

Faculty Senate Routing Form
(action/proposal attached)

I. Item Title: Resolution for the Suspension of Use of Student Assessment of Instruction Data for Spring and Fall 2020 and Spring 2021 on Faculty Evaluation Materials Pending the Adoption of a New Student Perception of Learning Instrument

a) Brief Description: Modified Use of Student Assessment of Instruction (SAI) Data

b) Initiated by: Enrique Gómez

II. Faculty Senate Action: approved not approved other date: 10/28/2020

Comments: _____

Vote: Voice Vote, Unanimous Voice Vote, Majority In Favor
 Electronic Vote: 26 Ayes 0 Nays 0 Abstentions

FS Secretary signature: Jessica Jellera date: 10/29/2020

III. Provost: for information Recognition of Receipt
 for action..... approved not approved

Comments: _____

Person responsible for Implementation: Deans + Dept Heads / School Directors

Provost signature: [Signature] date 2 Nov 20

IV. Chancellor: for information Recognition of Receipt
 for action..... approved not approved

Comments: _____

Chancellor signature Kelli R. [Signature] date 11/2/2020

Once finalized copies will be returned to the Provost Office's representative who will scan and distribute electronically to:

- Chancellor
- Provost
- Chair of Faculty Senate

Secretary of the Faculty Senate
Associate Vice Chancellor for Academic Affairs (for catalog and handbook)
Associate Dean of Graduate School (for catalog)
Others (i.e. person responsible for implementation)

Resolution for the Suspension of Use of Student Assessment of Instruction Data for Spring and Fall 2020 and Spring 2021 on Faculty Evaluation Materials Pending the Adoption of a New Student Perception of Learning Instrument

- (A) WHEREAS the Student Assessment of Instruction is a widely-used instrument listed in departmental collegial review documents to assess the quality of instruction of faculty alongside formal methods of peer review and is in use by collegial review committees and department heads to make decisions on Faculty reappointment, tenure and promotion, and
- (B) WHEREAS similar instrument surveys for students to evaluate their instructors nationwide have been found to demonstrate biases around the perceived gender of the instructor (Rivera and Gilcsik 2018, MacNell, Driscoll and Hunt 2014, Boring 2017), and
- (C) WHEREAS a review of academic studies has shown that the perception of an instructor's ethnicity also modifies the student perceptions of instructional quality in such instruments irrespective of content or pedagogy (Williams 2007), and
- (D) WHEREAS studies have shown a lack of correlation between student evaluation of instruction results and demonstrated learning gains ((Uttl, White, and Gonzalez 2017) as well as selection biases on students who choose to complete assessments (Goos and Salomons 2017), and
- (E) WHEREAS in April of 2019, the WCU Faculty Senate received a Report from the Task Force on Student Assessment of Instruction recommending redesign of student evaluations of teaching instruments at WCU, which are currently in progress by the Faculty Affairs Council of the Faculty Senate, and to adopt criteria for the incorporation of the survey results in faculty evaluation materials for review, and
- (F) WHEREAS most courses taught at Western Carolina University in the Spring and Fall of 2020, and upcoming in Spring 2021, were conducted in extraordinary hybrid or online modalities, which were not the choice of students nor faculty when they were made available for registration, and which were a consequence of a mandate by the Governor of the State of North Carolina and to comply with UNC Board of Governors request for instructional delivery because of the COVID-19 pandemic, and
- (G) WHEREAS the hybrid and online courses did not by and large receive the benefit of design based on the scholarship of teaching and learning for each subject and discipline,

and were delivered on an outdated learning management system platform as found by the Learning Management System Steering Committee for which the Faculty Senate endorsed a proposal for its replacement at its August 2020 meeting,

(H) THEREFORE BE IT RESOLVED that SAIs for Spring of 2020, Fall 2020 and Spring 2021 may be used by the Faculty for formative feedback and the construction of teaching narratives only and will not hold any negative consequence to annual faculty evaluations (AFE) or tenure and promotion (TPR). Department Heads or equivalent supervisors will have access as administrative supervisors. Department Heads, equivalent supervisors, and Collegial Review Committees will not use this data nor count its absence as a negative element in their review determinations.

(I) AND BE IT FURTHER RESOLVED, that faculty should include the following statement in their faculty review documents to add clarification to review committees and supervisors in their evaluation determination:

Due to the continuation of the pandemic, course modalities for Spring 2020, Fall 2020 and Spring 2021 have been modified to varying degrees and are not operating in the traditional face-to-face format. Therefore, while SAIs will be collected for Fall 2020 and Spring 2021, they will not hold any negative consequence to annual faculty evaluations (AFE) or tenure and promotion (TPR).

References.

Boring, Anne. 2017. "Gender Biases in Student Evaluations of Teaching." *Journal of Public Economics* 145: 27-41.

Goos, Maarten and Salomons, Anna. 2017. "Measuring Teaching Quality in Higher Education: Assessing Selection Bias in Course Evaluations." *Research in Higher Education* 58: 341-64.

MacNell, Lillian, Driscoll, Adam and Hunt, Anna. 2014. 2015. "What's in a Name: Exposing Gender Bias in Student Ratings of Teaching." *Innovative Higher Education* 40: 291-303.

Rivera, Lauren A., and Gilcsik, Andras. "Scaling Down Inequality: Rating Scales, Gender Bias, and the Architecture of Evaluation." *American Sociological Review*. Forthcoming.

Uttl, Bob, Carmela A. White, and Daniela Wong Gonzalez. 2017. "Meta-Analysis of Faculty's Teaching Effectiveness: Student Evaluation of Teaching Ratings and Student Learning are not Related." *Studies in Educational Evaluation*. 54: 22-42.

Williams, Dana A. 2007. "Examining the Relation between Race and Student Evaluations of Faculty Members: A Literature Review." *Profession*. 168-173.