions when preparing course materials to prevent a violation of an author's or publisher's copyright. Both published and unpublished works, whether printed or distributed by electronic means (e.g., over the internet or by e-mail), are protected under the Copyright Act of 1976. Instructors developing course materials to be distributed via a course website or other electronic medium (e.g., CD-ROM or other storage medium) must also comply with copyright provisions. Copyright registration is

not required for a work to be protected, nor is it necessary to see the material in order to commit copyright infringement.

The University Libraries' website has a useful discussion of copyright and fair use (<http://www.lib.uiowa.edu/about/policies/copyright/index.html>). Exceptions for fair use of copyright materials are set forth in the Copyright Act of 1976. In all other cases, instructors must obtain permission from the owner of the copyright before copying or distributing materials.

Educational use by itself does not protect the user from copyright infringement. When in doubt, instructors should request permission from the owner of the copyright by contacting the publisher. Requests should be made as early as possible to allow time to make arrangements for substitute materials if permission is not granted.

Questions about copyright law should be directed to the Office of the Vice President for Research (201 Gilmore Hall, 335-2119).

Course Packs

The Custom Publishing and Copyright Services Division of the [University Book Store](#) (335-3179) will help instructors obtain copyright permissions for course packs prepared by the store. Materials should be prepared as early as possible to allow time for permissions to be obtained and to make arrangements for substitute materials if permission is not granted.

[University Copy Centers](#) require all customers to comply with laws and University policies protecting copyright. Guidelines and forms for determining copyright status are available at the Copy Centers.

Prohibition on Direct Sale of Classroom Materials

University policy prohibits "the sale of any classroom educational materials to students by faculty, staff, or departments" ([Operations Manual, VI-19](#)). This policy is not intended to restrict course development or impede course instruction. However, it does preclude faculty and staff from selling course packs or other course materials directly to students or collecting fees or other course fees directly from students. All course fees must be approved by the College and University and collected through the University billing system (see "[Supplemental Course Fees](#)").

Information Technology Resources

Instructors increasingly use new information technologies in developing their courses and construct assignments that lead students to these resources. The University's Policy on Acceptable Use of Information Technology Resources is in the [Operations Manual, II-19](#).

The College encourages all instructors to investigate and, if appropriate, to adopt the [ICON](#) course management system. ITS's [Academic Technologies](#) staff provides support for instructors (faculty, staff, graduate students) who would like to set up new courses in ICON and modify existing courses.

Faculty, staff, and students using information technologies are responsible for recognizing and honoring the intellectual property rights of others and making attribution as appropriate; refraining from improper intrusions into others' computer accounts or files; respecting rights of property and restrictions on access to and use of information; and refraining from wasting resources or preventing others' access.

The University's [Main Library](#), the [Center for Teaching](#), and [Instructional Technology Services](#) provide resources for instructors interested in increasing their use of electronic information resources.

Supplemental Course Fees

In designing and teaching courses, instructors and departments have a responsibility to act in accordance with the University's policy on course materials, which is stated in the [Operations Manual \(section VI.19\)](#). The policy prohibits "the sale of any classroom educational materials to students by faculty, staff, or departments." This policy is not intended to restrict instructors' course development or to impede course instruction. However, it does preclude the direct sale of "course packs" or any other course materials by faculty or departments and any direct collection of copying or other course fees from students. Departments and instructors may request a supplemental course fee to cover educational materials or other costs associated with a course (including "copying fees"), but all such fees must be approved by the College and by the University's Miscellaneous Fees Committee." All supplemental course fees must be listed in the Schedule of Courses and other printed materials and must be known to students before registration. Fees will be collected by the Registrar's Office.

