2-17-2017

Revisions to Faculty Handbook language about Student Ratings of Instruction

Trent Maurer
Georgia Southern University

Follow this and additional works at: http://digitalcommons.georgiasouthern.edu/faculty-senate-index

Part of the Higher Education Administration Commons

Recommended Citation
Maurer, Trent, "Revisions to Faculty Handbook language about Student Ratings of Instruction" (2017). Faculty Senate Index. 612.
http://digitalcommons.georgiasouthern.edu/faculty-senate-index/612

This motion request is brought to you for free and open access by the Faculty Senate at Digital Commons@Georgia Southern. It has been accepted for inclusion in Faculty Senate Index by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
Revisions to Faculty Handbook language about Student Ratings of Instruction

Submitted by: Trent Maurer

2/17/2017

Motion:

The ad hoc Committee on Student Ratings of Instruction moves to amend the Faculty Handbook as follows:

1) Section 205.01 Criteria for All Types of Faculty Evaluation, second paragraph under Teaching, from: Student ratings of instruction shall not be the sole measure of teaching effectiveness for any review, nor shall instructors be ranked according to student ratings for evaluation; rather, a complete picture should be obtained through multiple sources. Documentation of teaching effectiveness is the responsibility of the faculty member.

To:

Student ratings of instruction shall not be the sole or primary measure of teaching effectiveness for any review at any level, nor shall instructors' ratings be compared to other instructors' (e.g., department means) or to specific “cut points” (e.g., 4.0 on a 5.0 scale) as part of their evaluation; rather, a complete picture should be obtained through multiple sources. The numerical data reported for each course shall consist of the frequency distribution of scores for each question, the number of responders, and the response rate for the course; measures of central tendency and variability (e.g., means and standard deviations) shall not be used to evaluate instructors at any level. Results should not be generalized beyond the students who responded, especially when the response rate is low. In evaluations, written comments from student ratings of instruction that are not about teaching effectiveness should be disregarded. Comments that are about teaching effectiveness should be evaluated cautiously in the context of the course. Research on student ratings of instruction and potentially biasing influences should also be taken into consideration in any use of student ratings of instruction data. Department chairs and other personnel who formally evaluate instructors' teaching effectiveness by means of student ratings of instruction data shall receive sound
methodological training and regular briefing on the major findings in the research literature on how to appropriately use such data. Documentation of teaching effectiveness is the responsibility of the faculty member.

2) Section 205.06 Procedures for Faculty Evaluations, Section E.3, from: Regents policy requires that a written system of student ratings of instruction be utilized in the annual evaluation of each faculty member (Board of Regents Policy Manual, § 8.3.5). Completed rating forms are kept on file in the department chair’s office and are the property of the University.

To:

Regents policy requires that a written system of student ratings of instruction be utilized in the annual evaluation of each faculty member (Board of Regents Policy Manual, § 8.3.5). The use of student ratings of instruction data will be primarily formative, with the main goal of improving teaching effectiveness. Completed rating forms are kept on file in the department chair’s office and are the property of the University.

3) Section 205.07 Student Ratings of Instruction, from: Georgia Southern requires and conducts written or online student ratings of instruction each academic term (excluding summer) to provide information to faculty for their use in the improvement of teaching. Results are also used in faculty evaluation as mandated by Regents policy as a portion of an evaluation of teaching effectiveness. Department chairs return a summary of numerical results and students’ written comments to faculty each academic term; original responses are the property of the University. Courses shall be evaluated by students in the same manner as the course is conducted. Partially online courses whose content is offered 50% or more online are evaluated through CoursEval. As with any evaluation, faculty shall have the right to respond to student ratings regarding factors that might have influenced student ratings of instruction scores.

To:

Georgia Southern requires and conducts written or online student ratings of instruction each academic term (excluding summer) primarily to provide information to faculty for their use in the improvement of teaching. Results are also used in faculty evaluation as mandated by Regents policy as a portion of an evaluation of teaching effectiveness. Each academic term, department chairs return to faculty a numerical report on the frequency distribution of scores, the number of responders, and the response rate for each course, in addition to a typed copy of students’ written comments for each course.
At each annual review, department chairs discuss the results with each faculty member with the main goal of improving teaching effectiveness. Original responses are the property of the University. Courses shall be evaluated by students in the same manner as the course is conducted. Partially online courses whose content is offered 50% or more online are evaluated through CoursEval. As with any evaluation, faculty shall have the right to respond in writing to student ratings regarding factors that might have influenced student ratings of instruction scores. These responses shall be permanently appended to any future reports of that student ratings of instruction data.

**Rationale:**

The ad hoc Committee on Student Ratings of Instruction was charged to propose methods to make the evaluation of teaching effectiveness more equitable and consistently defined, assessed, and used across the university including developing guidelines for how SRIs should be used and objectively valued in annual reviews and in promotion and tenure (and pre/post tenure) decisions for all faculty. These changes reflect best practices in the use of Student Ratings of Instruction from the published research literature on the topic. For a more detailed rationale in support of these changes, see Section II: Background in the Final Report of the ad hoc Committee. On behalf of the ad hoc Committee on Student Ratings of Instruction: Trent W. Maurer, Nan LoBue, Eudiah Ochieng, and Cordelia Zinskie

**Response:**

2/14/2017: The SEC voted not to approve this motion request because it is not within the charge of the committee, which was "to draft or recommend for purchase a new Student Rating of Instruction designed to measure teaching effectiveness, as approved by President Keel on September 16, 2014. The charge described in the rationale and in the committees' final report is not accurate.