

**FACULTY SENATE**

**SOUTHEAST MISSOURI STATE UNIVERSITY**

**FACULTY SENATE BILL 20-A-XX**

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**

~~—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.~~

~~—The Center for Scholarship in Teaching and Learning will assist in the processing of the evaluations. The results will be returned to the faculty member. Evaluations will also be~~

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

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

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

### 54 55 ~~Student Evaluation for Comparing and Contrasting Southeast with Other Universities~~

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

68 ~~described above.~~ Separate departmental evaluation instruments, if approved by the department as  
69 ~~previously~~ described below, may be administered during these same semesters if so desired by  
70 the department and/or the individual faculty member. Any additional questions added to the  
71 student evaluations of instruction should be reviewed by the appropriate department committee.  
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73 The university-wide instrument student evaluation of instruction form will be examined at  
74 least every five years to determine if it is adequately addressing the needs of the university. In  
75 the 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.  
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80 The student evaluation of instruction form(s) used within a department during the semesters  
81 when a university-wide evaluation instrument is not mandated must be approved by a two-  
82 thirds vote of the faculty of that department. The instrument(s) should recognize the diversity  
83 of subject matter, instructional styles, and student groups across and within disciplines. Faculty  
84 may add additional questions to the instrument(s) to ensure that all appropriate data needed for  
85 instructional improvement are provided.  
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87 Student evaluations of instruction may be administered by the faculty member, the  
88 department chair, or a department designee. If administered by the faculty member, the  
89 instructor should not be in the room while students are completing the evaluation. If the  
90 evaluation is in written form, a designate should return the completed evaluations to the  
91 departmental office. Appropriate procedures will be developed by the Office of Information  
92 Technology and/or department chairs to require timely administration and processing of the  
93 evaluations and to ensure the integrity of the entire student evaluation process. Instructions for  
94 completing the instrument and adequate time for the completion in class will be provided.  
95 Students will be informed:

- 96 a) that the data and written comments on the evaluation form are confidential,  
97 b) that the data will be an important part of the information considered in improving  
98 instruction at Southeast Missouri State, and  
99 c) that the instructor will not have access to the data until final grades have been  
100 processed.  
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102 The results will be returned to the faculty member and the department chair. In semesters  
103 when a university-wide instrument is required, if a summary measure of teaching effectiveness  
104 indicates significant evidence of dissatisfactory performance for one calendar year (spring and  
105 fall semesters), then evaluations for all courses from that instructor that year will be forwarded  
106 by the department chair to the dean of the college. In cases when evaluations are forwarded to  
107 the dean by the department chair, the faculty member must be given the opportunity to submit  
108 narrative with the evaluation results within 10 business days of the unsatisfactory report being  
109 sent to the dean. The results of student evaluations of instruction of the department chair will  
110 be distributed to the chair and the dean of the college.

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

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

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

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

### 135 136 **Appropriate Use of Student Evaluation of Instruction Information in Personnel Decisions**

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138 Faculty members may voluntarily choose to report numerical results from the ~~nationally-~~  
139 ~~normed university-wide~~ instrument and/or the specific department assessment form(s) for  
140 evidence of teaching effectiveness in personnel decisions (such as promotion, tenure, merit  
141 pay, or termination.). Faculty members may not be compelled to submit student evaluation of  
142 instruction results for these purposes. ~~(see “Prohibited Use” below). Instead, however, faculty~~  
143 ~~members should describe their responses to the numerical results and/or students’ written~~  
144 ~~comments. They may describe the content or teaching techniques that contribute to their~~  
145 ~~success or describe changes in content or teaching techniques they have made or will make, or~~  
146 ~~innovations they have made or planned that might enhance teaching effectiveness. They may~~  
147 ~~describe how more recent results reflect a previous change in teaching activities. They can~~  
148 ~~reflect on what the results reveal or confirm. They may explain the assistance they sought~~  
149 ~~from their colleagues, the Center for Scholarship in Teaching and Learning, and/or~~  
150 ~~professional organizations. The narrative thus developed would be reflective and explain how~~  
151 ~~faculty members used the results of student evaluation of instruction to improve teaching.~~  
152 ~~Narratives would be included in the faculty member’s record of service as evidence of the~~  
153 ~~implementation and response to student evaluation of instruction. Developing a response to~~

154 ~~student evaluations rather than merely reporting the summary numbers is more consistent with~~  
155 ~~the formative intent of student evaluations at the individual faculty member level. It would~~  
156 ~~allow faculty to avoid focusing on maximizing numbers, but rather concentrate on explaining~~  
157 ~~their response to the numbers and students' written comments. If faculty choose to include~~  
158 ~~student evaluation of instruction results, then all evaluations for all courses taught must be~~  
159 ~~included. Faculty members are encouraged to respond to the numerical results and/or students'~~  
160 ~~written comments. For example:~~

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

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

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

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- 176 • peer evaluations
- 177 • portfolios
- 178 • course improvement activities
- 179 • curriculum improvement activities
- 180 • team teaching activities
- 181 • faculty self-evaluation statements concerning philosophy and teaching techniques
- 182 • pre-test/post-test measures designed to assess gains in student knowledge
- 183 • other “value added” outcomes measures
- 184 • documented informal or formal mid-semester student evaluations of instruction
- 185 accompanied by reflections thereon
- 186 • other measures of effectiveness prescribed by departmentally approved criteria
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188 Individuals and bodies involved in such personnel decisions are expressly directed not to  
189 draw any inferences whatsoever about the absence of these results from any faculty member's  
190 dossier. ~~Faculty members may voluntarily choose to report the numerical summary results of~~  
191 ~~student evaluation of instruction with or without a narrative such as that described above. It is,~~  
192 ~~however, improper for individuals or committees to draw inferences about the presence or~~  
193 ~~absence of such data, as explained below. Such individuals or committees should also be aware~~  
194 ~~that, because of the necessity of a transition period to this policy from the preceding one, faculty~~  
195 ~~members could be submitting mixed evidence of teaching effectiveness for a period of several~~  
196 ~~years. This is acceptable, and no adverse inferences may be drawn in such cases.~~

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

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

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

*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 Bill 20-A-XX, Reviewed by President [DATE], Posted for 15 Day Review  
[DATE]*

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<u>Action</u>	<u>Date</u>
Introduced to Senate	9/30/20
Second Senate Meeting	
Faculty Senate Vote	
President's Review	
15 Day Review	
Posted to Faculty Handbook	