

FACULTY SENATE

SOUTHEAST MISSOURI STATE UNIVERSITY

FACULTY SENATE BILL 21-A-3

Approved by the Faculty Senate
February 10, 2021

BRIEF SUMMARY: This bill revises the existing procedures portion of the *Faculty Handbook* section on *Student Evaluation of Instruction* (Chapter 3, Section C10).

**ACTION OF BILL REVISING THE PROCEDURE SECTION OF “STUDENT
EVALUATION OF INSTRUCTION”**

BE IT RESOLVED THAT: Subject to the passage and approval of this bill and its companion policy bill, the procedures portion of the Student Evaluation of Instruction section of the faculty handbook (Chapter 3, Section C10) will be replaced by this bill.

Student Evaluation of Instruction

Procedures *Faculty Senate Bill 21-A-3 begins here.*

**Selection and Administration of University-wide ~~Course~~ Student Evaluation of
Instruction Instruments**

~~—The course/instructor evaluation instrument(s) used within a department during the semesters when a nationally-normed, university-wide evaluation instrument is not utilized must be approved by a 2/3 vote of the 175 faculty of that department. The instrument(s) should recognize the diversity of subject matter, instructional styles, and student groups across and within disciplines. Faculty may add additional questions to the instrument(s) to ensure that all appropriate data needed for instructional improvement are provided.~~

~~—The student evaluation is to be administered by the departmental chair or designate. Appropriate procedures will be developed by the Center for Scholarship in Teaching and Learning and/or department chairs to require timely administration and processing of the evaluations and to ensure the integrity of the entire student evaluation process. Instructions for completing the instrument and adequate time for the completion in class will be provided. Students will be informed (a) that the data and written comments on the evaluation form are confidential, (b) that the data will be an important part of the information considered in improving instruction at Southeast Missouri State, and (c) that the instructor will not have access to the data until final grades have been processed. The faculty member will not be present during the evaluation, and the results will not be available until after final grades have been processed.~~

24 ~~—The Center for Scholarship in Teaching and Learning will assist in the processing of the~~
25 ~~evaluations. The results will be returned to the faculty member. Evaluations will also be~~
26 ~~forwarded by the department chair to the dean of the college for all courses in a semester when a~~
27 ~~summary measure of teaching effectiveness selected by Faculty Senate is below the nationally~~
28 ~~normed 20th percentile for at least two courses in the same semester. The dean, in consultation~~
29 ~~with the department chair and faculty member, may then suggest further classroom evaluation by~~
30 ~~peers, attendance at instructional development activities provided by the Center for Scholarship~~
31 ~~in Teaching and Learning, or attendance at other instructional development workshops or~~
32 ~~programs relevant to the appropriate discipline. It is expressly understood that the department~~
33 ~~chair and dean of the college will use the results only for encouraging teaching improvement,~~
34 ~~and not for any other personnel decisions. It is also understood that evaluations with response~~
35 ~~rates that are too low to be reliable will not be forwarded to the dean of the college. The Center~~
36 ~~for Scholarship in Teaching and Learning will receive a copy of the results from the nationally-~~
37 ~~normed instrument and may receive a copy of the department assessment if the faculty member~~
38 ~~so desires. The results of the evaluation of the department chair will be distributed to the dean~~
39 ~~and a faculty member designated by the department. Confidentiality among these individuals~~
40 ~~must be maintained. Any other use of the results requires the approval of the faculty member,~~
41 ~~except in cases where the aggregate data are used for specific institutional reporting purposes.~~

42
43 ~~—As part of its commitment to improving and assuring quality instruction, the University shall~~
44 ~~provide professional development resources and assistance to improve teaching effectiveness.~~
45 ~~The Director of the Center for Scholarship in Teaching and Learning will be responsible for~~
46 ~~coordinating effective mentoring systems, seminars, workshops, instructional materials, and~~
47 ~~other professional development activities and for ensuring that faculty development is suggested~~
48 ~~and professional development resources provided to support improvement of instructional~~
49 ~~quality.~~

50
51 ~~—In summary, student evaluation of instruction may be viewed as part of a continuous,~~
52 ~~formative process of assessment used to measure the effectiveness of classroom instruction by~~
53 ~~faculty members. This process should culminate in an overall view of the instructional and~~
54 ~~content effectiveness of the courses being examined.~~

55 **Student Evaluation for Comparing and Contrasting Southeast with Other Universities**

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58 A nationally normed student rating course student evaluation of instruction form instrument
59 will be selected by a method recommended by the Faculty Senate in consultation with the
60 Provost and will be designated for this institution wide purpose. This student rating form will be
61 administered campus-wide, every spring semester, in every section of every class taught, except
62 where the use of the instrument is deemed invalid such as individual instruction sections
63 inapplicable, by the developer or where an integrated set of courses may best be evaluated by a
64 single administration of the evaluation instrument. Courses to be exempted from using the
65 campus-wide instrument should be determined by the department with approval from the college
66 dean. The costs of administration of this form evaluation instrument shall be borne by the Office

67 of the Provost. ~~The data collected from this administration will be used to compare and contrast~~
68 ~~Southeast to other universities. The nationally normed instrument will be administered campus-~~
69 ~~wide during specified semesters as described above.~~ Any additional questions added to the
70 university-wide student evaluations of instruction instrument should be approved by the
71 appropriate department committee.

