



Resolution Number:	W-17-04	Sponsored By:	Sen. Steven Henley-Educational Affairs Committee
Introduced On:	3-23-17		
Voted On:	3/30/17		
Result:	Passed		
Vote Count:			

A RESOLUTION TO: Support mid-semester evaluations for faculty and teaching staff

Recognizing; at Grand Valley, end of semester evaluations are the only chance for all students to provide anonymous feedback on their faculty; furthermore student evaluation weighs up to one-third of faculty assessment.

Recognizing; that Grand Valley should look to enhance and develop this feedback; not only to increase accuracy of faculty assessment, but to make sure all student voices are heard;

Recognizing; that students will be more motivated to complete mid semester evaluations because they are still actively motivated due to being enrolled in the class;

Recognizing; that studies show that mid-semester evaluations improve end-of-term faculty evaluations¹, student academic evaluation², and enhance scholarly environments³.

Recognizing; that faculty are able to adapt teaching strategies to best suit the needs of the students of that year and track changes and progress across the semester;

Recognizing; that mid-semester evaluations would serve as an essential faculty and student interaction and enhances the feedback within that relationship, which is something the university values and strives towards;

Let It Be Resolved; the Grand Valley State University Student Senate is in support of the addition of mid-semester evaluations from students to faculty and teaching staff.

¹ Cohen, Peter A. "Effectiveness of student-rating feedback for improving college instruction: A meta-analysis of findings." *Research in Higher Education* 13, no. 4 (1980): 321-41. Accessed March 20, 2017.

doi:10.1007/bf00976252.

² Whitney Ransom McGowen and Russell T. Osgathorpe, (2011). Student and Faculty Perceptions of Effects of Midcourse Evaluation. *To Improve the Academy* 29, 160-172.

³ Keutzer, Carolin. "Midterm evaluation of teaching provides helpful feedback to instructors." *Teaching of Psychology* 20, no. 4 (December 01, 1993): 238-40. Accessed March 20, 2017.

doi:10.1207/s15328023top2004_12.