Field Trip Policy

A field trip is an off-campus educational/instructional experience provided by UI faculty to students which involves travel for the group. The College of Public Health recognizes that field trips can be an important pedagogical tool in many courses. Faculty members are encouraged to include field experiences in their courses when appropriate and feasible. Instructors must remember that the field trip is an extension of the classroom, and brings with it all the responsibilities faculty have in the classroom: Faculty, staff, and students must comply with University policies while on field trips just as they would on campus. The instructional activities and setting during the field trip should conform with the University's policies including those concerning alcohol and drug use, vehicle use, student misconduct, smoking, the Iowa gift law, principles of academic freedom, policy on sexual harassment, and consensual relationships. When a College of Public Health faculty member organizes a field trip, all University rules on field trips must be followed (for a complete statement of University policy, contact the Risk Management and Insurance office, 335-0010 or see their web site at <http://www.uiowa.edu/~fusrm/fieldtrip.html>).

In some courses, the field trip will be mandatory; and in some cases, all course credit will be generated via a field trip. In other cases, a field trip may be an optional portion of a course. In any course that includes a required field trip, there must be adequate information for students prior to registration. The course description must include the duration and cost of the field trip, and clearly indicate that the field trip is required. Information on optional field trips should also be included in course descriptions, if possible. In either case, all costs for the field trip must be prorated per student, and students may only be charged for those fees and expenses directly related to their own experience. Student fees may not cover faculty members' or other

expenses. When a field trip is optional, the instructor must ensure that students who participate in the optional field trip receive no direct grade advantage.

The College will maintain a fund from which departments may draw expense money that must be paid in advance of registration. In other cases, the department will manage field trip advance expenses from within the department general expense fund. In either case, the departmental budget personnel will handle all student fees and if necessary will work with the College's accounting staff. Departments are encouraged to work with the UI Foundation to develop additional funds that can be used to subsidize field trips for all students.

Class Lists

To receive credit for a course, students must register for the course by the designated deadline, as determined by the [Office of the Registrar](#). Instructors should not allow students to attend classes unless they are registered for the course.

Instructors should access their class lists through the web tool [OSIRIS](#), which is managed by the Office of the Registrar. Instructors need to review and update their class lists four times each semester and three times during the summer session. Instructors are prompted by email from the Office of the Registrar to review and update their lists at designated times. The final review also includes submission of final grades to their DEO and Office of the Registrar.

Student Attendance

The University's *Operations Manual* specifies only one rule on attendance, covering "[Excused Absences from Examinations](#)." This policy requires that students be permitted to make up examinations missed because of illness, mandatory religious obligations, certain University activities (see below), or unavoidable circumstances.

Within the parameters of the University's guidelines, the individual instructor, course director, or department determines the policy on class attendance. Attendance policies should be clearly stated in the materials distributed on the first day of class (see "[The Required Syllabus](#)").

In developing attendance policies, the College asks instructors to provide for students' participation in authorized University activities. Students participating in such activities are expected to present to each instructor before each absence a statement signed by a responsible official that specifies the dates and times the student must miss class. Authorized activities include participation in athletic teams, the marching band and pep band, debate teams, and other recognized University groups, as well as participation in University field trips, service with the National Guard, and jury duty.

Whether or not the attendance policy states that attendance affects the course grade, students should be warned that poor attendance is likely to affect the quality of their work and their success in the course.

The attendance policy should provide information for students outlining their options for "making up" work missed due to an absence.

Instructors also have the option of assigning a grade of incomplete (I) if the circumstances warrant.

Absences Due to Illness and Other Emergencies

The College also recommends that attendance policies include procedures to accommodate student illness and absences due to family emergencies, including dependants' illnesses. Clinicians at Student Health Services (4189 Westlawn, 335-8370) are always willing to discuss issues of illness and accommodation with instructors. Student Health Services offers the following advice:

- Most students are honest and do not invent illnesses or other emergencies to avoid faculty expectations.
- Individuals differ markedly in their response to discomfort. Some students can attend class and take examinations when suffering from minor or even serious illness; others have a lower tolerance for stress, and their work can be legitimately compromised by even minor illness.
- A student may have a chronic illness that necessitates special arrangements. Early in the semester, ask students to notify you of any such condition. Consider referral to Student Disability Services (see "[Students with Disabilities](#)" below).
- A student may have an underlying condition (such as anxiety disorder, panic disorder, attention deficit disorder, depression, or alcohol or drug dependency) that can be exacerbated by illness. The student may not be willing to disclose this information when asking for a medical accommodation.

