Motion to amend the Faculty Handbook to better describe the evaluation of teaching, 205.01

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Motion to amend the Faculty Handbook to better describe the evaluation of teaching, 205.01

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3/26/2015

Motion:

The Faculty Welfare Committee moves to amend the paragraph in the Faculty Handbook under Section 205.01 Teaching from:

A demonstrated record of superior, effective teaching is the first and most important area of evaluation. Superior teaching is reflective, student-centered, respectful of the diversity of students, adapted to various learning styles, and focused on student learning outcomes. Teaching represents professional activity directed toward the dissemination of knowledge and the development of critical thinking skills. Such activity typically involves teaching in the classroom, laboratory, or studio, and direction of research, fulfillment of professional librarian responsibilities, mentoring, and the like. Teaching activities also include the development of new courses, programs, and other curricular materials, including the development of online courses. Judgments of the quality of teaching activities are based on measures such as
examination of course syllabi and other course materials, peer evaluations when available, critical review and dissemination of teaching products, performance of students in subsequent venues, follow-up of graduates in graduate school or in their employment, and student ratings of instruction.

To:

A demonstrated record of superior, effective teaching is the first and most important area of evaluation. Superior teaching is reflective, student-centered, respectful of the diversity of students, multimodal, and focused on student learning outcomes. Teaching represents professional activity directed toward the dissemination of knowledge and the development of critical thinking skills. Such activity typically involves teaching in the classroom, laboratory, or studio, and direction of research, fulfillment of professional librarian responsibilities, mentoring, and the like.

Teaching evaluation procedures should include both formative and summative elements. All teaching evaluation procedures should include a narrative or self evaluation and student ratings of instruction. The narrative should include a description of teaching methods used to achieve or maintain excellence in teaching, description of new course development or course revisions, conferences attended on teaching and learning, college level teaching and learning projects, pedagogy scholarship, contributions toward special teaching initiatives, mentoring of student research and student writing, examples of course syllabi, and other class materials. Further evidence of excellence in teaching can be found in classroom evaluations by peers and/or the department chair, peer assessment, and examination of student work. A teaching evaluation might include any of these kinds of evaluations as well as other evaluation methods not listed here.

Rationale:

Our goal was to better describe what every evaluation of teaching portion of a faculty review should include as well as other methods and procedures which might be used.
Response:

4/14/2015: The SEC decided to combine the other motion titled "Motion to remove the wording "adapted" to various learning styles" from the Faculty Handbook" submitted by the Faculty Welfare Committee with this one.