



**SAN JOSÉ STATE
UNIVERSITY**

Office of Faculty Affairs
One Washington Square
San José, CA 95192-0021
Voice: 408-924-2450
Fax: 408-924-2425

Associate Vice President
Joan M. Merdinger

MEMORANDUM: TEMPORARY FACULTY EVALUATIONS FOR AY 2011-2012

TO: Interim VP/SA Nance, Deans, Department Chairs and School Directors

FR: Natalie M. King
AAVP/FA

DATE: January 23, 2012

Welcome to the Spring 2012 semester. Linked to this memo you will find the AY 2011-2012 materials for review of temporary faculty members, both full-time and part-time. We are providing you these materials in accordance with the May 15, 2007 – June 30, 2010 CFA-CSU Agreement which states:

Each new faculty unit employee shall also be provided no later than fourteen (14) days after the start of the quarter/semester with written notification of the evaluation criteria and procedures in effect at the time of his/her initial appointment. In addition, pursuant to provision 15.3, the faculty unit employee shall be advised of any changes to those criteria and procedures prior to the commencement of the evaluation process (Article 12.2).

Note that the review process, including a review of all materials submitted and a review of the official PAF (Personnel Action File), which is kept in the Office of Faculty Affairs, must be completed by April 16, 2012 for full-time temporary faculty and by May 1, 2012 for part-time temporary faculty. All of the due dates are contained in two calendars (see link below). Each calendar has the same information, but is presented in different formats.

Please distribute these links to all temporary faculty members to inform them of the criteria for evaluation no later than 14 days after the start of the Spring 2012 semester. The following items are linked to assist you in the review of temporary faculty members in Spring 2012:

- 1) Temporary Faculty Evaluations
 - Calendars (2 sets)
 - Instructions for Evaluation of Temporary Faculty (Detailed & General)
 - Instructions for Completing Forms Electronically
 - Annual Evaluation Full-Time Temporary Faculty
 - Annual Summary of Achievements Full-Time Temporary Faculty
 - Annual Evaluation Part-time Temporary Faculty
 - Annual Summary of Achievements Part-Time Temporary Faculty
- 2) S10-7 "Appointment and Evaluation Policy for Temporary Faculty"
- 3) S91-9 "Evaluation of Teaching Effectiveness"
- 4) F02-2 "Adoption of New SOTE Instrument"
- 5) S08-1 "Administration of Online Student Opinion of Teaching Effectiveness (SOTE) Evaluations for Online Courses"
- 6) F04-1 "Student Opinion Teaching Evaluation and Student Opinion Laboratory Teaching Evaluation Interpretation Guides"
- 7) Interpretation Guides for SOTE Results

Should you have questions, please contact me at 924-2450.

c: President Mohammad Qayoumi
Provost Junn
Vice Provost for Academic Administration & Personnel Whitcomb
CFA President Cara

The California State
University:
Chancellor's Office
Bakersfield, Channel Islands,
Chico, Dominguez Hills, East
Bay, Fresno, Fullerton,
Humboldt, Long Beach, Los
Angeles, Maritime Academy,
Monterey Bay, Northridge,
Pomona, Sacramento, San
Bernardino, San Diego, San
Francisco, San José, San Luis
Obispo, San Marcos, Sonoma,
Stanislaus



Faculty Affairs Office

Temporary Faculty Evaluations

CALENDAR Spring 2012

- January 24, 2012 Office of Faculty Affairs will distribute materials to departmental and decanal offices. Departments will assure that each eligible faculty member receives materials to complete the evaluation.
- February 22, 2012 Annual Summary of Achievements, all available standardized student data (SOTEs) for the evaluation period, and a peer review during the evaluation period of teaching or performance in other academic assignment including review of course materials for all temporary faculty (Full-Time and Part-Time) are due to the Department Chair.
- March 7, 2012 (Optional) If Department is adding materials to be reviewed as part of the Full-Time faculty evaluation, need to provide copies of these additional materials to the FT faculty.
- March 12, 2012 Departmental and/or Chair evaluations for Full-Time temporary faculty are due to faculty member, who then has ten (10) days to submit rebuttal.
- March 16, 2012 (Optional) If Department is adding materials to be reviewed as part of the Part-Time faculty evaluation, need to provide copies of these additional materials to the PT faculty.
- March 23, 2012 Departmental and/or Chair evaluations for Full-Time temporary faculty, along with Annual Summary of Achievements, and any rebuttal from faculty member, are due to the Dean for review.
- March 23, 2012 Chair evaluations for Part-Time temporary faculty are due to faculty member, who then has ten (10) days to submit rebuttal.
- April 2, 2012 Dean's evaluation for Full-Time temporary faculty are due to Full-Time faculty member, who then has ten (10) days to submit rebuttal.
- April 6, 2012 Departmental evaluations for Part-Time temporary faculty, along with Annual Summary of Achievements and any rebuttal are due to the Dean for review.
- April 16, 2012 Evaluation process for Full-Time temporary faculty must be completed. Evaluations, Annual Summary of Achievements and any rebuttals are due to Office of Faculty Affairs.
- April 16, 2012 Dean's evaluations for Part-Time temporary faculty are due to Part-Time faculty member, who then has ten (10) days to submit rebuttal.
- May 1, 2012 Evaluation process for Part-Time temporary faculty must be completed. Evaluations, Annual Summary of Achievements and any rebuttals due to the Office of Faculty Affairs.



Faculty Affairs Office

Temporary Faculty Evaluations

SPRING 2012 CALENDAR*

* Due dates set out in columns for
Full-Time & Part-Time Faculty

<u>Full-Time Faculty</u>	<u>Event</u>	<u>Part- Time Faculty</u>
January 24, 2012	Office of Faculty Affairs will distribute materials to departmental and decanal offices. Departments will assure that each eligible faculty member receives materials to complete the evaluation.	January 24, 2012
February 22, 2012	Annual Summary of Achievements, all available standardized student data (SOTEs) for the evaluation period, and a peer review during the evaluation period of teaching or performance in other academic assignment including review of course materials for all temporary faculty are due to the Department Chair.	February 22, 2012
March 7, 2012	(Optional) If Department is adding materials to be reviewed as part of the faculty evaluation, need to provide copies of these additional materials to the faculty.	March 16, 2012
March 12, 2012	Departmental and/or Chair evaluations for temporary faculty are due to faculty member, who then has ten (10) days to submit rebuttal.	March 23, 2012
March 23, 2012	Departmental and/or Chair evaluations for temporary faculty, along with Annual Summary of Achievements, and any rebuttal from faculty member, are due to the Dean for review.	April 6, 2012
April 2, 2012	Dean's evaluation for temporary faculty are due to faculty member, who then has ten (10) days to submit rebuttal.	April 16, 2012
April 16, 2012	Evaluation process for Full-Time temporary faculty must be completed. Evaluations, Annual Summary of Achievements and any rebuttals are due to Office of Faculty Affairs.	May 1, 2012

Detailed Instructions for the Annual Evaluation of Temporary Faculty

The evaluation of temporary faculty is conducted in the Spring semester in accordance with Articles 15.20 -15.27 of the May 15, 2007-June 30, 2010 CFA-CSU Agreement (“Agreement”) and Section IV of University Policy S10-7. Also relevant are the following: Article 12 of the Agreement, (reappointment process for temporary faculty), S91-9 (peer observations), S08-1(the administration of online SOTEs [Student Opinion of Teaching Effectiveness] for online courses), F02-2 (Adoption of New SOTE Instrument), and F04-1 (Student Opinion Teaching Evaluation and Student Opinion Laboratory Teaching Evaluation Interpretation Guides). The following instructions set out the requirements at each level of review, depending on whether the faculty member is full-time, part-time, and/or has an entitlement.

