

## **Resolution to Extend Faculty Choice for the Use of TNVoice End-of-Course Student Survey Results in Faculty Evaluation and Promotion for the Duration of the Pandemic (Summer and Fall Semesters 2020 and Spring, Summer, and Fall Semesters 2021)**

WHEREAS the Office of the Provost wrote on 27 March 2020 that the University would allow faculty choice about use of Spring 2020 TNVoice end-of-course student survey results in faculty annual reviews, and cautioned deans and department heads against using end-of-course student survey results if faculty choose to exclude them, and

WHEREAS the Vice Provost for Faculty Affairs issued a 10 December 2020 email reminder to Deans and Department Heads that Spring 2020 TNVoice surveys should not be used in annual reviews of non-tenure-track faculty unless the faculty member gives written permission to do so, and

WHEREAS the Office of the Provost was asked to consider an extension of this policy at the 25 January 2021 meeting of the Faculty Senate Executive Committee but rejected this request via 13 February 2021 email to Faculty Senate President Shawn Spurgeon, and

WHEREAS the pandemic situation in Knox County and Tennessee continues to affect faculty teaching, including the need for faculty to: teach both online and in-person, shift between online and in-person instruction, teach fully online, and/or teach in-person on campus with unusual and cumbersome classroom measures, such as wearing face coverings and practicing social distancing, and

WHEREAS the unprecedented changes to teaching and learning due to the pandemic have disparate and potentially inequitable effects on TNVoice survey responses across the faculty,<sup>1</sup> and

WHEREAS the use of TNVoice Student Surveys disproportionately and inequitably affect the evaluation and promotion of faculty in marginalized or minoritized groups and non-tenure-track faculty,<sup>2</sup>

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<sup>1</sup> McMurtrie, Beth. (2020, Nov. 5). The Pandemic Is Dragging On. Professors Are Burning Out: Overwhelmed and undersupported, instructors see no end in sight. *The Chronicle of Higher Education*, [chronicle.com/article/the-pandemic-is-dragging-on-professors-are-burning-out](https://www.chronicle.com/article/the-pandemic-is-dragging-on-professors-are-burning-out).

Pettit, Emma. (2020, May 26). Being a Woman in Academe Has Its Challenges. A Global Pandemic? Not Helping: Here are the steps professors say colleges must take for equity. *The Chronicle of Higher Education*, [chronicle.com/article/being-a-woman-in-academe-has-its-challenges-a-global-pandemic-not-helping](https://www.chronicle.com/article/being-a-woman-in-academe-has-its-challenges-a-global-pandemic-not-helping)

<sup>2</sup> Falkoff, M. (2018, April 25). Why we must stop relying on student ratings of teaching. *The Chronicle of Higher Education*. <https://www.chronicle.com/article/Why-We-Must-Stop-Relying-on/243213>. Flaherty, C. (2019, May 20). Fighting gender bias in student evaluations of teaching, and tenure's effect on instruction. *Inside Higher Ed*, [insidehighered.com/news/2019/05/20/fighting-gender-bias-student-evaluations-teaching-and-tenures-effect-instruction](https://www.insidehighered.com/news/2019/05/20/fighting-gender-bias-student-evaluations-teaching-and-tenures-effect-instruction). Lilienfeld, E. (2016, June 10). How student evaluations are skewed against women and minority professors. *The Century Foundation*.

[tcf.org/content/commentary/student-evaluations-skewed-women-minority-professors](https://www.tcf.org/content/commentary/student-evaluations-skewed-women-minority-professors). Boring, A. (2017). Gender biases in student evaluations of teaching. *Journal of Public Economics*, 145, 27–41.

<https://doi.org/10.1016/j.jpubeco.2016.11.006>. Boring, A., Ottoboni, K., & Stark, P.B. (2016). Student evaluations of teaching (mostly) do not measure teaching effectiveness. *ScienceOpen Research*, <https://www.scienceopen.com/document/read?vid=818d8ec0-5908-47d8-86b4-5dc38f04b23e>. Chisadza,

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BE IT THEREFORE RESOLVED that the Provost's Office extend the policy of March 2020 to maintain an adjustment to performance expectations for tenure-track and non-tenure-track faculty, including expectations with respect to delivering online instruction, allowing faculty to choose whether to include TNVoice end-of-course student survey results from summer and fall 2020 semesters and spring, summer, and fall 2021 semesters in their annual evaluations and allowing faculty to indicate their choice by including or excluding TNVoice survey results in materials for their supervisor to review, and cautioning Deans and department heads against using TNVoice results if faculty choose to exclude them.

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C., Nicholls, N. & Yitbarek, E. (2019, June). Race and gender biases in student evaluations of teachers. *Economics Letters*, 179, 66-71. <https://doi.org/10.1016/j.econlet.2019.03.022>. Fan, Y., Shepherd, L.J., Slavich, E., Waters, D., Stone, M., Abel, R., et al. (2019) Gender and cultural bias in student evaluations: Why representation matters. *PLoS ONE* 14(2): e0209749. <https://doi.org/10.1371/journal.pone.0209749>. MacNell, L., Driscoll, A., & Hunt, A. N. (2015, August). What's in a name: Exposing gender bias in student ratings of teaching. *Innovative Higher Education*, 40(4), 291-303. <https://doi.org/10.1007/s10755-014-9313-4>. Mengel, F., Sauermann, J., & Zolitz, U. (2019, April). Gender bias in teaching evaluations. *Journal of the European Economic Association*, 17(2), 535-566. <https://doi.org/10.1093/jeea/jvx057>. Merritt, Deborah J. (2008) "Bias, the Brain, and Student Evaluations of Teaching," *St. John's Law Review*, 82(1), Article 6. <https://scholarship.law.stjohns.edu/lawreview/vol82/iss1/6>. Mitchell, K. M., & Martin, J. (2018). Gender bias in student evaluations. *PS: Political Science & Politics*, 51(3), 648-652. DOI: <https://doi.org/10.1017/S104909651800001X>. Peterson, D.A.M., Biederman, L.A., Andersen, A., Ditonto, T.M., & Roe, K. (2019, May 15). Mitigating gender bias in student evaluations of teaching. *PLoS ONE* 14(5). <https://doi.org/10.1371/journal.pone.0216241>. Reid, L. D. (2010). The role of perceived race and gender in evaluation of college teaching on RateMyProfessors.com. *Journal of Diversity in Higher Education*, 3(3), 137– 152. <https://psycnet.apa.org/doi/10.1037/a0019865>. Rosen, A. S. (2018). Correlations, trends, and potential biases among publicly accessible web-based student evaluations of teaching. *Assessment & Evaluation in Higher Education*, 43(1), 31-44. <https://doi.org/10.1080/02602938.2016.1276155>. Smith, B. P. & Hawkins, B. (2011). Examining student evaluations of black college faculty: Does race matter? *The Journal of Negro Education*, 80(2), 149-162. <https://www.jstor.org/stable/41341117>.