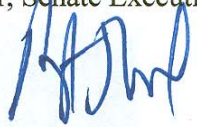


Georgia Southern University
Intracampus Memo
Office of the President

Post Office Box 8033
Marvin Pittman Administration Building

TEL 478-5211
FAX 478-0598
TDD 871-1454

<http://president.georgiasouthern.edu/>

TO: Dr. Patricia Humphrey Chair, Senate Executive Committee
FROM: Brooks A. Keel, President 
DATE: April 23, 2015
SUBJECT: **Faculty Senate Recommendation: Motion to amend the Faculty Handbook to better describe the evaluation of teaching:**

Following review of the recommendation adopted by the Faculty Senate at the April 21, 2015, Faculty Senate meeting, as provided in your memo of April 22, 2015, I have approved the motion below.

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 the teaching portion of a faculty review should include as well as other methods and procedures which might be used.

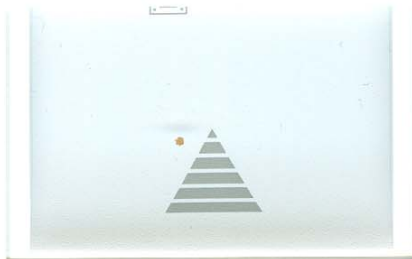
gm

c: Dr. Jean Bartels
Dr. Diana Cone
Ms. Candace Griffith

Notes:

In my opinion this
does absolutely nothing
to clarify or specify
expectations for teaching
evaluations. In fact
it may even make
it less difficult to
do so.

jen




Georgia Southern University
Intracampus Memo
**OFFICE OF THE PROVOST
AND VICE PRESIDENT FOR ACADEMIC AFFAIRS**

Post Office Box 8022
Marvin Pittman Administration Building
Room 2012

TEL 478-5258
FAX 478-5279
TDD 478-1654

TO: Dr. Brooks A. Keel, President

FROM: Dr. Jean Bartels, Ph.D., RN 
Provost and Vice President for Academic Affairs

DATE: April 22, 2015

SUBJECT: **Faculty Senate Recommendation: Motion to amend the Faculty Handbook to better describe the evaluation of teaching**

I recommend approval of the motion presented at the April 21, 2015, Faculty Senate meeting.

MOTION:

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

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RATIONALE:

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

JEB/gt

pc: Dr. Pat Humphrey
Dr. Diana Cone
Ms. Candace Griffith

Georgia Southern University
Intracampus Memo
Office of the Faculty Senate

PO Box 8033-1
Marvin Pittman Administration Building
fsoffice@georgiasouthern.edu

TEL 478-5144
FAX 478-0598

<http://academics.georgiasouthern.edu/facultysenate/>

TO: Dr. Brooks A. Keel, President

FROM: Pat Humphrey (COSM), Chair, Senate Executive Committee

DATE: April 22, 2015

SUBJECT: **Faculty Senate Recommendation: Motion to amend the Faculty Handbook to better describe the evaluation of teaching**

I am pleased to report that the Senate recommends approval of the motion presented at the April 21, 2015, Faculty Senate meeting.

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.

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studio, and direction of research, fulfillment of professional librarian responsibilities, mentoring, and the like.

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RATIONALE:

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

gm

c: Dr. Jean Bartels
Dr. Diana Cone
Ms. Candace Griffith

Received

APR 22 2015

OFFICE OF THE PRESIDENT

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

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Senate Executive Committee Request Form

SEC via campus mail: PO Box 8033-1

fsoffice@georgiasouthern.edu

E-Mail:

Standard View

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Motion Request

3/26/2015



SHORT TITLE:

(Please provide a short descriptive title that would be suitable for inclusion in the Senate Agenda.)

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

MOTION(s):

(Please write out your motion in the exact form/wording on which you want the Senate to vote.)


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(s):


(Please explain why the motion should be considered by the Faculty Senate, remembering that the Senate does not deal with issues limited to individual colleges or administrative units. Include pertinent data and source references for information and/or language.)


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

If you have an attachment, press the button below to attach to form.

 Click here to attach a file

 Click here to attach a file

 Click here to attach a file

 Click here to attach a file

Submitted by:

fsmith

Phone:

478-5647

E-Mail:

fsmith@georgiasouthern.edu

Re-Enter Email:

fsmith@georgiasouthern.edu

ACCEPTABLE USE POLICY

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Note to faculty users: Double-check your data before submitting, because the data cannot be edited afterward.

Approval

Response:


Approved ▼

SEC 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.

Senate Response:

4/21/2015 





Approved

Presidents Response:

4/23/2015



Approved

 Click here to attach a file Click here to attach a file Click here to attach a file Click here to attach a file

Senate Executive Committee Request Form

SEC via campus mail: PO Box 8033-1

E-Mail: fsoffice@georgiasouthern.edu[Standard View](#)[Close](#)

Motion Request

3/25/2015

SHORT TITLE:

(Please provide a short descriptive title that would be suitable for inclusion in the Senate Agenda.)

Motion to remove the wording "adapted" to various learning styles" from the Faculty Handbook.

MOTION(s):

(Please write out your motion in the exact form/wording on which you want the Senate to vote.)

The Faculty Welfare Committee moves that the wording "adapted to various learning styles," found in section 205.01 under Teaching in the Faculty Handbook, be replaced with "multimodal."

RATIONALE(s):

(Please explain why the motion should be considered by the Faculty Senate, remembering that the Senate does not deal with issues limited to individual colleges or administrative units. Include pertinent data and source references for information and/or language.)

Several committee members noted that current research thoroughly discredits the value of teaching to learning styles.

If you have an attachment, press the button below to attach to form.

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Submitted by:

fsmith

Phone:

478-5647

E-Mail:

fsmith@georgiasouthern.edu

Re-Enter Email:

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business of the Faculty Senate. This site is a tool not for debate but solely for information exchange. Redundant and contentious submissions will not be accepted.
Note to faculty users: Double-check your data before submitting, because the data cannot be edited afterward.

Approval

Response:

Not Approved

SEC Response:

4/14/2015

The SEC has combined this motion with the other one submitted by the Faculty Welfare Committee

Senate Response:




4/14/2015

N?A

Presidents Response:

4/14/2015

N?A

 Click here to attach a file Click here to attach a file Click here to attach a file Click here to attach a file