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SR-96-97-(73) 139 (FPC)

Marshall University

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FACULTY PERSONNEL COMMITTEE
RECOMMENDATION

SR-96-97-(73) 139 (FPC)

Recommends the adoption of the attached resolution concerning course evaluation.

RATIONALE:

Student evaluation of courses has as its primary aim the improvement of instruction. This may be achieved by evaluating all sections of all courses using procedures established by Colleges and other academic units. No clear rationale has been presented for university-wide use of standardized evaluation forms or instruments. No rationale whatsoever has been presented for publication of evaluation results or making such results available for public review.

FACULTY SENATE PRESIDENT:

APPROVED BY SENATE: Elaine Baker DATE: 5-16-97

DISAPPROVED BY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: J. Miller DATE: 5-19-97

COMMENTS:

RESOLUTION

- 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 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** Evaluation 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 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 and grade distributions may have a negative impact on teaching effectiveness and grading methods for faculty members attempting to gain more favorable student evaluations.
- Whereas** Published evaluation 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;

Therefore Be It Resolved That, Faculty evaluations and student grade distributions are not to be published or made available for public review;

Be It Resolved That, Standardized university-wide evaluation forms or instruments not be implemented;

Be It Resolved That, All faculty will provide their students with the opportunity to evaluate teaching effectiveness at the end of each course;

Be It Resolved That, Colleges and other academic units be held accountable for establishing a method and procedure for students to evaluate each faculty member's teaching effectiveness at the conclusion of each course for use to improve the quality of instruction; and

Be It Finally Resolved That. Faculty evaluations are confidential communications between students, 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.