

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

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

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

- 41
- 42 a) that the data and written comments on the evaluation form are confidential,
 - 43 b) that the data will be an important part of the information considered in improving
 - 44 instruction at Southeast Missouri State, and
 - 45 c) that the instructor will not have access to the data until final grades have been
 - 46 processed.
- 47

48 The results of the student evaluations of instruction will be returned to the faculty
49 member and the department chair. When results indicate significant evidence of dissatisfactory
50 performance on 40% or more of classes during one calendar year (spring and fall semesters),
51 then evaluations for all courses from that instructor that year will be forwarded by the
52 department chair to the dean of the college. The threshold of dissatisfactory performance on
53 student evaluations of instruction is a course average of 2.25 or lower on a 5-point Likert scale
54 (or equivalent) where lower values indicate lower satisfaction. In cases when evaluations are
55 forwarded to the dean by the department chair, the faculty member must be given the
56 opportunity to submit narrative with the evaluation results within 10 business days of the
57 unsatisfactory report being sent to the dean. The results of student evaluations of instruction of
58 the department chair will be distributed to the chair and the dean of the college.

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

64

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

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

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

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

84 85 **Appropriate Use of Student Evaluation of Instruction Information in Personnel Decisions**

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

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

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

104
105 When developing recommendations or making decisions on faculty teaching effectiveness,
106 committees and individuals must take into account other activities presented by the faculty
107 member consistent with accomplishment in teaching effectiveness, including but not limited to:

- 108
- 109 • peer evaluations
- 110 • portfolios

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

120
121 Individuals and committees involved in such personnel recommendations are expressly asked
122 not to draw any inferences about the absence of these results from any faculty member’s dossier.
123

124 Demonstrating teaching effectiveness is the responsibility of faculty members and may be
125 achieved in a variety of ways, such as those listed in the preceding section. The use of the
126 results of these evaluations may not be the sole factor in any kind of decision regarding
127 promotion, tenure, merit pay, or termination.
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129 *Approved by Faculty Senate 3-24-99. Amended Faculty Senate Bill 98-A-05. Amended Faculty Senate Bill 99-A-03.*
130 *Approved by the Faculty Senate 2/10/21, Reviewed by President [DATE], Posted for 15 Day Review [DATE]*
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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	2/19/20/21
15 Day Review	11/19/21
Posted to Faculty Handbook	