

MOTION

Specifying Role of Student Evaluations in Annual Evaluation of Faculty

Referred by: Governance Committee

Motion

The Faculty Senate recommends that the *Teaching and Research Faculty Handbook* be changed as stated below.

Original Wording

1.4.1.4.1 Evaluation Procedures for Tenured and Tenure-track Faculty

2. Annually, the Department Chair shall prepare evaluations of all faculty based on the activities of the previous academic year for teaching and university service and the past three years for scholarly and professional activities. The Department Chair shall use the three previous years' student evaluations in the annual teaching evaluation of each tenured faculty member. For example, the 2001-02 annual evaluation shall include student evaluations of teaching from 1999-2000, 2000-01, and 2001-02. Numerical data from student ratings should be evaluated in context. Chairs should consider a variety of factors that influence student ratings; these may include the number and level of students in the course being evaluated, whether the course is required, the difficulty of the subject matter, the rigor of course requirements, and written student comments.

Revised Wording

1.4.1.4.1 Evaluation Procedures for Tenured and Tenure-track Faculty

2. Annually, the Department Chair shall prepare evaluations of all faculty based on the activities of the previous academic year for teaching and university service and the past three years for scholarly and professional activities. The Department Chair shall use the three previous years' student evaluations in the annual teaching evaluation of each tenured faculty member. For example, the 2001-02 annual evaluation shall include student evaluations of teaching from 1999-2000, 2000-01, and 2001-02. Numerical data from student ratings should be evaluated in context. Chairs should consider a variety of factors that influence student ratings; these may include the number and level of students in the course being evaluated, whether the course is required, the difficulty of the subject matter, the rigor of course requirements, and written student comments. Chairs (and personnel committees) will specify the criteria used in addition to student evaluations and indicate their weighting in the evaluation.

Rationale

While the current T&R Faculty Handbook expressly directs chairs to consider factors beyond student evaluations of faculty in evaluating faculty performance, concerns remain that student evaluations play an inordinately large role in evaluation of faculty teaching. Providing more transparency to the process will help address these concerns.

We do not wish to prescribe a particular weighting system or scheme, but do believe it is in the interests of transparency to provide information to faculty about the weight given to student evaluations in the context of other indicators of teaching performance and quality.