

FACULTY SENATE

SOUTHEAST MISSOURI STATE UNIVERSITY

FACULTY SENATE BILL 18-A-XX

Approved by the Faculty Senate
XXXXXX

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 12-A-34 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 ~~by the developer~~ or where an integrated set of courses may best be evaluated by a single administration of the evaluation instrument. The costs of administration of this form shall be borne by the Office of the Provost. The data collected from this administration may be used to compare and contrast Southeast to other universities. ~~The nationally normed instrument will be administered campus wide during specified semesters as described above.~~ Separate departmental evaluation instruments, if approved by the department as ~~previously~~ 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 the Associate Provost for Academic Effectiveness and Student Success will coordinate the implementation of changes and new procedures regarding the evaluation and reporting process.

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

29
30
31 The student evaluation is to be administered by the departmental chair or designate.
32 Appropriate procedures will be developed by the Center for Scholarship in Teaching and
33 Learning and/or department chairs to require timely administration and processing of the
34 evaluations and to ensure the integrity of the entire student evaluation process. Instructions for
35 completing the instrument and adequate time for the completion in class will be provided.
36 Students will be informed (a) that the data and written comments on the evaluation form are
37 confidential, (b) that the data will be an important part of the information considered in
38 improving instruction at Southeast Missouri State, and (c) that the instructor will not have
39 access to the data until final grades have been processed. The faculty member will not be
40 present during the evaluation, and the results will not be available until after final grades have
41 been processed.

42
43 The Center for Scholarship in Teaching and Learning will assist in the processing of the
44 evaluations. The results will be returned to the faculty member and the department chair. In
45 semesters when a university-wide instrument is required, if a summary measure of teaching
46 effectiveness indicates a 60% or greater level of dissatisfaction (for instance, a course average
47 of 2 or lower on a Likert scale), then Eevaluations for all courses from that semester will also
48 be forwarded by the department chair to the dean of the college ~~for all courses in a semester~~
49 ~~when a summary measure of teaching effectiveness selected by Faculty Senate is below the~~
50 ~~nationally-normed 20th percentile for at least two courses in the same semester. The faculty~~
51 ~~member may submit to the chair and dean an explanation for circumstances that may have~~
52 ~~contributed to the negative scores and a plan to modify the course or instruction techniques for~~
53 ~~future semesters.~~ The dean, in consultation with the department chair and faculty member,
54 ~~may then also~~ suggest further classroom evaluation by peers, attendance at instructional
55 development activities provided by the Center for Scholarship in Teaching and Learning, or
56 attendance at other instructional development workshops or programs relevant to the
57 appropriate discipline. It is expressly understood that the department chair and dean of the
58 college will use the results only for encouraging teaching improvement, and not for any other
59 personnel decisions. Any other use of the results requires the approval of the faculty member,
60 except in cases where the aggregate data are used for specific institutional reporting
61 purposes. It is also understood that evaluations with response rates that are too low to be
62 reliable will not be forwarded to the dean of the college. The Center for Scholarship in
63 Teaching and Learning will receive a copy of the results from the ~~nationally-normed~~
64 university-wide instrument and may receive a copy of the department assessment if the faculty
65 member so desires.

66
67 The results of ~~the course~~ evaluations of the department chair will be distributed to the
68 ~~chair and the dean of the college and a faculty member designated by the department. If~~
69 ~~information regarding a discipline-specific matter is needed, the dean may consult with a~~
70 ~~faculty member of the chair's choosing. In such instances, Confidentiality among these~~
71 ~~individuals must be maintained. Any other use of the results requires the approval of the~~
72 ~~faculty member, except in cases where the aggregate data are used for specific institutional~~
73 ~~reporting purposes.~~

74
75 As part of its commitment to improving and assuring quality instruction, the University shall
76 provide professional development resources and assistance to improve teaching
77 effectiveness. The Director of the Center for Scholarship in Teaching and Learning will be
78 responsible for coordinating effective mentoring systems, seminars, workshops, instructional
79 materials, and other professional development activities and for ensuring that faculty
80 development is suggested and professional development resources provided to support
81 improvement of instructional quality.