Instructors may request that students absent for medical or personal reasons report the reason for the absence. The student may complete an Explanatory Statement of Absence from Class form (available at the Registrar's Service Center, 17 Calvin Hall) and present it to the instructor. A student who is absent for more than five days may request that the Registration Center notify each instructor of the reason for the absence. Instructors may request further documentation of the absence.

Students with Disabilities

Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, instructors must make reasonable accommodations for students who have physical, mental, or learning disabilities.

The student is responsible for requesting accommodations. Because some students may be reluctant to identify themselves or to request modifications, instructors are required to make the following announcement during the first class meeting and to include it on the syllabus:

"I would like to hear from anyone who has a disability which may require some modification of seating, testing, or other class requirements so that appropriate arrangements may be made. Please see me after class or during my office hours."

An adviser or instructor who believes that a student's academic performance has been affected by an undiagnosed learning disability may refer the student to the Office of Student Disability Services for formal assessment.

The student must contact [Student Disability Services](#) (3015 Burge Hall, 335-1462) and obtain a Student Academic Accommodation Request form (SAAR). The form will specify what course accommodations are judged reasonable for that student. An instructor who cannot provide the

accommodations specified, or who has concerns about the accommodations, must contact the Student Disability Services counselor who signed the request form within 48 hours of receiving the form from the student.

Some examples of course-related accommodations are:

- allowing extended, but not unlimited, time for completion of examinations;
- allowing examinations to be written in a quiet, low-stimulus environment;
- permitting the use of dictionaries during in-class writing assignments;
- using alternative methods to assess mastery of course content (e.g., narrative tapes instead of journals);
- allowing papers to be proofread for spelling and grammatical errors;
- providing specially trained tutors for course content.
- using computer software to assist in the completion of assignments (e.g., spell check, computer-based adaptive devices);
- allowing the use of taped materials and resources to assist the student in reading, listening, and speaking;
- allowing students to dictate essays to a scribe.

See also "[General Examination Procedures: Test Modifications for Students with Disabilities](#)".

Students with complaints about disability accommodations must follow the procedures outlined above (see "[Student Complaints Concerning Faculty Actions](#)", *Policies Affecting Students*, Division of Student Services).

Classroom Facilities

The College of Public Health generally schedules classrooms through the College of Medicine Administration Office. Each department in the College of Public Health has a designated staff member to work with the College of Medicine scheduler. In the event that an appropriate classroom cannot be located through the College of Medicine, departments may contact the [Office of Space Planning and Utilization](#) (335-1283), which assigns classrooms for most academic units within The University of Iowa.

Smoking, Food, and Beverages in University Buildings

Smoking is prohibited in all buildings owned or leased by the University, regardless of location. This policy applies to all indoor air space, including individual faculty and administrative offices ([Operations Manual, V-35.5\(a\)](#)).

Food and beverages may be consumed in academic buildings only in areas designated by the college or department responsible for the area ([Operations Manual, V-35.5\(b\)](#)).

Disruption in the Classroom

Disruptive Behavior

Students who are physically or verbally disruptive in class may be dealt with summarily by the instructor or referred to the Associate Dean for Education and Student Affairs.

The instructor reports in writing to the Associate Dean for Education and Student Affairs any disciplinary action undertaken against a student.

If a student's behavior is violently disruptive, an instructor may wish to call the [Department of Public Safety](#) for assistance (335-5022) or call 911.

