

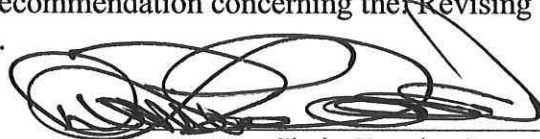
FACULTY SENATE RECOMMENDATION FORM

Southeast Missouri State University

Faculty Senate Bill #: 21-A-3

Date approved by Faculty Senate: February 10, 2021

The Faculty Senate submits the following procedures recommendation concerning the Revising "Student Evaluation of Instruction" procedures section.



Chair, Faculty Senate

☐ Policy ☒ Procedures ☐ Emeritus Recommendation

☒ I approve this recommendation and it will be placed in effect.

☐ I approve this **procedure** recommendation and ask the Faculty Senate to post it for 15-day review.

☐ I have reviewed the comments resulting from the 15-day review of this **procedure**, and approve the procedures to be placed in effect.

☐ I approve this **policy/emeritus** recommendation and will place it on the agenda of the _____ (month) meeting of the Board of Regents.

☐ I do not approve of this **emeritus** recommendation.

☐ I am not in agreement with this recommendation and I wish the Faculty Senate to consider the matter further. Please consider the following suggestions.

☐ I am not fully in agreement with this recommendation, but I will place it on the agenda of the _____ (month) meeting of the Board of Regents. If the Faculty Senate wishes to present its case, I will notify the Faculty Senate Chair of the date of the meeting of the Board of Regents.

9.20.21

Date



President, Southeast Missouri State University

FOR PROVOST'S FILE

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 Student Evaluation of Instruction
Instruments**

A student evaluation of instruction instrument selected by the Faculty Senate in consultation with the Provost will be administered campus-wide, every semester, in every section of every class taught, except where the use of the instrument is deemed invalid such as individual instruction sections 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 with approval from the college dean. The costs of administration of this evaluation instrument shall be borne by the Office of the Provost. Any additional questions added to the university-wide student evaluations of instruction instrument should be approved by the appropriate department committee.

The university-wide student evaluation of instruction instrument will be examined at least every three 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.

In addition to the university-wide student evaluation of instruction instrument, separate departmental evaluation instruments must be approved by a two-thirds vote of the faculty of the department and a vote of College Council may be administered if so desired by the

individual faculty member. This would be in addition to the university-wide student evaluation of instruction instrument. The department instrument should recognize the diversity of subject matter, instructional styles, and student groups across and within disciplines. Faculty may add additional questions to the departmental student evaluation of instruction instrument to ensure that all appropriate data needed for instructional improvement are provided with approval of the appropriate department committee.

Student evaluations of instruction may be administered by the faculty member, the department chair, or a department designee. If administered by the faculty member, the instructor should not be in the room while students are completing the evaluation. If the evaluation is in written form, a designate should return the completed evaluations to the departmental office. Appropriate procedures will be developed by 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 completion must be provided in class when possible (for both written and online instruments). 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 results of the student evaluations of instruction will be returned to the faculty member and the department chair. When results indicate significant evidence of dissatisfactory performance on 40% or more of classes during one calendar year (spring and fall semesters), then evaluations for all courses from that instructor that year will be forwarded by the department chair to the dean of the college. The threshold of dissatisfactory performance on student evaluations of instruction is a course average of 2.25 or lower on a 5-point Likert scale (or equivalent) where lower values indicate lower satisfaction. In cases when evaluations are forwarded to the dean by the department chair, the faculty member must be given the opportunity to submit narrative with the evaluation results within 10 business days of the unsatisfactory report being sent to the dean. The results of student evaluations of instruction of the department chair will be distributed to the chair and the dean of the college.

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

It is expressly understood that the department chair and dean of the college will use the results only to improve teaching. Any other use of the results requires the approval of the faculty member, except in cases where the aggregate data are used for specific institutional

reporting purposes. Evaluations with response rates that are too low to be reliable (either fewer than 5 responses or below a 40% response rate, whichever is greater) will not be forwarded to the dean of the college.

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

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

Appropriate Use of Student Evaluation of Instruction Information in Personnel Decisions

Faculty members may choose to report numerical results from the university-wide instrument and/or the specific department assessment instrument(s) for evidence of teaching effectiveness in personnel decisions (such as promotion, tenure, merit pay, or termination.). Faculty members may not be required to submit student evaluation of instruction results for these purposes. 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

Individuals and committees involved in such personnel recommendations are expressly asked not to draw any inferences about the absence of these results from any faculty member’s dossier.

Demonstrating teaching effectiveness is the responsibility of faculty members and may be achieved in a variety of ways, such as those listed in the preceding section. The use of the results of these evaluations may not be the sole factor in any kind of decision regarding promotion, tenure, merit pay, or termination.

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

Action	Date
Introduced to Senate	1/29/20
Second Senate Meeting	2/12/20
Faculty Senate Vote	10/14/20
FS Approval of Amendments by Provost	2/10/21
President's Review	2/9/20/21
15 Day Review	
Posted to Faculty Handbook	