

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE
FACULTY SENATE

Senate Document Number 2419S
Date of Senate Approval 03/07/19

Statement of Faculty Senate Action:

FWDC 6: **Student Feedback on Instruction**
Revision of Faculty Handbook [Section 3.3.3.1.1](#)

Effective date: Immediately

Summary: This document makes changes to the procedures used to gather student feedback on instruction (formerly known as course evaluations). The major changes include:

- a) Changing the language from Student Rating of Instruction and evaluation to Student Feedback on Instruction.
- b) Consider lecture/lab courses taught by the same instructor as single courses rather than separate for purposes of student feedback, unless otherwise requested.
- c) Treating cross-listed or stacked courses as a single course for purposes of student feedback.
- d) Exempting pure undergraduate research courses (such as 499).

Rationale:

- a) The recommendation of the faculty task force which developed the new instrument was that we use the language of “feedback” rather than “evaluation.”
- b) The earlier requirement that the laboratory component be evaluated separately from the lecture component was based on the premise that the pedagogies of these components were distinct enough to warrant separate evaluation. However, pedagogies in laboratory-based sciences have changed so that the two components are more closely integrated, so that feedback should be given on the two components as a unit. In addition, anecdotal reports suggest that having separate feedback led to survey fatigue among students, thereby lowering response rates. For both reasons, we believe that lecture/lab components should generally be treated as a single course. However, in order to accommodate cases where the lab experience is not as closely integrated, such as field experiences, we believe that it should be possible to request exceptions.

c) Frequently, a course may be cross-listed with multiple prefixes; this course should be treated as one course. Similarly, similar courses may be taught at the same time by the same instructor, most frequently in the fine and performing arts (e.g., Printmaking II, III, and IV). These courses should be considered to be one course for purposes of student feedback, because it is often the case that enrollments of individual courses are insufficient (fewer than six) to enable administration of the SFI instrument.

d) The mentoring of undergraduate research is a unique pedagogical activity, distinct enough from traditional pedagogies that in our view, the SFI instrument is not appropriate. We encourage the development of other ways to evaluate the effectiveness of faculty mentorship of undergraduate research.

Note that this provision does not apply to senior research seminars, which typically include direct instruction, class discussion, and other activities beyond mentorship of research.

Delete 3.3.3.1.1:

3.3.3.1.1 Student Evaluation of Teaching Effectiveness ([SD0308F](#)) [SD1482F](#) ([SD0308F](#)) [SD8209S](#) ([SD3010S](#))

The following guidelines apply to the collection of student evaluation data:

1. Except as noted in the next point, student evaluations are to be administered in all courses taught by full-time and part-time teaching faculty and lecturers each semester of the regular academic year and during the summer. Laboratory components of courses listed as separate organized course sections from ASTR, ATMS, BIO, CHEM, CSCI, ENVR, NM, and PHYS should be evaluated separately from the lecture component.
2. To protect student anonymity, student evaluations will not be administered in classes with less than 6 students.
3. The evaluation instruments are to be administered electronically, facilitated by the Director of Institutional Research and the Assistant Provost for Academic Administration. Emails with a link to the electronic Student Rating of Instruction (SRI) instrument will be sent to students during the last week of class to insure that students have the maximum amount of information and experience upon which to base their judgments.
4. The evaluation form used must be reviewed periodically by the FWDC in consultation with the Center for Teaching and Learning and approved by the Faculty Senate before use.
5. Individual faculty will have the option to add additional questions to the evaluation instrument that they deem appropriate. Data collected from questions added by the individual faculty member will only be reported to the faculty member that requested the additional questions.
6. Individual faculty, in consultation with their department chairs, have the option to designate certain courses as inappropriate to be evaluated for development of skills irrelevant to course content.

The following guidelines apply to the use of student evaluation data:

1. Data collected from classes of fewer than 10 students have been found to be less statistically reliable than larger class sizes of at least 10-15 students. Although data from classes larger of 6 students or more will be collected and reported, data from classes with fewer than 10 students should be used cautiously.

2. All quantitative data collected and reported (other than responses to questions added by faculty under (5) above) shall be available to the faculty member, the department chair or program director and the Dean.

In addition to the University wide administered student evaluations, departments/programs or individual faculty may wish to develop and administer their own instruments (for example in mid-semester) for formative purposes.

Replace 3.3.3.1.1 with the following:

3.3.3.1.1 Student Feedback on Instruction ([SD0308F](#)) ([SD1482F](#)) ([SD0308F](#)) ([SD8209S](#)) ([SD3010S](#))

The following guidelines apply to the collection of student feedback on instruction:

1. Requests for student feedback are to be administered electronically, facilitated by the Office of Institutional Research, Effectiveness, and Planning. Emails with a link to the electronic Student Feedback on Instruction (SFI) instrument will be sent to students toward the end of the term to insure that students have the maximum amount of information and experience upon which to base their judgments. To encourage higher response rates, faculty members are encouraged to set aside class time for students to provide feedback.
2. Student feedback will be gathered on all courses taught by full-time and part-time faculty members each semester of the regular academic year and during the summer. Laboratory components of courses taught by the same instructor may be evaluated separately from the lecture component only at the request of the Department Chair, who should provide justification for separating the laboratory component to the appropriate Dean, who will provide a list of these lab components to IREP no later than one month after the beginning of the semester. When the laboratory component is taught by a different instructor, the laboratory component will always be evaluated separately from the lecture component.
3. For purposes of gathering feedback, cross-listed or stacked courses, which meet at the same time, in the same location, with the same instructor, will be treated as a single course.
4. The SFI instrument will not be administered in any 499 course (undergraduate research) or similar course which consists purely of mentoring of undergraduate research. The appropriate Dean will share a list of these courses with IREP no later than one month after the beginning of the semester. This provision does not apply to senior research seminars.
5. To protect student anonymity, student feedback will not be gathered on classes with less than 6 students.
6. The SFI form used must be reviewed periodically by the FWDC in consultation with the Center for Teaching and Learning and endorsed by the Faculty Senate before use.

Individual faculty will have the option to add additional questions to the SFI instrument that they deem appropriate. The following guidelines apply to the use of student feedback:

1. Data collected from classes of fewer than 10 students have been found to be less statistically reliable than larger class sizes of at least 10-15 students. Although data from classes of 6 students or more will be collected and reported, data from classes with fewer than 10 students should be used cautiously.
2. All quantitative data collected and reported shall be available to the faculty member, the department chair or program director and the Dean.

In addition to the University wide administered SFI instrument, departments/programs or individual faculty may wish to develop and administer their own instruments (for example in mid-semester) for formative purposes.