- A temporary faculty member who has taught only one semester or less **may**, but is not required to, be evaluated, **unless** such faculty member requests that an evaluation be performed.
- A temporary faculty member who has been appointed for two or more semesters, but does NOT hold a three (3) year appointment **must** be evaluated annually.
- Full-time and part-time temporary faculty who hold three (3) year entitlements **must** be evaluated at least once during the term of their appointment and **may** be evaluated more frequently upon the request of either the faculty member or the President or his designee. The Office of Faculty Affairs recommends that the evaluation occur in the spring semester of the second year of the entitlement. If no evaluation has been done by that time, the evaluation must occur in the spring semester of the third year of the entitlement.
- When a temporary faculty member is being reviewed, the temporary faculty member shall turn in to the Department Chair by **February 22, 2012**: (1) the Annual Summary of Achievements (ASA), (2) all available standardized student data (SOTEs) during the evaluation period, and (3) a peer review during the evaluation period of teaching or performance in other academic assignment including review of course materials.
- For all full-time temporary faculty members who are being reviewed, a department committee of tenured faculty **must** consider the faculty member’s (1) Annual Summary of Achievements (ASA), (2) standardized student data (SOTEs) during the evaluation period, and (3) peer review during the evaluation period of teaching or performance in other academic assignment including review of course materials. The Department Chair **may** make a separate recommendation as part of the evaluation process. The committee, and if applicable, the Department Chair, shall give its completed review/recommendation to the full-time, temporary faculty member no later than **March 12, 2012**. During the period of review, additional documentation provided by the faculty member or gathered by the department committee or Chair shall be considered an extension of the Working Personnel Action File (WPAF). *Copies of material not provided by the full-time temporary faculty member and not previously a part of the WPAF **must** be given to the faculty member at least five (5) days before the review is completed.*
- For all part-time temporary faculty members who are being reviewed, the Department Chair, alone or with the assistance of other tenured faculty in the department, **must** consider the part-time temporary faculty member’s SOTEs, ASA, and peer reviews submitted to the Department Chair. Each department may decide whether evaluation of part-time temporary faculty will be completed by the

Chair alone, the personnel committee, or another committee of full-time tenured faculty. The Department Chair, alone or with the assistance of other tenured faculty in the department, shall give his/her/their completed review/recommendation to the part-time temporary faculty member no later than **March 23, 2012**. During the period of review, additional documentation provided by the faculty member or gathered by the department committee or Chair shall be considered an extension of the Working Personnel Action File (WPAF). *Copies of material not provided by the part-time temporary faculty member and not previously a part of the WPAF must be given to the faculty member at least five (5) days before the review is completed.*

- There are different evaluation forms to be used for full-time and part-time employees.
- For all temporary faculty being reviewed, after the department has completed its review, a copy of the evaluation **must** be given to the faculty member. *The faculty member then has ten (10) days to submit a response/rebuttal to the Department Chair.*
- When ten (10) days have elapsed from giving the evaluation to the temporary faculty member, the temporary faculty member's submitted documentation, including any response/rebuttal to the evaluation, and the evaluations of the committee and/or Chair **must** be forwarded to the Dean. For full time temporary faculty evaluations, this shall occur no later than **March 23, 2012**. For part time temporary faculty evaluations, this shall occur no later than **April 6, 2012**.
- The Dean may add a separate evaluation to the review. Following his or her review, the Dean **must** provide the faculty member with a copy of the completed evaluation. For full-time temporary faculty members, this shall occur no later than **April 2, 2012**. For part-time temporary faculty members, this shall occur no later than **April 16, 2012**. *The faculty member then has ten (10) days to submit a response/rebuttal.* After ten (10) days have elapsed, the Dean shall forward to the official Personnel Action File (PAF) (1) the completed evaluation, (2) any response/rebuttal by the faculty member, and (3) the ASA. Copies of these documents will be forwarded to the faculty member and the department. For full-time temporary faculty members, this shall occur no later than **April 16, 2012**. For part-time temporary faculty members, this shall occur no later than **May 1, 2012**. Normally, any additional documentation will be returned to the department of the faculty member, as appropriate.
- It is important that temporary faculty members receive complete and detailed evaluations, regardless of their reappointment status.
- The evaluation's written comments on the evaluation should support the rating (commendable, excellent, satisfactory, needs improvement, unsatisfactory). Evaluations should be based on written evidence, not on informal sources of input such as casual comments. The evaluation process **must** include a review of the official Personnel Action File (PAF) which is located in the Office of Faculty Affairs (ADM 150).
- Any decision to reappoint or not to reappoint a temporary faculty member **must** be based on the careful consideration of their entire SJSU Personnel Action File (PAF). **Therefore, no offers of appointment should be made before the completion of the annual reviews, and each appointment decision should include consideration of all annual evaluations in the PAF, including the current year.**

GENERAL INSTRUCTIONS FOR TEMPORARY FACULTY EVALUATIONS*

**PLEASE ATTACH THIS SHEET TO EACH EVALUATION FORM FOR FULL-TIME AND PART-TIME TEMPORARY FACULTY MEMBERS*

This evaluation takes place in Spring 2012. However, the review period covers Spring 2011 and Fall 2011. Please note that *"careful consideration" for employment requires a review of all previous evaluations in addition to the current annual evaluation*; therefore all materials submitted by the faculty member and the official Personnel Action File (PAF), which is located in the Office of Faculty Affairs, must be considered. If there have been changes in the performance since the last evaluation, these should be noted.

Please note that S10-7 requires that “all full-time and part-time temporary faculty submit an ‘Annual Summary of Achievements’ form.” This requirement is independent from the evaluation process.

Copies of any materials not supplied by the faculty member must have been provided to him or her five (5) days before the departmental review is completed (per the May 15, 2007-June 30, 2010 CFA-CSU Agreement, Article 11.4). After completion of the departmental review, a copy of the evaluation shall be given to the faculty member. The faculty member then has ten (10) days to file a response/rebuttal with the Department Chair before the evaluation, with supporting documentation, is forwarded to the College Dean’s office.

After the Dean has completed the form, she or he shall provide the faculty member with a copy of the completed evaluation. The Dean shall then afford the faculty member ten (10) days to file a response/rebuttal with the Dean (and to send a copy of the response/rebuttal to the Department Chair). At the conclusion of ten (10) days, the Dean shall forward to the Office of Faculty Affairs (1) The annual evaluation form, (2) The annual summary of achievements, and (3) Any response/rebuttal from the faculty member. The Office of Faculty Affairs will then file these documents in the faculty member’s Personnel Action File (PAF). Normally documentation will be returned to the department of faculty member, as appropriate.

Instructions for Completing FT Forms Electronically:

Any place the #N/A appears it indicates a field that will automatically populate once you have set up your data sheet. Typing in the employee ID# for the faculty member will be all that is required once your data sheet is complete.

The self-populating items are primarily items that have pre-determined data that needs to be on the evaluation. Those items that require evaluation and are subjective you will have to type in manually.

In order for the pre-determined items to work properly once you have entered all of the data requested you must then sort the data by the employee ID # (smallest to largest). Once that is complete the sheet will work. If you do not wish to use this feature there is an alternate version of the form available on the Faculty Affairs webpage.

