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SR-04-05-(22) 79 FECAHC

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**FACULTY EVALUATION AND COMPENSATION AD HOC COMMITTEE
RECOMMENDATION**

SR-04-05-(22) 79 FECAHC

Recommends amendments to SR-97-98-2 (FPC) as attached: (Strikethrough = delete Bold = additional material)

RATIONALE:

The proposed faculty rating form has addressed concerns about inappropriate questions used on the current rating form, it employs a number of questions to measure student reaction to specific concepts, it draws from a bank of tested rating items and the items have been tested for reliability producing a more suitable instrument for faculty.

FACULTY SENATE CHAIR:

APPROVED

BY SENATE:

Laury Sticker

DATE:

3/7/2005

DISAPPROVED

BY SENATE:

DATE:

UNIVERSITY PRESIDENT:

APPROVED:

[Signature]

DATE:

3/16/2005

DISAPPROVED:

DATE:

COMMENTS:

SR-97-98-2 (FPC)

- 1) That all faculty will provide their students with the opportunity to **evaluate rate** teaching effectiveness ~~at the prior to the~~ end of each course.
- 2) That colleges and other academic units ~~be held accountable for establishing a method and procedures~~ **employ the university-wide faculty rating instrument** for students to **evaluate rate** each faculty member's teaching effectiveness **prior to the conclusion of each course.** ~~at the conclusion of each course for use to improve the quality of instruction.~~
- 3) That faculty ~~evaluations~~ **ratings** are confidential communications ~~between~~ **from** students; to individual faculty members, the academic deans, department chairs and committees for promotion and tenure considerations if that information is deemed appropriate to support individual faculty teaching effectiveness.
- 4) That faculty ratings may be included as a consideration for calculation of merit salary increases when colleges/schools/libraries find it appropriate.
- 5) On the course rating sheet, when an item is ~~marked~~ indicated "Does Not Apply" the item will not be counted toward the rating.
- 6) Academic units may develop, distribute, and analyze a separate rating instrument to use for unit merit and evaluation purposes. The university rating instrument must be administered and may not be altered.

RATIONALE

- Whereas Marshall University states in the mission and philosophy of the institution that our first and most basic commitment is to quality undergraduate education;
- Whereas The improvement of instruction and learning in the college classroom has always been an important goal in higher education;
- Whereas Faculty fully support classroom teaching and course ~~evaluation~~ **review** by students as one method of improving the quality of instruction;
- Whereas Feedback from students regarding courses and quality of teaching can result in improvement of instruction and better facilitation of student learning;
- Whereas ~~Uniform campus-wide instruments cannot meet the individual needs of all academic units;~~
- ~~Whereas Individual academic units may add items for students to rate in order to accommodate any unit's special needs. The academic unit has the responsibility to validate any added items and to ensure their reliability.~~
- Whereas ~~Evaluation~~ **Rating** of teaching effectiveness of individual faculty should be viewed as confidential communications between individual faculty persons, their students and their

~~departmental chairs or deans just as student grades are treated with utmost confidentiality;~~

Whereas Publication of **evaluation rating** results can be turned into a method of showing popularity of individual faculty rather than demonstrating the faculty person's effectiveness in teaching very difficult material that is not always viewed by students as being interesting and entertaining;

Whereas Publication of **evaluations ratings** and grade distributions may have a negative impact on teaching effectiveness and grading methods for faculty members attempting to gain more favorable student **evaluations ratings**;

Whereas Published **evaluation rating** scores could be used unfairly and without the benefit of being able to defend the faculty member's overall effectiveness in the classroom, especially as it relates to recommendations for promotion and tenure;

Whereas **Pre-testing of the rating form will be augmented with additional analysis of data collected from the faculty population and from student and faculty focus groups to guide revisions of this fluid process.**

This is not the original recommendation; these pages reflect the recommendation after revisions.

SR-97-98-2 (FPC)

- 1) That all faculty will provide their students with the opportunity to rate teaching effectiveness prior to the end of each course.
- 2) That colleges and other academic units employ the university-wide faculty rating instrument for students to rate each faculty member's teaching effectiveness prior to the conclusion of each course.
- 3) That faculty ratings are confidential communications from students to individual faculty members, the academic deans, department chairs and committees for promotion and tenure considerations if that information is deemed appropriate to support individual faculty teaching effectiveness.
- 4) That faculty ratings may be included as a consideration for calculation of merit salary increases when colleges/schools/libraries find it appropriate.
- 5) On the course rating sheet, when an item is indicated "Does Not Apply" the item will not be counted toward the rating.
- 6) Academic units may develop, distribute, and analyze a separate rating instrument to use for unit merit and evaluation purposes. The university rating instrument must be administered and may not be altered.

RATIONALE

- Whereas Marshall University states in the mission and philosophy of the institution that our first and most basic commitment is to quality undergraduate education;
- Whereas The improvement of instruction and learning in the college classroom has always been an important goal in higher education;
- Whereas Faculty fully support classroom teaching and course review by students as one method of improving the quality of instruction;
- Whereas Feedback from students regarding courses and quality of teaching can result in improvement of instruction and better facilitation of student learning;
- Whereas Publication of rating results can be turned into a method of showing popularity of individual faculty rather than demonstrating the faculty person's effectiveness in teaching very difficult material that is not always viewed by students as being interesting and entertaining;
- Whereas Publication of ratings and grade distributions may have a negative impact on teaching effectiveness and grading methods for faculty members attempting to gain more favorable student ratings;
- Whereas Published rating scores could be used unfairly and without the benefit of being able to defend the faculty member's overall effectiveness in the classroom, especially as it relates to recommendations for promotion and tenure;

This is not the original recommendation; these pages reflect the recommendation after revisions.

Whereas Pre-testing of the rating form will be augmented with additional analysis of data collected from the faculty population and from student and faculty focus groups to guide revisions of this fluid process.