Sickness in Class

If a student becomes ill in class and requires emergency attention, the instructor should call the [Department of Public Safety](#) (335-5022) for assistance in transporting the student to the Student Health Service or call 911 for an ambulance.

General Examination Procedures

The following recommendations are intended to provide equivalence in the conduct of examinations and to minimize opportunities for dishonesty. These recommendations are not meant to be exhaustive or mandatory, but to set forth basic principles with which each instructor should be familiar.

- Examinations should be effectively proctored; the room should never be left unattended. Whenever feasible, there should be two proctors for an examination of 25 to 50 students, and an additional proctor for each additional 50 students.
- When space permits, students should be asked to sit in alternate seats.
- At the beginning of all except announced "open-book" examinations, the instructor should require that all books, notebooks, extra examination booklets, and papers of any kind be left in the front of the room.
- The instructor should announce at the beginning of the examination that students are expected to remain in the room until they are ready to turn in their examinations. Permission to leave the room while the examination is in progress may be granted by the instructor for good cause. Only one student may be absent from the examination room at a time.
- In objective examinations it is recommended that two sets of questions, or the same questions in different order, be distributed alternately to students.

When a student is discovered cheating during an examination, the proctor should take up the student's examination booklet and/or papers immediately, informing the student that College policy requires that the matter be reported.

Makeup Examinations

University policy requires that students be permitted to make up examinations missed because of illness, mandatory religious obligations, or other unavoidable circumstances or University activities ([Operations Manual, IV-8.1](#)). Therefore, instructors must offer reasonable options without penalty to students who have missed examinations for legitimate reasons.

It is the student's responsibility to contact the instructor as soon as possible about the reasons for a missed exam and, if the instructor so wishes, to provide appropriate documentation.

Makeup examinations should be scheduled at a reasonable time and location. The makeup examination, if different, should be equivalent to the original in form, content, difficulty, and time limits, and the standards for scoring and grading should be equivalent to those used for the original examination.

Test Modifications for Students with Disabilities

The [Office of Student Disability Services](#) (3015 Burge Hall, 335-1462), can help instructors arrange appropriate modifications for students with disabilities while protecting academic standards. Staff members are specifically trained and have access to the confidential information needed to make determinations of the appropriateness of testing modifications; they have experience in determining specific classroom modifications and can suggest approaches that have proved to be fair and equitable.

See also "[Students with Disabilities](#)".

Construction Noise during Examinations

The policy of the University's Operations and Maintenance office is to stop construction immediately when the work disturbs an examination in progress. The instructor in charge of an examination should promptly report such problems to [Buildings and Landscape Services](#) (335-5071) or to the construction workers, asking them to contact their supervisor.

See also "[Final Examinations: Disruptions of Final Examinations](#)".

Conflicts between Examinations and Class Activities

The following policies apply to examinations scheduled during the semester. See "[Final Examinations: Scheduling Adjustments for Individual Students](#)", for conflicts involving final examinations.

- When there is a conflict between an examination scheduled outside of class time and a regularly scheduled course, the regularly scheduled course takes precedence.
- When there is a conflict between two examinations scheduled outside of regular class time, the course having the lower department number (or lower course number if the conflict is within the department) takes precedence.
- When there is a conflict between an examination scheduled outside of class time and other scheduled, required course activities (e.g., performances, meetings, lectures), the required course activity takes precedence.
- When there is a conflict between an examination scheduled outside of class time and other scheduled, nonrequired course activities or personal obligations, the examination takes precedence. However, examinations not scheduled and announced at least 14 days in advance do not have priority under this policy.

When instructors plan to give examinations outside of class time, they should announce the dates and times and list them in handouts distributed to students at the first class meeting.

