

## Senate Resolution on SITES and Student Evaluation of Courses

### **Whereas**

Student evaluations of faculty teaching effectiveness are one of many methods that faculty can use as a valuable tool to monitor and improve their teaching (formative information);

Feedback from student evaluations is used by administrators and administrative committees when making decisions regarding faculty tenure, promotion, and compensation (summative information);

The current method for Student Instructor Teaching Evaluation (SITE) was evaluated in 2007-2008 by a comprehensive internal study and found to be inadequate for both formative and summative evaluations of faculty teaching. The November 2007 report concluded the following: **The SITE instrument provides little information that faculty can use to improve their teaching; The validity of the SITE instrument is unknown; and Faculty have little confidence in the outcome of the SITE process.** (SITE Review Committee Reports; 11/07; 3/08; 9/08; SITE Review Committee: Dr. Mel Borland, Dr. Marilyn Gardner, Dr. Steve Haggbloom, Skyler Jordan, Dr. Lora Moore, Dr. Sharon Mutter, Dr. Les Pesterfield, Dr. John Faine, Dr. Steve Wininger);

### **Therefore, be it resolved that**

**The purpose of this document is to establish the University Senate position on the issue of SITES specifically and the Student Evaluation of Faculty Teaching process in general.**

A new comprehensive, valid and reliable process for student evaluation of courses taught by WKU instructors regardless of academic rank or tenure status should be developed or adopted.

The new “Student Evaluation of Teaching” method must use a reliable and valid assessment instrument.

The new “Student Evaluation of Teaching” method should provide both formative and summative information.

The delivery method (for example, paper copy or online assessment) of the student evaluation of teaching must be demonstrated to be efficient and reliable.

Additional questions may be added, but these questions may not be included for faculty evaluation purposes due to lack of reliability and consistency.

Aggregate results for each course and each course section evaluated must be shared with the evaluated faculty member.

A document on the proper interpretation of the results of the assessments must accompany the reports on results. The evaluated faculty member and his/her Department/Unit Head must both receive a copy of the interpretation document.