

UNH FACULTY SENATE
MOTION #XXI-M18
motion to develop a new teaching assessment process

1. Motion presenter: Christopher Bauer, chair of the Teaching Evaluations Standards Committee

2. Dates of Faculty Senate discussion: 5/1/2017, 5/8/2017

3. Rationale - Faculty in higher education across the country are seeking improved processes for assessment of teaching with primary focus on the purpose of professional development. In particular, there is movement away from using student end-of-semester ratings as the sole metric. This movement is due to dissatisfaction with the utility of the rating information for improving one's teaching. Furthermore, emerging experimental evidence demonstrates that student ratings fail to measure teaching effectiveness and are subject to substantial implicit bias. Early-course assessment (similar to the UNH Midcourse Assessment Program), peer observation, and portfolio-based documentation are practices that are gaining substantial traction, and which give more voice for students and more insight for instructors. There is no uniformly accepted ideal model, and reports indicate that faculty at other institutions are engaged in similar introspective activity.

4. Motion - That the Faculty Senate support development of a formative teaching assessment process that embodies the goal of continual improvement for all faculty, and which provides earlier and more productive engagement of students in this process within each course. That process should include the recommended actions that follow. The Senate Agenda Committee will implement assignments to appropriate Senate standing or ad hoc committees.

1) That a faculty senate committee, working with the Center for Excellence and Innovation in Teaching and Learning, develop specific recommendations and guidance for instructors regarding early-semester course assessment including professional development on engaging students in that process.

2) That the Center for Excellence and Innovation in Teaching and Learning develop instructional recommendations for students on how to provide constructive professional feedback.

3) That a faculty senate committee, working with the Center for Excellence and Innovation in Teaching and Learning, develop specific recommendations and guidance regarding peer- assessment practices.

4) That a faculty senate committee, working with the Center for Excellence and Innovation in Teaching and Learning and the Provost's office, develop specific recommendations and guidance regarding documentation of teaching activity and effectiveness by portfolio.


5) That a faculty senate committee, working with the Center for Excellence and Innovation in Teaching and Learning and the Provost's office, articulate a set of components of quality teaching, building on the work of the Study Committee 2016-2017.

6) That end-of-course student input be called surveys and not evaluations.

7) That a faculty senate committee take an entirely fresh look at student end-of-course survey prompts to develop a set (numerical and narrative) that provides more insight regarding student perceptions of learning, instructor behaviors, and course learning conditions. In other words, engage students in commenting on what may have affected their learning.

8) That the Center for Excellence and Innovation in Teaching and Learning, working with faculty senate representatives, develop a workshop and set of resources regarding the literature on the validity, bias, and reliability of numerical course surveys, including use of historical UNH data. This workshop may be deployed for Deans, Chairs, and all faculty.

5. Senate action: Motion passed with 54 votes in favor, 3 votes opposed, and 4 abstentions

6. Senate chair's signature: 

Forwarded to the following on May 9, 2017

President Mark Huddleston

Provost Nancy Targett

P.T. Vasudevan, Senior Vice Provost for Academic Affairs

Catherine Overson, Associate Director, CEITL

All deans

All department chairs