For problems with the form please contact Angee Ortega McGhee at 4-2453 or via email at angee.ortegamcgee@sjsu.edu

FULL-TIME TEMPORARY FACULTY ANNUAL EVALUATION FOR 2011 page 1 of 2

Evaluation Time Period: Spring 2011 & Fall 2011

Employee ID# _____

Name _____ #N/A _____ #N/A Department/School _____ #N/A
College _____ #N/A _____ Current Rank _____ #N/A
Date of Last Annual Evaluation _____
Spring 2011 Timebase _____ #N/A Fall 2011 Timebase _____ #N/A

Spring 2011 Assignments

#N/A
#N/A
#N/A
#N/A
#N/A

Fall 2011 Assignments

#N/A
#N/A
#N/A
#N/A
#N/A

I.A. Teaching Effectiveness: (check one)

_____ Commendable _____ Good _____ Satisfactory
_____ Needs Improvement _____ Unsatisfactory

Comments: (required)

B. Service to Students & the University: (check one)

_____ Commendable _____ Good _____ Satisfactory
_____ Needs Improvement _____ Unsatisfactory

Comments: (required)

II. Scholarly, Creative, or Professional Achievements: (check one)

_____ Commendable _____ Good _____ Satisfactory
_____ Needs Improvement _____ Unsatisfactory

Comments: (required)

FULL-TIME TEMPORARY FACULTY ANNUAL EVALUATION FOR 2011 *page 2 of 2*

Employee ID# _____

This 2011 evaluation of _____ #N/A _____ #N/A is based on the following sources of information:

- _____ Student Evaluations
- _____ Peer Observations
- _____ Course Outlines, Tests, Grading, etc.
- _____ Annual Summary of Achievements
- _____ Other

_____ The official Personnel Action File (PAF) has been reviewed in making this evaluation.	I have read the evaluation. My signature indicates neither agreement nor disagreement with the statements made.
Chair/Director _____ Date _____ Comments, if any, by Chair/Director:	Faculty Member Signature _____ Date _____ _____ Dean/Designee Signature _____ Date _____
	_____ The official Personnel Action File (PAF) has been reviewed in making this evaluation. Comments, if any, by Dean/Designee:

FULL-TIME TEMPORARY FACULTY ANNUAL EVALUATION FOR 2011 *page 1 of 2*

ANNUAL SUMMARY OF ACHIEVEMENTS ("ASA") FOR 2011

ASA Time Period: Spring 2011 & Fall 2011

Name _____ Department/School _____
College _____ Employee ID # _____

This ASA form must be completed by each full-time temporary faculty member and submitted to the Chair/Director by February 22, 2012. A copy will be attached to the Annual Evaluation and will be placed in the faculty member's Personnel Action File to provide a cumulative record of professional qualifications and contributions.

NOTE: *Documentation should not be attached unless it is requested by the Department/School/Division or Dean.*

1. Academic Assignment

A. Effectiveness in Teaching

Although much of the evidence concerning teaching effectiveness will be obtained through student & peer evaluations or examinations of course outlines, tests, or grades, additional information regarding teaching practices & regarding activities intended to maintain or improve teaching effectiveness should be described.

B. Service to Students & the University

Such activities as advising, committee service, or special assignments should be listed.

cc: Faculty Member
Department Files
Personnel Action File

FULL-TIME TEMPORARY FACULTY ANNUAL EVALUATION FOR 2011 *page 2 of 2*

ANNUAL SUMMARY OF ACHIEVEMENTS ("ASA") FOR 2011

ASA Time Period: Spring 2011 & Fall 2011

Name _____

EmplID# _____

2. Scholarly, Creative, or Professional Achievements

A. Publications or Creative Productions

B. Participation in Professional Associations and Meetings

C. Other Scholarly, Creative, or Professional Achievements

I agree that the information contained in this 2011 Annual Summary of Achievements is true & accurate to the best of my knowledge.

Print Name

Signature

Date

cc: Faculty Member
Department Files
Personnel Action File

Instructions for Completing PT Forms Electronically:

Any place the #N/A appears it indicates a field that will automatically populate once you have set up your data sheet. Typing in the employee ID# for the faculty member will be all that is required once your data sheet is complete.

The self-populating items are primarily items that have pre-determined data that needs to be on the evaluation. Those items that require evaluation and are subjective you will have to type in manually.

In order for the pre-determined items to work properly once you have entered all of the data requested you must then sort the data by the employee ID # (smallest to largest). Once that is complete the sheet will work. If you do not wish to use this feature there is an alternate version of the form available on the Faculty Affairs webpage.

For problems with the form please contact Angee Ortega McGhee at 4-2453 or via email at angee.ortegamcgee@sjsu.edu

PART-TIME TEMPORARY FACULTY ANNUAL EVALUATION FOR 2011 page 1 of 2

Evaluation Time Period: Spring 2011 & Fall 2011

Employee ID# _____

Name _____ #N/A _____ #N/A Department/School _____ #N/A
College _____ #N/A _____ Current Rank _____ #N/A
Date of Last Annual Evaluation _____
Spring 2011 Timebase _____ #N/A Fall 2011 Timebase _____ #N/A

Spring 2011 Assignments

#N/A

#N/A

#N/A

#N/A

#N/A

Fall 2011 Assignments

#N/A

#N/A

#N/A

#N/A

#N/A

I. Teaching Effectiveness: (check one)

_____ Commendable _____ Good _____ Satisfactory
_____ Needs Improvement _____ Unsatisfactory

Comments: (required)

II. Professional Preparation or Contributions: (check one)

Include Comments if additional information relevant to teaching assignment has been provided.

Comments: (required)

PART-TIME TEMPORARY FACULTY ANNUAL EVALUATION FOR 2011 *page 2 of 2*

Employee ID# _____

This 2011 evaluation of _____ #N/A _____ #N/A is based on the following sources of Information:

- _____ Student Evaluations
- _____ Peer Observations
- _____ Course Outlines, Tests, Grading, etc.
- _____ Annual Summary of Achievements
- _____ Other

_____ The official Personnel Action File (PAF) has been reviewed in making this evaluation.	I have read the evaluation. My signature indicates neither agreement nor disagreement with the statements made.
Chair/Director _____ Date _____ Comments, if any, by Chair/Director:	Faculty Member Signature _____ Date _____
	Dean/Designee Signature _____ Date _____ _____ The official Personnel Action File (PAF) has been reviewed in making this evaluation. Comments, if any, by Dean/Designee:

PART-TIME TEMPORARY FACULTY ANNUAL EVALUATION FOR 2011 page 1 of 2

ANNUAL SUMMARY OF ACHIEVEMENTS ("ASA") FOR 2011

ASA Time Period: Spring 2011 & Fall 2011

Name _____ Department/School _____
College _____ Employee ID # _____

This ASA form must be completed by each part-time temporary faculty member and submitted to the Chair/Director by February 22, 2012. A copy will be attached to the Annual Evaluation and will be placed in the faculty member's Personnel Action File to provide a cumulative record of professional qualifications and contributions.

NOTE: *Documentation should not be attached unless it is requested by the Department/School/Division or Dean.*

1. Teaching Effectiveness

Although much of the evidence concerning teaching effectiveness will be obtained through student & peer evaluations or examination of course course materials, additional information regarding teaching practices & regarding activities intended to maintain or improve teaching effectiveness would be helpful.

cc: Faculty Member
Department Files
Personnel Action File

PART-TIME TEMPORARY FACULTY ANNUAL EVALUATION FOR 2011 *page 2 of 2*

ANNUAL SUMMARY OF ACHIEVEMENTS ("ASA") FOR 2011

ASA Time Period: Spring 2011 & Fall 2011

Name _____

EmplID# _____

II. Professional Preparation of Achievements

If you have been involved in outside activities that increase your qualifications for teaching or demonstrate professional contributions and achievements that are relevant to teaching, please describe them.

I agree that the information contained in this 2011 Annual Summary of Achievements is true & accurate to the best of my knowledge.

