

FACULTY SENATE

SOUTHEAST MISSOURI STATE UNIVERSITY

FACULTY SENATE BILL 20-A-X

Approved by the Faculty Senate
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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 20-A-X begins here.*

Selection and Administration of University-wide Course Evaluation Instruments

A course evaluation form selected by the Faculty Senate will be administered campus-wide, every spring semester, in every section of every class taught, except where the use of the instrument is deemed invalid such as individual instruction sections, inapplicable, or where an integrated set of courses may best be evaluated by a single administration of the evaluation instrument. Courses to be exempted from using the campus-wide instrument should be determined by the department in consultation with the college dean. The costs of administration of this form shall be borne by the Office of the Provost. Separate departmental evaluation instruments, if approved by the department as described below, may be administered during these same semesters if so desired by the department and/or the individual faculty member.

The university-wide instrument used for course evaluations will be examined at least every five years to determine if it is adequately addressing the needs of the university. In the event that a change to the instrument is warranted, the Faculty Senate Academic Affairs Committee and additional representatives selected by a designee from the Office of the Provost will coordinate the implementation of changes and new procedures regarding the evaluation and reporting process.

The course/instructor evaluation instrument(s) used within a department during the semesters when a university-wide evaluation instrument is not mandated must be approved by

25 a 2/3 vote of the faculty of that department. The instrument(s) should recognize the diversity of
26 subject matter, instructional styles, and student groups across and within disciplines. Faculty
27 may add additional questions to the instrument(s) to ensure that all appropriate data needed for
28 instructional improvement are provided.

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30 Course evaluations may be administered by the faculty member, the department chair, or a
31 department designee. If administered by the faculty member, the instructor should not be in the
32 room while students are completing the evaluation. If the evaluation is in written form, a
33 designee should return the completed evaluations to the departmental office. Appropriate
34 procedures will be developed by the Office of Instructional Technology and/or department
35 chairs to require timely administration and processing of the evaluations and to ensure the
36 integrity of the entire student evaluation process. Instructions for completing the instrument
37 and adequate time for the completion in class will be provided. Students will be informed:

- 38 a) that the data and written comments on the evaluation form are confidential,
- 39 b) that the data will be an important part of the information considered in improving
40 instruction at Southeast Missouri State, and
- 41 c) that the instructor will not have access to the data until final grades have been
42 processed.

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44 The results will be returned to the faculty member and the department chair. In semesters
45 when a university-wide instrument is required, if a summary measure of teaching effectiveness
46 indicates a significant ~~level-evidence of exemplary or dissatisfactory performance of~~
47 ~~dissatisfaction on two on four~~ or more classes, then evaluations for all courses from that
48 instructor that semester will be forwarded by the department chair to the dean of the college.
49 Departments should determine thresholds for reports being forwarded to the dean. In cases
50 when evaluations are forwarded to the dean ~~by the department chair~~, the faculty member
51 ~~should-must~~ be given the opportunity to submit narrative with the evaluation results.
52 ~~describing circumstances that may have contributed to negative scores and plans to modify the~~
53 ~~course or instruction techniques for future semesters.~~

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55 The ~~dean~~department chair, in consultation with the ~~department chair~~dean and faculty
56 member, may also suggest further classroom evaluation by peers, attendance at instructional
57 development activities provided by the Center for Scholarship in Teaching and Learning, or
58 attendance at other instructional development workshops or programs relevant to the
59 appropriate discipline.

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61 It is expressly understood that the department chair and dean of the college will use the
62 results only for encouraging teaching improvement. Any other use of the results requires the
63 approval of the faculty member, except in cases where the aggregate data are used for specific
64 institutional reporting purposes. Evaluations with response rates that are too low to be reliable
65 (either fewer than 5 responses or below a 25% response rate, whichever is greater) will not be
66 forwarded to the dean of the college.

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68 The results of course evaluations of the department chair will be distributed to the chair
69 and the dean of the college. If information regarding a discipline-specific matter is needed, the
70 dean may consult with a faculty member of the department's choosing. In such instances,
71 confidentiality must be maintained.

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73 As part of its commitment to improving and assuring quality instruction, the University
74 shall provide professional development resources and assistance to improve teaching
75 effectiveness. ~~Associate Vice Provost for Academic Effectiveness~~ will be responsible for
76 coordinating effective mentoring systems, seminars, workshops, instructional materials, and
77 other professional development activities and for ensuring that faculty development is
78 suggested, and professional development resources provided to support improvement of
79 instructional quality.

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

85 *Approved by the Faculty Senate Bill 12-A-34, Reviewed by President December 7, 2014, Posted for 15 Day*
86 *Review December 14, 2014*

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88 **Appropriate Use of Results in Personnel Decisions**

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90 Faculty members may voluntarily choose to report numerical results from the university-
91 wide instrument and/or the specific department assessment form(s) for evidence of teaching
92 effectiveness in personnel decisions (such as promotion, tenure, merit pay, termination, etc.).
93 Faculty members may not be compelled to submit student evaluation results for these
94 purposes. If faculty choose to include course evaluation results, the information presented
95 should reflect a fair representation of all the results collected. Faculty members are
96 encouraged to respond to the numerical results and/or students' written comments. For
97 example:

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

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

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109 When developing recommendations or making decisions on faculty teaching
110 effectiveness, committees and individuals must take into account other activities presented

111 by the faculty member consistent with accomplishment in teaching effectiveness, including
112 but not limited to:

- 113 • peer evaluations
- 114 • portfolios
- 115 • course improvement activities
- 116 • curriculum improvement activities
- 117 • team teaching activities
- 118 • faculty self-evaluation statements concerning philosophy and teaching techniques
- 119 • pre-test/post-test measures designed to assess gains in student knowledge
- 120 • other “value added” outcomes measures
- 121 • documented informal or formal mid-semester student evaluations of instruction
- 122 accompanied by reflections thereon
- 123 • other measures of effectiveness prescribed by departmentally-approved criteria

124
125 Individuals and bodies involved in such personnel decisions are expressly directed not to
126 draw any inferences whatsoever about the absence of these results from any faculty member’s
127 dossier. ~~Faculty members may voluntarily choose to report the numerical summary results of~~
128 ~~student evaluation of instruction with or without a narrative such as that described above~~
129 Demonstrating teaching effectiveness is the responsibility of faculty members and may be
130 achieved in a variety of ways, such as those listed in the preceding section. ~~It is important to~~
131 ~~reiterate that student evaluation of instruction is a part of the teaching effectiveness. Ratings~~
132 ~~and written comments from students should be viewed as ongoing components of the overall~~
133 ~~process of professional growth and teaching improvement.~~ The use of the results of these
134 evaluations may not be the sole factor in any kind of decision regarding promotion, tenure,
135 merit pay, termination, etc.

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137 Relying solely on student evaluations to assess the effectiveness of teaching and learning is
138 inappropriate.

139 *Approved by Faculty Senate 3-24-99. Amended Faculty Senate Bill 98-A-05. Amended Faculty Senate Bill 99-A-03.*
140 *Approved by the Faculty Senate Bill 20-A-XX, Reviewed by President [DATE], Posted for 15 Day Review*
141 *[DATE]*

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144 Please use the following table for Procedures:

Action	Date
Introduced to Senate	1/29/20
Second Senate Meeting	2/12/20
Faculty Senate Vote	
President's Review	
15 Day Review	
Posted to Faculty Handbook	

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