Final Examinations

Policy on Administration of Final Examinations

Final examinations must be given in the fall and spring semesters during a one-week period set aside for this purpose by the University, during which no classes are held. The final examination must be given at the time specified in the schedule published in the *Schedule of Courses*, unless a change has been specifically authorized by the DEO and the Associate Dean for Education and Student Affairs. Every course must use a final examination or some other appropriate method of comprehensive final assessment. On the required syllabus (see "[The Required Syllabus](#)"), the instructor must inform the class of the time and location of the final examinations.

Students may report violations of this policy to the Associate Dean for Education and Student Affairs, who will investigate the complaint.

Final Examinations in Classes Meeting in the Evening and on Saturdays

Classes that meet after 4:30 p.m. or on Saturdays have no specific time set aside for them in the final examination schedule. Instructors are asked to administer the final exam during exam week on the day and time of the regular class meeting, unless this conflicts with students' other scheduled examinations.

Final Examinations during Summer Session

During the summer session, there is no designated final examination period. Final examinations are administered before the official end of the summer session, either during a regular class meeting or at another time determined by the instructor in consultation with the students in the class.

Scheduling Adjustments for Individual Students

Instructors may make arrangements with individual students to take final examinations at times other than the regularly scheduled time if circumstances warrant. For example, no student is required to take more than three examinations in one day. An undergraduate student who has two examinations scheduled for the same period or more than three examinations scheduled for the same day may file a request for a change of schedule at the Registration Center before the published deadline. Graduate students make adjustments directly with their instructors. If two final examinations are scheduled for the same period, the course with the lower department number (or lower course number if the conflict is within a department) takes precedence in the fall semester, the higher numbered course in the spring.

The Registration Center sends the instructor the names of undergraduate students for whom changes have been approved and copies of their final examination schedules. The instructor must arrange makeup examinations and announce the arrangements to all students involved. Should a student have more than one makeup examination scheduled at one time, the lower numbered course takes precedence in the fall semester, the higher numbered course in the spring semester. Makeup examinations never have precedence over regularly scheduled examinations.

Absence from Final Examinations

If a student is unavoidably absent from a final examination, the instructor should report the student's grade in the course as I (Incomplete), unless previous work is so poor that the student would fail regardless of the quality of performance in the final examination. In that case, the grade should be reported as F. If a student does not have a satisfactory excuse for missing a final examination, the instructor is justified in assigning an F in the course. If the student has an acceptable reason for being absent, the instructor should arrange to give the student a makeup examination during the student's next period in residence or earlier, if the instructor so prefers. If the student fails to take the makeup examination within the approved time limits, a grade of I (incomplete) in the course will automatically change to F.

Disruptions of Final Examinations

In the unlikely event that a final examination is disrupted by events other than construction noise (see "[General Examination Procedures: Construction Noise during Examinations](#)") – for instance, by a fire alarm, electrical outage, tornado warning, or other unpredictable incident—instructors must make whatever immediate decision seems appropriate to insure the safety of students. When possible, instructors should maintain examination security (for instance, by having students turn in examination papers as they leave the room). If the incident is of short duration, sufficient time may have elapsed (or remain) that the instructor may be able to simply shorten the examination.

The instructor should contact the DEO for help in creating an equitable solution to the grading problems that the disruption causes. In most cases, especially with large classes, it will not be possible to schedule a makeup examination. In situations where exam security has been maintained, some portion of credit may be allocated for the examination. In other cases, it may be appropriate to recalculate grades without including an examination grade.

Departments and instructors should strive to ensure that no student is unfairly penalized or favored by the policy adopted. The Associate Dean for Education and Student Affairs can also advise faculty and departments.

Forgery of University Records

The Code of Student Life prohibits forgery of University records, documents, or student identification cards. Staff members in the Registration Center routinely examine registration documents to verify the authenticity of advisers', instructors', and deans' signatures. If forgery is suspected, the questionable document is photocopied and sent directly to the person whose signature is in doubt.

If the signature is a forgery, the adviser or instructor informs the Associate Dean of Education and Student Affairs providing relevant information and an explanation of extenuating or unusual circumstances. The Associate Dean of Education and Student Affairs interviews students suspected of forgery and takes disciplinary action based on the interview and verification provided by the adviser, instructor, or dean.