Print Name

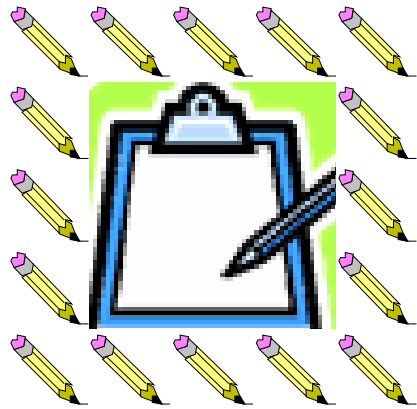
Signature

Date

cc: Faculty Member
Department Files
Personnel Action File

UNIVERSITY POLICY S10-7

Appointment and Evaluation Policy
for
Temporary Faculty





A campus of The California State University

Office of the Academic Senate • One Washington Square • San Jose, California 95192-0024 • 408-924-2440 Fax: 408-924-2451

S10-7, Policy Recommendation, Appointment and Evaluation Policy for Temporary Faculty

Legislative History: Replaces F99-6

At its meeting of May 3, 2010, the Academic Senate approved the following policy recommendation presented by Senator Backer for the Professional Standards Committee.

**Action by University President: Approved by President
Jon Whitmore**

Date: May 28, 2010

POLICY RECOMMENDATION APPOINTMENT AND EVALUATION POLICY FOR TEMPORARY FACULTY

Replaces: F99-6

Resolved: that the attached policy be implemented; and be it further

Resolved: that F 99-6 be rescinded

Approved: 11/2/09

Vote: 9-0-0

Present: Pat Backer (chair), Joan Merdinger, Herb Silber, Michael Kimbarow,
Wendy Ng, William Jiang, Mark Correia, Kell Fujimoto, Byron Pulu

Excused: Buddy Butler

FINANCIAL IMPACT: This policy does not have any direct financial impact.

WORKLOAD: This policy has the potential to reduce the workload of Department Chairs and other faculty involved in the evaluation of temporary faculty.

RATIONALE:

F99-6 is not aligned with the terms of the current CFA contract and needs to be amended to assure compliance. Also, the policy needs to be more specific with regard to processes that are not clearly delineated in the CFA contract. The following changes were made in this policy.

- The present policy was amended to refer directly to the CFA contract for definitions including faculty rank, SSIs, and length of appointment.
- The current CFA contract established that denial of a range elevation is subject to a peer review process; the Peer Panel's decision is final. This was changed in the current policy.
- This policy amends the evaluation process for full-time and part-time temporary faculty holding three (3) year appointments. Under this revised policy, full-time and part-time temporary faculty holding three (3) year appointments will normally be evaluated once during the term of their appointment but may be evaluated more frequently upon the request of either the employee or the President or his/her designee. This aligns this policy with the current CFA agreement.
- This policy requires that all full-time and part-time temporary faculty submit an "Annual Summary of Achievements" form.
- This policy extends the department evaluation cycle for temporary faculty.
- This policy clarifies the confidentiality of the review process.

APPOINTMENT AND EVALUATION POLICY FOR TEMPORARY FACULTY

Temporary faculty should be provided with a weblink to this policy.

I. Preamble

A. Purpose

This policy covers the procedures for appointment, reappointment, and evaluation (including range elevation) of Unit 3 faculty members serving in a temporary appointment (full-time or part-time). This policy also specifies and defines appropriate titles to be assigned to temporary faculty. The procedures provided in this policy are based on the terms of the Agreement between the current California State University (CSU) and the California Faculty Association (CFA).

B. Additional Guidance^[1]

1. Agreement: For information on appointment terms, salary schedules, benefits, workload, and other working condition matters, the Agreement between the CSU and the CFA should be reviewed.
2. Equal Employment Opportunity: No individual shall be denied consideration in any of the conditions of employment because of race, ethnicity, religion, national origin, gender, sexual orientation, age, disability, medical condition or covered veteran's status.
3. Evaluation: SJSU's policies on evaluation of teaching and use of SOTEs are to be followed in carrying out the procedures described in this policy.
4. SSIs: Guidance on eligibility and awarding of Service Salary Increases (SSIs) can be found in the current CSU/CFA Agreement.
5. Professional Responsibilities: The University Policy, S99-8, "Academic Freedom and Professional Responsibility," should be reviewed for guidance on faculty responsibilities to the university and the rules on conflicts of interest.
6. Voting Rights: Departmental voting rights for temporary faculty members are covered by the Agreement, and University Policies F02-4, "Departmental Voting Rights," and F07-4, "Definition of Majority Vote Regarding Selection and Review of Department Chairs."
7. Faculty Handbook: A copy of the *Lecturer Reference Guide, San José State University* provides helpful information on SJSU resources of interest to faculty

and students. A copy may be obtained from the Department Chair (or equivalent person for the unit) or the Office of Faculty Affairs.

8. **Work Assignment:** Temporary faculty are strongly encouraged to seek guidance from their Chair (or equivalent person for their unit) for clarification of items covered by this policy, as well as other University policies and department practices with respect to grading, testing, textbooks, office hours, curriculum goals, disability accommodations, academic integrity, etc. Department Chairs (and equivalent persons for their unit) are strongly encouraged to schedule a meeting with temporary faculty each semester and/or make available to them a written summary of department operations.
9. **Confidentiality:** All deliberations in the evaluation process are to be confidential. Recommendations are to be kept confidential except that the reviewee, appropriate administrators, the President or his/her designee, the Chair/director and peer review committee members are to have access to written recommendations.

C. Authorization of Temporary Appointments

Temporary appointments are designed to meet a variety of instructional needs within the University. These needs may include to enrich the curriculum, to provide instruction in specialized areas not otherwise available to the University, to provide flexibility in staffing to meet unanticipated student demand or shifts in enrollment, or to replace regular faculty members on leave or on temporary assignments elsewhere.

D. Temporary as Distinct from Probationary

All types of temporary appointments are distinct from probationary (tenure-track) appointments and do not guarantee or imply the right to tenure or the eventuality of a tenure-track appointment.

Eligible persons initially appointed to temporary positions may apply for a probationary appointment if available.

II. Terminology

A. Per the Agreement and past practices at SJSU, the following terminology should be used in letters of appointment and other documents describing temporary faculty employed at SJSU.

In contrast to the designation of professor (including assistant professor and associate professor), which by tradition is reserved for people selected to tenure track positions or awarded an honorary professorial title, the designation of temporary faculty members is frequently established by contract and by campus

usage. The term "adjunct faculty" is not restricted to volunteer faculty members, but may be used synonymously with temporary faculty. However, the term "adjunct professor" is restricted as described in 8.a. below.

1. Lecturer—Describes all part-time and full-time temporary instructional faculty.
2. Temporary Faculty with Assignments in Athletics, Library and Student Services Professional Academic-Related (SSP-AR)—Employees in these areas will have designations appropriate to their field. These employees are covered by the provisions of this policy on temporary faculty.
3. Visiting Faculty—A full-time temporary instructional faculty member for up to one academic year. Individuals appointed to this classification shall not be eligible for a subsequent appointment for the duration of the 2007-2010 Agreement (see Article 12.34).
4. Visiting Lecturer – A part-time or full-time temporary instructional faculty member who is not a professor at any other institution, who will be at SJSU for just one or two semesters, and does not plan to request subsequent appointment.
5. Visiting Professor—A part-time or full-time temporary instructional faculty member who has achieved the title of professor at another institution, will be at SJSU for just one or two semesters, and does not plan to request subsequent appointment.
6. Distinguished Visiting Lecturer or Distinguished Visiting Professor—A person described in (4) or (5) above for whom the appropriate college Dean has received approval for use of this title from the Provost after submitting a request that describes the person's qualifications and contributions that warrant this title.
7. Visiting Scholar – A full-time or part-time lecturer hired or volunteering for academic work other than teaching and without the expectation of seeking subsequent appointment shall generally be referred to as a *visiting scholar*. Such designation shall be granted by the Dean of the appropriate college. The term *distinguished visiting scholar* may only be used when the appropriate college dean has received approval from the Provost after submitting a request that describes the person's qualifications and contributions that warrant the title.
8. Volunteer Employees:
 - a. Adjunct Professor—Under CSU guidelines, this title designates a "volunteer employee" who has demonstrated scholarly, creative, or professional achievement and who has a continuing relationship with at least one department at SJSU through lecturing, supervision of students, directing of research, or advising on academic matters.

