
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

1 **Procedures** *Faculty Senate Bill 20-A-X begins here.*

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3 **Selection and Administration of University-wide Course Evaluation Instruments**

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

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

22
23 The student evaluation of instruction form(s) used within a department during the semesters
24 when a university-wide evaluation instrument is not mandated must be approved by a two-

25 thirds vote of the faculty of that department. The instrument(s) should recognize the diversity
26 of 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. Any additional questions added to the student
29 evaluations of instruction should be reviewed by the appropriate department committee.

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

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

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47 The results will be returned to the faculty member and the department chair. In semesters
48 when a university-wide instrument is required, if a summary measure of teaching effectiveness
49 indicates significant evidence of dissatisfactory performance for one calendar year (spring and
50 fall semesters), then evaluations for all courses from that instructor that year will be forwarded
51 by the department chair to the dean of the college. In cases when evaluations are forwarded to
52 the dean by the department chair, the faculty member must be given the opportunity to submit
53 narrative with the evaluation results within 10 business days of the unsatisfactory report being
54 sent to the dean. The results of student evaluations of instruction of the department chair will
55 be distributed to the chair and the dean of the college.

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

61

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

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

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

80 *Approved by the Faculty Senate Bill 12-A-34, Reviewed by President December 7, 2014, Posted for 15 Day*
81 *Review December 14, 2014*
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83 **Appropriate Use of Results in Personnel Decisions**

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85 Faculty members may voluntarily choose to report numerical results from the university-
86 wide instrument and/or the specific department assessment form(s) for evidence of teaching
87 effectiveness in personnel decisions (such as promotion, tenure, merit pay, or termination).
88 Faculty members may not be compelled to submit student evaluation of instruction results for
89 these purposes. If faculty choose to include student evaluation of instruction results, then all
90 evaluations for all courses taught must be included. Faculty members are encouraged to
91 respond to the numerical results and/or students' written comments. For example:

- 92 • They may describe the content or teaching techniques that contribute to their success, or
- 93 describe changes in content, teaching techniques, or innovations they have made or planned
- 94 that might enhance teaching effectiveness.
- 95 • They may describe how more recent results reflect a previous change in teaching activities.
- 96 • They can reflect on what the results reveal or confirm.
- 97 • They may explain the assistance they sought from their colleagues, the Center for Teaching
- 98 and Learning, and/or professional organizations.
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100 The narrative thus developed would be reflective and explain how faculty members used
101 the results of student evaluation of instruction to improve teaching.
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103 When developing recommendations or making decisions on faculty teaching
104 effectiveness, committees and individuals must take into account other activities presented
105 by the faculty member consistent with accomplishment in teaching effectiveness, including
106 but not limited to:

- 107 • peer evaluations
- 108 • portfolios
- 109 • course improvement activities
- 110 • curriculum improvement activities

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

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119 Individuals and bodies involved in such personnel decisions are expressly directed not to
120 draw any inferences whatsoever about the absence of these results from any faculty member’s
121 dossier. Demonstrating teaching effectiveness is the responsibility of faculty members and may
122 be achieved in a variety of ways, such as those listed in the preceding section. The use of the
123 results of these evaluations may not be the sole factor in any kind of decision regarding
124 promotion, tenure, merit pay, or termination.

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

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

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

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