**THE UNIVERSITY OF ALABAMA IN HUNTSVILLE**

**FACULTY SENATE**

**FACULTY SENATE RESOLUTION 17/18-09:**

**Student Evaluation of Teaching**

History: Bill 393 was submitted to FSEC for first reading on 8/25/2016

 Bill 393 passed first reading on FSEC on 9/27/2016

 Bill 393 passed second reading in Faculty Senate on 12/07/2017

Bill 393 passed third reading in Faculty Senate on 12/07/2017

**Whereas** Student evaluations are used by the administration in matters of tenure-track reappointments and tenure decisions, and

**Whereas** Student evaluations are almost the sole criteria for the reappointment of adjunct faculty, and

**Whereas** The introduction of on-line evaluations resulted in a substantial dropping of students responses compromising or invalidating the statistical nature of the survey, and

**Whereas** Some online evaluations have been recording students responses after the students received their grade, and

**Whereas** The same evaluation forms are used for all classes in campus across departments and colleges without little or no input from faculty and ignoring the diverse nature of classes and subjects taught, and

**Whereas** Student evaluation forms do not address the class content, the difficulty of subjects taught in each class, nor the material used by professors teaching the class

**Therefore**, **be it resolved**

That starting during Fall 2018, all student evaluations will be offered in class, during the last two week of classes for 15-week classes, or about three-fourths of the course length for non-15-week courses, and during regular class hours, with the instructor absent and

**Be it further resolved**

That all Colleges and all departments within Colleges design their particular and specific evaluation forms taking into account the diverse nature of classes and specific subjects taught by the respective departments and colleges. These evaluation forms should be carefully worded to avoid biasing student response, must include questions appropriate to the field of study and the pedagogical methods used and serve as a tool to improve teaching effectiveness and

**Be it further resolved**

That no teaching reviews of tenure-track, clinical-track, or adjunct faculty should be done solely taking into account student evaluations. In every teaching review faculty committees, department chairs and college deans must include comments on the faculty teaching portfolio for the class, including but not exclusive, class syllabus content, copies of slides, Power-Point files and other visual aids used by faculty, nature and number of homework assigned, grade distribution and/or a direct assessment of the professor’s teaching style done by a senior faculty