Normally, the level of achievement demonstrated shall be comparable to standards required for appointment to the rank of associate or full professor, and the responsibilities assumed shall represent some or all of those normally performed by faculty. Exceptions may be made if an individual possesses specific skills or expertise of value to a given department that may not be reflected in a typical appointment process.

When a department wishes to request the status of "adjunct associate or professor" for an individual, the Chair (or equivalent person for the unit) shall forward the request, with a description of the person's qualifications and contributions, to the Dean for review. The Dean's recommendation and that of the department shall then be submitted to the Provost, who, upon determining that the appropriate level of professional distinction has been demonstrated, and that actual and potential contributions to the University warrant special recognition, shall formally issue appointment to the status of "adjunct associate or professor" for a maximum of three years.

- b. Other—A volunteer instructional employee who is not designated as an adjunct professor, shall be designated as a lecturer, visiting lecturer, or visiting assistant, associate or professor, within the guidelines stated above.

III. Initial and Subsequent Appointments

A. Appointment Letters and Timing

Offers of appointment are to be made in writing by the Dean, the Associate Vice President for Faculty Affairs, the Provost, or the President. Oral offers or offers made by persons other than those listed in the previous sentence are neither valid nor binding upon the University. Official notification of appointment should include the start and termination date of the appointment, classification, timebase, rank when appropriate, employee status, assigned department or equivalent unit, and other conditions of employment. The notification shall also state that the appointment automatically expires at the end of the stated period and does not establish an entitlement or any special consideration for subsequent appointments or any further appointment rights.

Generally, temporary appointments (both full- and part-time) should be made sufficiently in advance of the beginning of instruction to allow adequate time for course preparation and the acquisition of appropriate texts and instructional materials.

B. Nature of Part-Time Work Assignments

Normally, part-time temporary appointments are made for teaching assignments only. Part-time faculty shall be paid on a pro rata basis if they are assigned duties such as, committee assignments or general advising, in addition to those normally

associated with course instruction. Part-time temporary faculty are generally welcome to attend department and college meetings and attend campus forums and workshops on a volunteer basis.

C. Salary

1. In general: The placement of an appointee on the salary schedule is a function of an individual's qualifications and not whether the appointment is on a full-time or part-time basis.

Appointment of a temporary employee in consecutive academic years to a similar assignment in the same department or equivalent unit shall require the same or higher salary placement as in the prior appointment.

A temporary employee with assignments in more than one more department may have different salary placements in each department.

2. Range: The salary schedule for lecturers includes five ranges—LL, LA, LB, LC, and LD. For guidelines on these ranges, see Section V, Range Elevation.

D. Length of Appointment

All appointments of temporary faculty members must be consistent with Article 12 of the current CFA-CSU Agreement.

E. Careful Consideration

Careful consideration: Every department or equivalent unit is to maintain a list of temporary employees who have been evaluated by the department. If the employee applies for a position in that department or equivalent unit or for the applicant pool for that department or equivalent unit, the faculty unit employee's previous periodic evaluations and application shall receive careful consideration.

IV. Evaluation

A. Timing of Notification of Criteria and Procedures

Within 14 days after the start of the semester, Department Chairs (or equivalent persons for their unit) are to provide temporary faculty unit employees with written notification of the evaluation criteria and procedures in effect at the time of their appointment. Employees are to be advised of any changes to evaluation criteria and procedures prior to the commencement of the evaluation period.

B. Process

1. Purpose: The performance of temporary faculty should be carefully evaluated in order to provide students with the best instruction possible, and to assist in the careful consideration of temporary faculty for any future temporary or probationary positions for which they may be candidates.
2. Multiple Assignments: Temporary faculty are to be evaluated separately within each department for which they have an assignment.
3. The Working Personnel Action File shall be defined as that file specifically generated for use in a given evaluation cycle. That file shall include all required forms and documents, all information specifically provided by the employee being evaluated, and information provided by faculty unit employees, students, and academic administrators. It shall also include all faculty and administrative level evaluation recommendations from the current cycle, and all rebuttal statements and responses submitted.
4. Periodic Evaluation: The Agreement calls for periodic evaluation of temporary faculty which results in written statements to be placed in the employee's Personnel Action File. The specifics of the periodic evaluation are explained below.
 - a. Full-time temporary faculty.
 1. Full-time temporary faculty (1.0) appointed within a single department for two or more semesters, regardless of a break in service, shall be evaluated in terms of their particular assignment and the criteria appropriate to that assignment.
 2. Full-time temporary faculty holding three (3) year appointments pursuant to Article 12 of the CFA-CSU Agreement, shall be evaluated at least once during the term of their appointment and may be evaluated more frequently upon the request of either the employee or the President or his/her designee.
 3. For all full-time temporary faculty, at a minimum, a department committee of tenured faculty shall consider: a) in accordance with university policy on student opinions of teaching effectiveness, all available standardized student data, b) peer review of teaching or performance in other academic assignment including review of course materials, and c) information provided by the faculty member on an "Annual Summary of Achievements" form, which must be submitted to the Department Chair (or equivalent person for the unit) by March 1. The Department Chair may make a separate recommendation as part of the evaluation process. During the period of review, additional documentation provided by the faculty member or gathered by the department committee

or Chair shall be considered an extension of the Working Personnel Action File. Copies of material not provided by the faculty member and not previously a part of the Working Personnel Action File must be given to the faculty member before the review is done.

The employee's documentation and the evaluations of the committee and Chair (if a separate evaluation was performed) shall be forwarded to the Dean. Following his/her review, the Dean shall forward copies of the completed evaluation and Summary of Achievements to the official Personnel Action File and to the faculty member and the department. Normally documentation will be returned to the department or faculty member, as appropriate.

The evaluation process must be completed by April 1. Careful consideration of evaluations is required before appointments may be made (addenda or revisions may be submitted later if necessary).

b. Part-time temporary faculty:

1. Part-time temporary faculty (less than 1.0) appointed for two or more semesters, regardless of a break in service, shall be evaluated annually in terms of their particular assignment and the criteria appropriate to that assignment.
2. Part-time temporary faculty holding three (3) year appointments pursuant to Article 12 of the CFA-CSU Agreement, shall be evaluated at least once during the term of their appointment and may be evaluated more frequently upon the request of either the employee or the President or his/her designee.
3. Part-time temporary faculty appointed for one semester or less shall be evaluated at the discretion of the Department Chair, appropriate administrator, or the department. In addition, the employee may request that an evaluation be performed.
4. For all part-time faculty, at a minimum, the Department Chair, alone or with the assistance of other tenured faculty in the department, shall consider: a) in accordance with university policy on student opinions of teaching effectiveness, all available standardized student data, b) peer review of teaching or performance in other academic assignment including review of course materials, and c) information provided by the faculty member on an "Annual Summary of Achievements" form, which must be submitted to the Department Chair (or equivalent person for the unit) by March 1. Each department may decide whether evaluation of part-time temporary faculty will be completed by the Chair alone, the personnel committee, or another committee of full-time tenured faculty. During the period of review, additional documentation provided by the faculty member

or gathered by the department committee or Chair shall be considered an extension of the Working Personnel Action File. Copies of material not provided by the faculty member and not previously a part of the Working Personnel Action File must be given to the faculty member before the review is done.