Disciplinary action includes, as the offense may warrant, disciplinary warning, disciplinary probation for one calendar year or until graduation, the reversal of the action

requested by the forged document, or other penalties. If a student feels that the penalty imposed by the [Office of College Dean](#) is unjust, the student may request a review by the Dean of the Graduate College.

Student Evaluation of Teaching

Under College policy, evaluations of teaching must be solicited from students at the end of every course. Evaluations should include a standard set of 20 items selected by the College of Public Health, which include a question about the oral communication competence of the instructor (see "[Oral Communication Competence](#)", [Operations Manual III-13.1](#)).

Procedures for Student Evaluation of Teaching

Procedures for evaluation must ensure that student evaluations are anonymous and uninfluenced by the instructor. Instructors should follow these procedures:

- allow enough time for the evaluation.
- inform students that the process is important to the instructor for improving the course and teaching methods and that constructive recommendations will be taken seriously,
- remind students that the instructor will not have access to the evaluations until after grades have been submitted,
- designate the departmental program coordinator to mail the forms to Evaluation and Examination Service,
- leave the room while students are completing the forms.

The [University's Evaluation and Examination Service](#) (300 Jefferson Building, 335-0356), has developed several evaluation forms for use in University classrooms. The College of Public Health Curriculum Committee has chosen a set of items to be used for lectures, seminars, co-instructors, etc. Additional items may also be added; questions may be closed or open-ended. EES provides the forms, processes them, and summarizes the data at no charge. The deadlines for requesting this service are in early November for fall semester courses and in early April for spring semester courses. Each semester the exact deadlines are printed in *fyi* and the University calendar.

Many instructors also find it beneficial to have a mid-term or earlier evaluation of the class for their own use. Instructors may devise their own instruments of evaluation, or may work with EES to arrange these evaluations. Instructors who choose to do such evaluations should assure students that these evaluations are optional and develop ways to preserve the anonymity of the responses.

Keeping Student Evaluations on Teaching on File

Student evaluations of teaching must be kept on file as evidence of teaching effectiveness in all reviews of teaching assistants, of clinical-track faculty, and of tenure-track and non-tenure-track faculty.

At the time of the tenure review, faculty must have all student evaluations since the beginning of the appointment available for inclusion in the promotion dossier. At the time of a tenured faculty review or review for promotion to full professor, tenured faculty

must have available for the review dossier all student evaluations of teaching obtained for each course taught since the previous review. For a faculty member who undergoes tenured faculty review before review for promotion to full professor, the summary of teaching evaluations prepared for the tenured faculty review must be available at the time of the promotion review, as well as all student evaluations of teaching obtained after the tenured faculty review.

For teaching assistants, all student evaluations of teaching must be kept on file from the initial appointment until the time the individual leaves the University. For lecturers, visiting faculty, and adjunct faculty, the evaluations must be kept on file for five years. For clinical-track faculty, evaluation since the previous review for reappointment or promotion must be kept on file.

The Center for Teaching

The University's [Center for Teaching](#) (310 Calvin Hall, 335-6048, teaching@uiowa.edu) promotes and supports efforts to enhance instruction. The Center's staff works with individual instructors or with departments, colleges, and other academic units at the University. Any question about teaching is an appropriate one to direct to the Center.

The Center offers individual consultations (e.g., videotaping of teaching sessions and course planning consultations), workshops throughout the academic year, and a number of other programs. The most up-to-date information about the Center for Teaching is available on-line at <http://www.centeach.uiowa.edu/>.

The Center for Teaching also sponsors an e-mail discussion group called "teaching-talk." The group is open to all members of the University community and is dedicated to the discussion of issues related to teaching in all its forms. Information on joining the discussion group is available on the Center's website, or by contacting the Center for Teaching.