72
73 The university-wide student evaluation of instruction instrument will be examined at least
74 every three years to determine if it is adequately addressing the needs of the university. In the
75 event that a change to the instrument is warranted, the Faculty Senate Academic Affairs
76 Committee and additional representatives selected by a designee from the Office of the
77 Provost will coordinate the implementation of changes and new procedures regarding the
78 evaluation and reporting process.

79
80 In addition to the university-wide student evaluation of instruction instrument, separate
81 departmental evaluation instruments must be approved by a two-thirds vote of the faculty of
82 the department and a vote of College Council may be administered ~~during these same~~
83 ~~semesters~~ if so desired by ~~the department and/or~~ the individual faculty member. This would be
84 in addition to the university-wide student evaluation of instruction instrument. The department
85 instrument should recognize the diversity of subject matter, instructional styles, and student
86 groups across and within disciplines. Faculty may add additional questions to the departmental
87 student evaluation of instruction instrument to ensure that all appropriate data needed for
88 instructional improvement are provided with approval of the appropriate department
89 committee.

90
91 Student evaluations of instruction may be administered by the faculty member, the
92 department chair, or a department designee. If administered by the faculty member, the
93 instructor should not be in the room while students are completing the evaluation. If the
94 evaluation is in written form, a designate should return the completed evaluations to the
95 departmental office. Appropriate procedures will be developed by department chairs to require
96 timely administration and processing of the evaluations and to ensure the integrity of the entire
97 student evaluation process. Instructions for completing the instrument and adequate time for
98 completion must be provided in class when possible (for both written and online instruments).
99 Students will be informed:

- 100
101 a) that the data and written comments on the evaluation form are confidential,
102 b) that the data will be an important part of the information considered in improving
103 instruction at Southeast Missouri State, and
104 c) that the instructor will not have access to the data until final grades have been
105 processed.

106
107 The results of the student evaluations of instruction will be returned to the faculty
108 member and the department chair. When results indicate significant evidence of dissatisfactory
109 performance on 40% or more of classes during one calendar year (spring and fall semesters),

110 then evaluations for all courses from that instructor that year will be forwarded by the
111 department chair to the dean of the college. The threshold of dissatisfactory performance on
112 student evaluations of instruction is a course average of 2.25 or lower on a 5-point Likert scale
113 (or equivalent) where lower values indicate lower satisfaction. In cases when evaluations are
114 forwarded to the dean by the department chair, the faculty member must be given the
115 opportunity to submit narrative with the evaluation results within 10 business days of the
116 unsatisfactory report being sent to the dean. The results of student evaluations of instruction of
117 the department chair will be distributed to the chair and the dean of the college.

118
119 The department chair, in consultation with the dean and faculty member, may also
120 suggest further classroom evaluation by peers, attendance at instructional development
121 activities provided by the Center for Teaching and Learning, or attendance at other
122 instructional development workshops or programs relevant to the appropriate discipline.

123
124 It is expressly understood that the department chair and dean of the college will use the
125 results only to improve teaching. Any other use of the results requires the approval of the
126 faculty member, except in cases where the aggregate data are used for specific institutional
127 reporting purposes. Evaluations with response rates that are too low to be reliable (either fewer
128 than 5 responses or below a 40% response rate, whichever is greater) will not be forwarded to
129 the dean of the college.

130
131 As part of its commitment to improving and assuring quality instruction, the University
132 shall provide professional development resources and assistance to improve teaching
133 effectiveness. The Office of the Provost will be responsible for coordinating effective
134 mentoring systems, seminars, workshops, instructional materials, and other professional
135 development activities and for ensuring that faculty development is suggested, and
136 professional development resources provided to support improvement of instructional
137 quality.

138
139 In summary, student evaluation of instruction may be viewed as part of a continuous,
140 formative process of assessment used to measure the effectiveness of classroom instruction by
141 faculty members. This process should culminate in an overall view of the instructional and
142 content effectiveness of the courses being examined.