The employee's documentation and the evaluations of the committee and Chair (if a separate evaluation was performed) shall be forwarded to the Dean. Following his/her review, the Dean shall forward copies of the completed evaluation and Summary of Achievements to the official Personnel Action File and to the faculty member and the department. Normally documentation will be returned to the department or faculty member, as appropriate.

The evaluation process must be completed by April 15. Careful consideration of evaluations is required before appointments may be made (addenda or revisions may be submitted later if necessary).

c. Coaching Faculty: In addition to the above guidelines for full-time and part-time temporary faculty, evaluations of Coaching Faculty Unit Employees shall include an opportunity for peer input and evaluation by appropriate administrators.

d. Volunteer and Visiting Temporary Faculty: Volunteer and visiting temporary faculty with an appointment of one academic year or less need only be evaluated if the appropriate Chair or the employee requests such evaluation.

5. Rebuttal: At all levels of review and before recommendations are forwarded to the next level of review, the employee shall be given a copy of the recommendation and may submit a rebuttal statement or response in writing and/or request a meeting be held to discuss the recommendation within ten days of receiving it. A copy of any response or rebuttal statement is to accompany the Working Personnel Action File and be sent to all previous levels of review.

V. Range Elevation

A. Definition and Principles

1. Definition: Range elevation refers to movement on the salary schedule for lecturers to the next range (LA, LB, LC, or LD).
2. Eligibility: Lecturers who have no more SSI (Service Salary Increase) eligibility in their current range and who have served five years in their current range are eligible for range elevation. Accumulated teaching experience alone is not an eligibility factor for range elevation.

3. **Advancement versus Meritorious Performance:** Range elevation represents a form of advancement—that is, moving from one classification to another. An eligible lecturer must show evidence that he or she has reached a level of performance consistent with the requirements for appointment at the next higher range. Thus, more than continued satisfactory or excellent performance at one's current classification is necessary for range elevation.
4. **Criteria:** Criteria for range elevation shall be appropriate to lecturer work assignments.
5. **No Impact on Temporary Status of the Appointment:** Range elevation does not imply any guarantee of future employment nor does it affect the conditional nature of the temporary appointment.

B. Overview to Ranges

The following explanations of each range (LL, LA, LB, LC, and LD) are meant to be general. The official listing of appropriate terminal degrees shall be established by the President after consultation with the departments, college deans, and the Provost; and the listing may be amended after similar consultation.

1. **LL:** This range is generally used for a position where a traditional academic degree is not typically the norm.
2. **LA:** This range is an entry-level lecturer rank. A candidate for this range would typically possess at least a master's degree.
3. **LB:** This range is for a person with a terminal degree or specialized professional expertise or experience.
4. **LC:** This is an advanced range. A candidate for this range would have the appropriate terminal degree or specialized professional expertise or experience, teaching experience, and an assignment that generally includes advanced upper division and/or graduate courses.
5. **LD:** This advanced range would be for a candidate that has the equivalent degree, experience, and expertise of a senior academic scholar and teacher.

C. Process

1. At the beginning of each academic year, the Office of Faculty Affairs will establish a timeline for applications for range elevation and provide this information to Chairs and Deans who will make it available to lecturers who are eligible. Failure to notify an eligible lecturer shall not be cause for automatic granting of a range elevation.

Temporary faculty who are eligible for range elevation in more than one department or unit must apply separately in each department or unit in which they are eligible.

2. Application Process: Temporary faculty seeking range elevation must submit their application form with the appropriate documentation to their Department Chair (or equivalent person for their unit).
3. Documentation: Material supporting a lecturer's request for range elevation should include:
 - i. Copies of all periodic evaluations, including SOTEs received during all years of the assignment and periodic peer reviews, if available.
 - ii. A current vitae.
 - iii. Description and Evidence of Professional Growth and Development. This section should include a narrative and should present evidence, and examples, of professional growth and development and an explanation as to why range elevation is warranted. To be recommended for range elevation, a lecturer must demonstrate professional growth and development appropriate to the lecturer's work assignment and the mission of the university during the period between the date of initial appointment or, where applicable, the date of the last range elevation and the time of the current request. This is the only review period in which candidates' professional achievements shall be evaluated.

Appendix A lists examples of activities that may be used to demonstrate appropriate professional growth and development.
 - v. A comprehensive index of all materials shall be prepared by the faculty member and submitted with the range elevation materials.

4. Review Process—Department or Equivalent Unit: The lecturer's application and documentation requesting range elevation shall be evaluated by the personnel (RTP) committee within the department or equivalent unit. The Chair may provide a separate review if he or she did not serve on the RTP committee. The committee shall write an evaluation and make a recommendation in memo format to the Dean. The Chair, if performing a separate review, shall do the same. The recommendations will be forwarded to the candidate and the Dean at the same

time and the applicant will have a ten-day period to submit a written rebuttal to the Dean, if desired.

5. Review Process—Dean: The Dean will review the recommendations of the department and make a recommendation. A copy of the recommendation will be sent to the candidate who will have ten days to respond in writing. The recommendations and candidate responses (if any) will then be forwarded to the Office of Faculty Affairs for final review and action.
6. Role of Provost as the designee of the President: The result of the reviews by the department and Dean is to make a recommendation to the Provost who shall make the final decision with respect to the request for range elevation.
7. Effective date of range elevation: Range elevation is effective with the temporary employee's next appointment, unless he or she is in the middle of a three year appointment, in which case it will be effective beginning with the next semester.
8. Peer Review Process: Denial of a range elevation is subject to a peer review process. The Office of Faculty Affairs shall establish a panel consisting of all full-time tenured faculty (not including faculty in the FERP program) who have served on committees in the preceding academic year that made recommendations on matters of retention, tenure and promotion who have attained the rank of full professor or equivalent. The Office of Faculty Affairs, in conjunction with a representative from CFA, shall select at random from the panel three (3) members and one (1) alternate for service on the Peer Review Committee in conjunction with a representative from the CFA. No faculty member may serve on the Peer Review Committee if he/she has been directly involved with or a party to matters related to a complaint submitted by the temporary faculty member for peer review. Relevant dates and steps in the peer review process are explained below.
 - i. A temporary faculty member who wishes to request peer review for denial of range elevation shall request peer review no later than 21 days after the receipt of the denial.
 - ii. No later than 30 days after its selection, the Peer Review Committee shall notify the candidate and Provost of its findings and decision. The Peer Review Committee shall forward to the Provost all written materials it considered. The decision of the Peer Review Committee shall be final and binding.

D. Range Elevation Amount

Range elevation for lecturers shall be accompanied by advancement of at least 5%.

In their reviews, if the department and/or Dean recommend an increase greater than 5%, the reasons shall be stated in the recommendation sent to the Provost. The

decision to award a range elevation greater than 5% is at the final discretion of the Provost.

History

This policy replaces F99-6, Appointment and Evaluation Policy for Temporary Faculty.

Appendix A. Examples of Professional Growth and Development

This section^[2] lists examples of activities that may be used to demonstrate and document appropriate professional growth and development. It is neither exhaustive nor minimal, but simply a listing of the typical professional activities engaged in by Lecturers in a wide range of disciplines. In all cases quality of performance and appropriateness of the activity shall be the primary consideration when evaluating the merit of a specific activity. Activities are listed alphabetically, and no weighting shall be inferred from the order.

