

Longwood University Faculty Senate
**PROPOSAL/POLICY COVER
SHEET**

This cover sheet is intended to provide information to members of the Faculty Senate about a new proposal/policy or about revisions to an existing proposal/policy. **If you are proposing a new policy, then attach the text of the policy to this form. If you are proposing a change to an existing policy, then attach the text of the current policy with any deleted language marked by a strikethrough and with new language marked by an underline. If you are deleting a policy, then attach the text of the policy to be deleted.**

COMMITTEE(S) that authored or sponsored this proposal:

Promotion and Tenure Policies and Procedures Committee

TOPIC:

Language on use of student assessment of instruction in faculty evaluation for promotion and tenure in Faculty Policies and Procedure Manual Section III.R.II.A.

BACKGROUND (Provide a brief statement describing the origins of this proposal, the nature of the problem it addresses, and the work completed to devise the proposal):

Evidence shows that student assessment of instruction can be a biased instrument and does not necessarily measure the construct of interest (faculty teaching effectiveness). However, evaluators including academic department chairs and P&T committee members have expressed concerns about getting rid of this data without a suitable replacement. This change will allow limited use of student assessment of instruction data while a new measure is developed by the Longwood University faculty.

SUMMARY OF NEW POLICY OR PROPOSED CHANGES OR DELETIONS TO AN EXISTING POLICY (Provide a brief list or statement describing the content of the policy or the proposed changes or deletions):

From Section III, R, II, A (page 112) of Faculty Policies and Procedures Manual:

In all personnel judgments, high quality teaching is the principal consideration. Each faculty member is expected to continuously refine his or her instructional knowledge base and methodology of delivery, constantly seeking the best way to foster student learning. To this end, student assessment of instruction data may be used, when supported by other indicators of teaching quality (e.g. classroom observations, content-based evaluations) (1) as an indication of faculty improvement or changes in a faculty member's results in the

same class over time, (2) as an indication of the quality of faculty teaching, and/or (3) as an indication of the extent to which faculty use student assessment results to examine their own teaching. Information from student assessment of instruction should not be used to make promotion or tenure recommendations without corroboration from other components of the review process. Moreover, results of student assessment of instruction should not be used to compare faculty members or collections of faculty members for review purposes. Regardless of the method, all faculty members must present evidence of effective teaching which may be demonstrated by:

1. A current, sound knowledge base in the discipline reflecting continuous revision that improves course content.
2. Organized course preparation, including clear syllabi detailing objectives and expectations.
3. Organized preparation for each class, so that the course delivery flows as a cohesive whole.
4. Employment of a variety of teaching methodologies suited to the characteristics of each course, especially those that encourage discussion, promote skills, and develop critical thinking.
5. Demonstration of the ability to synthesize and correlate information, and to simplify complex topics.
6. Demonstration of effective, clear communication skills, and the ability to stimulate these skills in students.
7. Development of evaluation instruments that accurately assess the achievement of stated course objectives.
8. Consistency in grading, making assignments, and applying rules.
9. Consistency with the time requirements appropriate to the number of credit hours awarded.
10. Responsiveness to students in and outside the classroom.

11. High expectations for student achievement, and the provision of support that helps students meet these expectations.
12. Comprehensive student advising.
13. Enthusiasm for the discipline that transmits the excitement and value of learning.
 - a. Development of new courses and/or new curricula
 - b. Development of more effective measures of student learning
 - c. Development of more effective methodologies of content delivery
 - d. Direction of students in undergraduate research projects, master's thesis research, or internships
 - e. Incorporation into courses of information gained at appropriate professional meetings

RATIONALE FOR THE POLICY OR PROPOSED CHANGES (Provide a brief statement as to why the new policy, the changes, or the deletion is needed):

The added language makes it clear that student assessment of instruction data should not be used as a single measure of teaching effectiveness, but that it may be used to identify trends that may ultimately be corroborated by other data. Additionally, the added language prevents comparing faculty using student assessment of instruction data which eliminates several types of bias concerns.

Routing information and signature lines:

Date submitted to Senate Executive Committee for Consideration:
Action(s) Taken:

Date first read at Faculty Senate:
Action(s) Taken:

Date final action taken by Faculty Senate:
Action(s) Taken:
Senate Chair: _____

Date submitted to the PVPAA (within 5 working days of Senate approval):
Action(s) Taken:

PVPAA: _____

Date: _____

Date submitted to other administration:

Action(s) Taken:

Administrator: _____

Date (within 15 working days of PVPAA's signature): _____

Date submitted to the Board of Visitors:

Coversheet updated 9/2017