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## Amendment to Section 205.07, Student Ratings of Instruction

Fred Smith  
*Georgia Southern University*

Faculty Welfare Committee

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*Approved by the Senate: 9/15/2014*  
*Not Approved by the Senate:*  
*Approved by the President: 9/16/2014*  
*Not Approved by the President:*

## Amendment to Section 205.07, Student Ratings of Instruction

Submitted by: Fred Smith/Faculty Welfare Committee

9/5/2014

### **Motion:**

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Move to amend Faculty Handbook Section 205.07, Student Ratings of Instruction in the following manner:

Strike the last sentence which currently reads “Beginning in 2011, fully and partially online courses are evaluated via CourseEval.” Replace with “Courses shall be evaluated by students in the same manner as the course is conducted.”

Add the following to the second sentence in the paragraph: “as a portion of an evaluation of teaching effectiveness.”

Add as a new paragraph the following to Section 205.07: As with any evaluation, faculty shall have the right to respond to student ratings regarding factors that might have influenced SRI scores. The revised wording would read:

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. Twenty-three common items are supplemented with items selected by individual units and approved at the college level along with two open-ended questions. 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.

As with any evaluation, faculty shall have the right to respond to student ratings regarding factors that might have influenced SRI scores.

### **Rationale:**

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The amendment addresses three questions raised by last year's Ad Hoc Committee on SRIs.

1) While both the BOR Manual and the Georgia Southern Faculty Handbook require that the SRIs be used for evaluation, it is clear that key intent of both is the improvement of instruction. Based on the recent SRI Ad Hoc Committee Report, most faculty believe the current instrument does not measure teaching effectiveness. The data resulting from our current SRI are unreliable. There are too many variables in play with the SRIs for the raw scores to be meaningful. Therefore it is inappropriate to simply compare numbers.

2) Research shows that online ratings of face-to-face courses often result in an unacceptably low participation rate.

3) From the comments on the SRI survey, it is apparent that there are many extraneous factors which contribute to the scores. The numbers alone are of little value. To give faculty a chance to offer comments which might help in understanding the results would make the information more valuable

### **SEC Response:**

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5/23/2014: Approved. These were approved for the June 2014 meeting, but a quorum was not present, so they were held until the September 2014 meeting.

### **Senate Response:**

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9/15/2014: Approved

Amended to read: 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.

As with any evaluation, faculty shall have the right to respond to student ratings regarding factors that might have influenced SRI scores.