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

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

89 90 ~~Student Evaluation for Comparing and Contrasting Southeast with Other Universities~~

91
92 ~~A nationally normed student rating form will be selected by a method recommended by the~~
93 ~~Faculty Senate and will be designated for this institution-wide purpose. This student rating~~
94 ~~form will be administered campus-wide, every spring semester, in every section of every class~~
95 ~~taught, except where the use of the instrument is deemed invalid by the developer or where an~~
96 ~~integrated set of courses may best be evaluated by a single administration of the evaluation~~
97 ~~instrument. The costs of administration of this form shall be borne by the Office of the~~
98 ~~Provost. The data collected from this administration will be used to compare and contrast~~
99 ~~Southeast to other universities. The nationally normed instrument will be administered~~
100 ~~campus-wide during specified semesters as described above. Separate departmental evaluation~~
101 ~~instruments, if approved by the department as previously described, may be administered~~
102 ~~during these same semesters if so desired by the department and/or the individual faculty~~
103 ~~member.~~

104 105 ~~Appropriate Use of Results Student Evaluation of Instruction Information in~~ 106 ~~Personnel Decisions~~

107

108 Faculty members may voluntarily choose to report numerical results from the ~~nationally–~~
109 ~~normed-university-wide~~ instrument and/or the specific department assessment form(s) for
110 evidence of teaching effectiveness in personnel decisions (such as promotion, tenure, merit
111 pay, termination, etc.). Faculty members may not be compelled to submit student evaluation
112 results for these purposes (see “Prohibited Use” below). If faculty choose to include results,
113 the results should be presented comprehensively, rather than selecting only some semesters or
114 isolated comments. ~~Instead, h~~However, faculty members ~~should-may instead~~ describe their
115 responses to the numerical results and/or students’ written comments. They may describe the
116 content or teaching techniques that contribute to their success or describe changes in content
117 or teaching techniques they have made or will make, or innovations they have made or
118 planned that might enhance teaching effectiveness. They may describe how more recent
119 results reflect a previous change in teaching activities. They can reflect on what the results
120 reveal or confirm. They may explain the assistance they sought from their colleagues, the
121 Center for Scholarship in Teaching and Learning, and/or professional organizations. The
122 narrative thus developed would be reflective and explain how faculty members used the
123 results of student evaluation of instruction to improve teaching. Narratives would be included
124 in the faculty member’s record of service as evidence of the implementation and response to
125 student evaluation of instruction. Developing a response to student evaluations rather than
126 merely reporting the summary numbers is more consistent with the formative intent of student
127 evaluations at the individual faculty member level. It would allow faculty to avoid focusing on
128 maximizing numbers, but rather concentrate on explaining their response to the numbers and
129 students’ written comments.

130

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

- 135 • peer evaluations
- 136 • portfolios
- 137 • course improvement activities
- 138 • curriculum improvement activities
- 139 • team teaching activities
- 140 • faculty self-evaluation statements concerning philosophy and teaching techniques
- 141 • pre-test/post-test measures designed to assess gains in student knowledge
- 142 • other “value added” outcomes measures
- 143 • documented informal or formal mid-semester student evaluations of instruction
144 accompanied by reflections thereon
- 145 • other measures of effectiveness prescribed by departmentally-approved criteria

146

147 Faculty members may voluntarily choose to report the numerical summary results of student
148 evaluation of instruction with or without a narrative such as that described above. It is,
149 however, improper for individuals or committees to draw inferences about the presence or
150 absence of such data, as explained below. Such individuals or committees should also be

151 aware that, because of the necessity of a transition period to this policy from the preceding
152 one, faculty members could be submitting mixed evidence of teaching effectiveness for a
153 period of several years. This is acceptable, and no adverse inferences may be drawn in such
154 cases.
155

156 **Prohibited Use of Student Evaluation of Instruction Information in Personnel Decisions**

157

158 Because standardized rating instruments and department assessments may not adequately
159 capture the nuances and variations across disciplines or between types of courses within a
160 discipline, the use of the results of these evaluations may not be compelled in any kind of
161 personnel decision (such as promotion, tenure, merit pay, termination, etc.) and may only be
162 used if the individual faculty member wishes them to be so used. Individuals and bodies
163 involved in such personnel decisions are expressly directed not to draw any inferences
164 whatsoever about the absence of these results from any faculty member's dossier.
165 Demonstrating teaching effectiveness, however, is the responsibility of faculty members and
166 may be achieved in a variety of ways, such as those listed in the preceding section. It is
167 important to reiterate that student evaluation of instruction is just a part of the teaching
168 effectiveness. Ratings and written comments from students should be viewed as ongoing
169 components of the overall process of professional growth and teaching improvement. Relying
170 solely on student evaluations to assess the effectiveness of teaching and learning is
171 inappropriate.

172 *Approved by Faculty Senate 3-24-99. Amended Faculty Senate Bill 98-A-05. Amended*
173 *Faculty Senate Bill 99-A-03.*
174

175

176

176 ***

177 Please use the following table for Procedures:
178

178

179

Action	Date
Introduced to Senate	2/7/2018
Second Senate Meeting	
Faculty Senate Vote	
President's Review	
15 Day Review	
Posted to Faculty Handbook	

180

181 **Notes:**

182 **Original language in lines 5-14 has been moved forward from 92-103.**

183 **The sentence beginning on line 59 with the text "Any other use..." is original language that**
184 **has been moved forward from lines 71-73.**
185