- activities enhancing the effective teaching of the discipline
- advising and mentoring student associations
- collaborative research and creative activity involving the campus and the community
- collaborative teaching
- contributions to improving the campus climate: the promotion of mutual respect and acceptance of diversity in all its forms
- creative activities in support of effective teaching
- curriculum and program development
- development of instructional materials
- development of standards and/or outcomes assessment
- editing of publications
- external fundraising and resource development related to the mission of the university
- grant proposals to conduct research in the discipline, to support pedagogy, or to further the mission of the University
- increased mastery of the discipline evidenced by additional relevant education or an additional degree
- involvement of students in the research and creative processes
- leadership and participation in service activities of professional associations
- leadership and special contributions to the basic instructional mission of the university
- leadership in faculty governance and campus life at the department, college, university, or CSU system level
- maintenance and technical support of university labs, equipment, materials, supplies, safety standards and any other support of environments that require advanced professional attention
- mentoring of colleagues
- organizing events and activities for the sharing of ideas and knowledge
- participation at professional meetings and conferences
- presentations at conferences
- professional contributions to the community, including professional efforts which bring the community and the campus together
- program advising
- publications, exhibitions, and/or performances that advance knowledge
- recruitment and retention of students

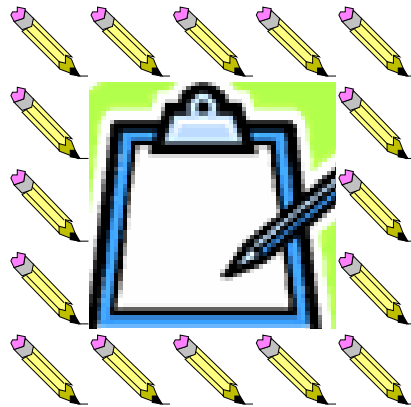
- research and/or creative activity in discipline related pedagogy
- research and/or creative activity in the discipline
- thesis research and supervision

^[1] University policies noted in this policy can be found on the SJSU Senate web page (www.sjsu.edu/senate/). The Agreement can be found on the CFA web page (www.calfac.org). If further assistance is needed in finding relevant guidance, faculty members should contact their Department Chair or Dean, or the Office of Faculty Affairs, or the California Faculty Association.

^[2] List adapted from 08-15, RANGE ELEVATION FOR LECTURERS, CSU-Long Beach Academic Senate

UNIVERSITY POLICY §91-9

Evaluation of Teaching Effectiveness



S91-9 EVALUATION OF EFFECTIVENESS IN TEACHING FOR ALL FACULTY

Legislative History:

Rescinds S79-9

At its meeting of May 13, 1991, the Academic Senate approved the following Policy Recommendation presented by David McNeil for the Professional Standards Committee.

ACTION BY THE UNIVERSITY PRESIDENT:

"Accepted and Approved as University Policy. Effective Fall, 1991 semester and thereafter." Signed Gail Fullerton, May 22, 1991.

Teaching effectiveness is the primary and essential condition for continuation and advancement within the university . . . (F90-3, I.B.3).

In evaluating effectiveness in teaching, departments should consider a number of factors, including the following:

A. Relation of course objectives to the purposes of the particular course taught and of the curriculum.

B. Course implementation and content in relation to "A" above, including green sheet materials and texts used; method, rigor, and level of instruction; tests; and papers.

C. The faculty member's knowledge of the subject, attitudes toward teaching and students, preparation, and grading practices. (Some departments may wish to review at least one set of graded papers or examinations.)

D. Circumstances such as the nature of particular courses, whether required, experimental, a revision of an older course, a new course or new preparation, a course outside the faculty member's primary area of specialization, a team-taught course, or a course involving close coordination of labs and lectures. Other relevant considerations might be whether a course is

taken to fulfill major or General Education requirements (F90-3, B.1.a).

E. Student Opinion of Teaching Effectiveness

1. Student Opinion of Teaching Effectiveness (SOTE) and Student Opinion of Laboratory or Activity Teaching Effectiveness (SOLATE):

a. Information from SOTE is BUT ONE source of information for assessing teaching effectiveness. Other sources of information about faculty teaching effectiveness MUST be employed before reaching an RTP decision (Interpretation Guide for Student Opinion of Teaching Effectiveness Results).

b. Faculty shall request a review for a minimum of two classes annually in classes representative of the faculty member's teaching assignment (CFA/CSU Agreement, Article 15.14; F87-6, p. 2, #4). The classes to be evaluated shall be jointly determined in consultation between the faculty member and his/her department chair (Article 15).

2. Other Student Opinions

a. Any student communications or opinions provided outside of the regular evaluation process must be identified by name to be included in a Personnel Action File (Article 15.16.b).

b. Unsigned written responses from students (F83-2):

A separate department-prepared form shall be available in conjunction with the usual questionnaire, to be used at the faculty member's option. These forms may include questions devised by the department and must allow space for open-ended student comment. The written forms shall be collected and taken to the department office in the same manner as the machine processed questionnaires. After reviewing the responses with the department chair or the chair's designee, the faculty member shall a) retain all responses for his/her personal use in improving instruction; or b) authorize the department chair and appropriate committee to include all the responses collected in his/her performance review or periodic evaluation of the faculty member; and/or c) authorize the department chair and/or appropriate committee to review all responses collected for the purpose of improving the faculty member's teaching effectiveness (F83-2).

F. Classroom, including laboratory, and supervision (F90-3, B.1.a) visits conducted by a peer (faculty of equal or higher academic rank) should, whenever possible, be made in the context of

factors "A" through "D" cited above. Peer evaluators should be assigned by the department chair and/or department personnel committee. A faculty member may request additional peer evaluations..

1. For probationary candidates seeking tenure, classroom visits shall be made in at least one course per semester. Over the entire probationary period, visits should be made in the range of courses taught.

2. For candidates seeking promotion, classroom visits shall be made in at least one course per year. By the time of review for promotion, visits should have been made in a representative sampling of courses.

3. For tenured full professors, classroom visits may be made upon request by the faculty member.

a. The goal of the visits should be for professional development.

b. An appropriate departmental committee of equal or higher rank at its discretion, may require class visits when problems of instruction come to its attention. The committee or its evaluators may make appropriate recommendations for the improvement of instruction (e.g. referral to the Instructional Resource Center).

4. For teaching faculty continuing in full-time temporary appointments, classroom visits shall be made in at least one course per year and should have been made in a representative sampling of courses (S88-4).

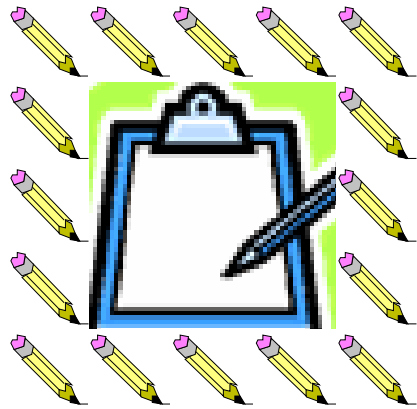
5. For teaching faculty continuing in part-time temporary appointments, classroom visits shall be made in at least one course in the first semester of appointment, and at least every third semester thereafter. If this is not feasible, visits should be made as often as is practicable (S88-4).

6. Report of Classroom Visit:

A written report shall be provided to the faculty member in a timely manner (within ten working days). The faculty member has the right to respond to or rebut in writing the report within seven calendar days after receiving the report.

UNIVERSITY POLICY F02-2

Adoption of New SOTE Instrument





A campus of The California State University

Office of the Academic Senate • One Washington Square • San Jose, California 95192-0024 • 408-924-2440 • Fax: 408-924-2451

F02-2

At its meeting of November 25, 2002 the Academic Senate passed the following Policy Recommendation presented by Michael Katz for the Professional Standards Committee.