143 144 **Appropriate Use of Student Evaluation of Instruction Information in Personnel Decisions**

145
146 Faculty members may ~~voluntarily~~ choose to report numerical results from the ~~nationally-~~
147 ~~normed university-wide~~ instrument and/or the specific department assessment ~~form~~
148 instruments(s) for evidence of teaching effectiveness in personnel decisions (such as
149 promotion, tenure, merit pay, or termination.). Faculty members may not be ~~compelled~~
150 ~~required~~ to submit student evaluation of instruction results for these purposes. (~~see “Prohibited~~
151 ~~Use” below~~). ~~Instead, however, faculty members should describe their responses to the~~
152 ~~numerical results and/or students’ written comments. They may describe the content or~~

~~teaching techniques that contribute to their success or describe changes in content or teaching techniques they have made or will make, or innovations they have made or planned that might enhance teaching effectiveness. They may describe how more recent results reflect a previous change in teaching activities. They can reflect on what the results reveal or confirm. They may explain the assistance they sought from their colleagues, the Center for Scholarship in Teaching and Learning, and/or professional organizations. The narrative thus developed would be reflective and explain how faculty members used the results of student evaluation of instruction to improve teaching. Narratives would be included in the faculty member's record of service as evidence of the implementation and response to student evaluation of instruction. Developing a response to student evaluations rather than merely reporting the summary numbers is more consistent with the formative intent of student evaluations at the individual faculty member level. It would allow faculty to avoid focusing on maximizing numbers, but rather concentrate on explaining their response to the numbers and students' written comments. If faculty choose to include student evaluation of instruction results, then all evaluations for all courses taught must be included. Faculty members are encouraged to respond to the numerical results and/or students' written comments. For example:~~

- ~~• They may describe the content or teaching techniques that contribute to their success, or describe changes in content, teaching techniques, or innovations they have made or planned that might enhance teaching effectiveness.~~
- ~~• They may describe how more recent results reflect a previous change in teaching activities.~~
- ~~• They can reflect on what the results reveal or confirm.~~
- ~~• They may explain the assistance they sought from their colleagues, the Center for Teaching and Learning, and/or professional organizations.~~

~~The narrative thus developed would be reflective and explain how faculty members used the results of student evaluation of instruction to improve teaching.~~

When developing recommendations or making decisions on faculty teaching effectiveness, committees and individuals must take into account other activities presented by the faculty member consistent with accomplishment in teaching effectiveness, including but not limited to:

- peer evaluations
- portfolios
- course improvement activities
- curriculum improvement activities
- team teaching activities
- faculty self-evaluation statements concerning philosophy and teaching techniques
- pre-test/post-test measures designed to assess gains in student knowledge
- other "value added" outcomes measures
- documented informal or formal mid-semester student evaluations of instruction accompanied by reflections thereon
- other measures of effectiveness prescribed by departmentally approved criteria

196 Individuals and committees involved in such personnel recommendations are expressly asked
197 not to draw any inferences about the absence of these results from any faculty member's dossier.
198 ~~Faculty members may voluntarily choose to report the numerical summary results of student~~
199 ~~evaluation of instruction with or without a narrative such as that described above. It is, however,~~
200 ~~improper for individuals or committees to draw inferences about the presence or absence of such~~
201 ~~data, as explained below. Such individuals or committees should also be aware that, because of~~
202 ~~the necessity of a transition period to this policy from the preceding one, faculty members could~~
203 ~~be submitting mixed evidence of teaching effectiveness for a period of several years. This is~~
204 ~~acceptable, and no adverse inferences may be drawn in such cases.~~

205 ~~Prohibited Use of Student Evaluation of Instruction Information in Personnel Decisions~~

206 ~~— Because standardized rating instruments and department assessments may not~~
207 ~~adequately capture the nuances and variations across disciplines or between types of courses~~
208 ~~within a discipline, the use of the results of these evaluations may not be compelled in any kind~~
209 ~~of personnel decision (such as promotion, tenure, merit pay, termination, etc.) and may only be~~
210 ~~used if the individual faculty member wishes them to be so used. Individuals and bodies~~
211 ~~involved in such personnel decisions are expressly directed not to draw any inferences~~
212 ~~whatsoever about the absence of these results from any faculty member's dossier.~~
213 Demonstrating teaching effectiveness, ~~however,~~ is the responsibility of faculty members and
214 may be achieved in a variety of ways, such as those listed in the preceding section. ~~It is~~
215 ~~important to reiterate that student evaluation of instruction is just a part of the teaching~~
216 ~~effectiveness. Ratings and written comments from students should be viewed as ongoing~~
217 ~~components of the overall process of professional growth and teaching improvement. The use~~
218 ~~of the results of these evaluations may not be the sole factor in any kind of decision regarding~~
219 ~~promotion, tenure, merit pay, or termination. Relying solely on student evaluations of~~
220 ~~instruction to assess the effectiveness of teaching and learning is inappropriate.~~

221 *Approved by Faculty Senate 3-24-99. Amended Faculty Senate Bill 98-A-05. Amended Faculty Senate Bill 99-A-03.*
222 *Approved by the Faculty Senate 2/10/21, Reviewed by President [DATE], Posted for 15 Day Review [DATE]*

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Action	Date
Introduced to Senate	1/29/20
Second Senate Meeting	2/12/20
Faculty Senate Vote	10/14/21
FS Approval of Amendments by Provost	2/10/21
President's Review	
15 Day Review	
Posted to Faculty Handbook	