POLICY RECOMMENDATION

ADOPTION OF A NEW STUDENT EVALUATION OF TEACHING EFFECTIVENESS (SOTE) INSTRUMENT

Whereas the Student Evaluation Review Board (SERB) has worked diligently and effectively for more than three years to develop and test a new Student Opinion of Teaching Effectiveness (SOTE) instrument; and

Whereas SERB reports to the Professional Standards Committee, and the Professional Standards Committee has monitored and reviewed SERB's work and made revisions to the instrument; now be resolved

Resolved that the new, attached SOTE instrument be adopted for use beginning in Fall 2003, replacing the current SOTE instrument; be it further

Resolved that summary statistics for the SOTE items shall include the median; be it further

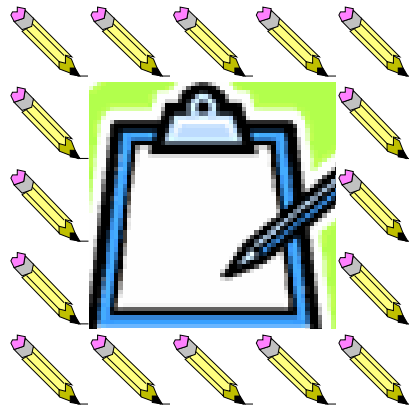
Resolved the results of items 16 and 17 not be provided to instructors and departments, but that this information should be provided only to SERB for further analysis; and be it finally

Resolved that results from the analysis of items 16 and 17 be reported to the Senate by Professional Standards.

ACTION BY UNIVERSITY PRESIDENT: Approved by President Robert Caret on 1-7-03.

UNIVERSITY POLICY S08-1

Administration of Online Student Opinion of
Teaching Effectiveness (SOTE) Evaluations for
Online Courses





A campus of The California State University

Office of the Academic Senate • One Washington Square • San Jose, California 95192-0024 • 408-924-2440 Fax: 408-924-2451

S08-1

At its meeting of April 14, 2008, the Academic Senate passed the following Policy Recommendation presented by Senator Bros for the Professional Standards Committee.

Amendment to university Policy S06-6: Administration of online Student Opinion of Teaching Effectiveness (SOTE) evaluations for online courses.

WHEREAS: AS 1375, Administration of online Student Opinion of Teaching Effectiveness (SOTE) evaluations for online courses, was passed by the senate, but the CFA determined section 5.7 to be in conflict with the CFA-CSU contract; and

WHEREAS: the CFA has no other issues with AS 1375; and

WHEREAS: SJSU President Don Kassing is willing to sign AS 1375 into policy if article 5.7 is deleted; be it further

RESOLVED: that AS 1375 be amended by deleting section 5.7 as follows:

Excerpt from AS 1375

5.6. If a majority of course materials is to be offered online, the instructor must decide if all SOTE evaluations are to be administered online or if all SOTE evaluations are to be administered in the classroom. If online SOTEs are to be administered for a course:

5.6.1 The instructor must inform the department Chair (or equivalent) of the decision.

5.6.2 It is the department's responsibility to inform Institutional Research to make arrangements for the administration.

~~**5.7.** A course section that meets 100% online shall be evaluated online if it is to be evaluated.~~

Vote: (7 for, 1 against, 1 absent)

Present: Shannon Bros, Daryl Canham, William Jiang, Mengxiong Liu, Gwendolyn Mok, Sam Obi, Angela Rickford, Asim Zia.

Absent: Steven Zeier

Rationale:

The current administration of hardcopy SOTEs for online courses through the U.S. Postal system is difficult, expensive and, most of all, provides a very poor return rate. The use of online versions of the SOTE for online courses would be more appropriate for the courses and should provide a higher rate of return for those courses.

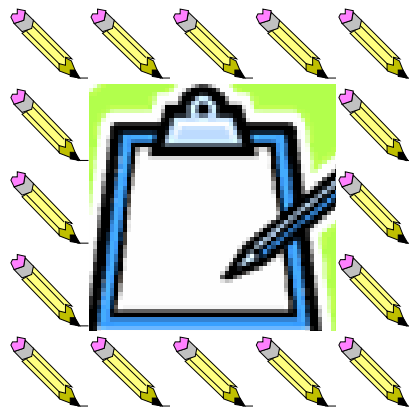
Financial Impact: It is estimated that the costs for SOTE

administration and analyses for online courses will be reduced by approx \$3000 per year.

Workload Impact: No change in workload is expected for instructors who conduct online courses. A reduction in workload is expected for Institutional Research personnel.

UNIVERSITY POLICY F04-1

Student Opinion Teaching Evaluation and Student
Opinion Laboratory Teaching Evaluation
Interpretation Guides





A campus of The California State University

Office of the Academic Senate • One Washington Square • San Jose, California 95192-0024 • 408-924-2440 Fax: 408-924-2451

F04-1

At its meeting of October 25, 2004, the Academic Senate passed the following Policy Recommendation presented by Senator Bros for the Professional Standards Committee.

POLICY RESOLUTION

Student Opinion Teaching Evaluation (SOTE) and Student Opinion Laboratory Teaching Evaluation (SOLATE) Interpretation Guides

WHEREAS, The rescission of S89-4 (Guidelines for the Interpretation of Student Evaluations) and S98-4 (Revision of SOTE and SOLATE Interpretation Guide) by S03-3 (procedures to be followed when administering SOTEs) leaves no current policy regarding the use and distribution of guides for the interpretation of SOTE and SOLATE, produced by the Student Evaluation Review Board (SERB), and

WHEREAS, the charge of SERB includes writing and distribution of SOTE and SOLATE interpretation guides;

WHEREAS, the language of an interpretation guide is not policy but primarily factual information, therefore be it

RESOLVED, that the following be adopted as the policy for the Maintenance and Distribution of interpretation guides for the Student Opinion Teaching Evaluation (SOTE) and the Student Opinion Laboratory Teaching Evaluation (SOLATE).

Maintenance and Distribution of Interpretation Guides for the Student Opinion Teaching Evaluation (SOTE) and Student Opinion Laboratory Teaching Evaluation (SOLATE)

The Student Evaluation Review Board (SERB) shall have the responsibility to maintain and update the interpretation guides for the SOTE and SOLATE instruments as needed.

All individuals involved in the evaluation of faculty are to read the guide and to use it when they interpret the SOTE or SOLATE scores of a faculty member under evaluation.

SERB shall also be responsible for providing the Office of Faculty Affairs with the most current SOTE and SOLATE interpretation guides. The guides shall be posted on a website that is linked to the SJSU home page (e.g. on the Faculty Affairs' web page). Each year, the Office of Faculty Affairs will be responsible for disseminating the interpretation guides for the SOTE and SOLATE instruments to the faculty, Chairs, Deans, Provost, and university Retention and Tenure Committees. Deans and Chairs will be responsible for disseminating the interpretation guides to the appropriate Retention and Tenure Committees.

ACTION BY UNIVERSITY PRESIDENT: APPROVED BY Interim President Don Kassing

on October 29, 2004

Interpretation Guide

For

**Student Opinion of
Teaching Effectiveness (SOTE) Results**



**SAN JOSÉ STATE
UNIVERSITY**

Prepared by:

**Office of Institutional Research
and
Student Evaluation Review Board**

Fall 2011

Table of Contents

Introduction.....	3
The SOTE Form.....	3
Interpretation of the SOTE Ratings	5
Factors Affecting SOTE Ratings	7
Overview of Reliability and Validity.....	7
Expected and Actual Grades.....	8
Class Size.....	9
Student Level	9
Course Choice.....	9
College Level Comparisons.....	10
Online vs. Paper Administration	10
Other Factors.....	11
References.....	12

Introduction

The Student Evaluation Review Board is an Operating Committee of the Academic Senate comprised of faculty representing each campus college. It is responsible for overseeing student evaluations of teaching, including developing and revising the SOTES (Student Opinion of Teaching Effectiveness) and SOLATE (Student Opinion of Laboratory and Activity Teaching Effectiveness) forms, and authoring and updating the interpretation guides for SOTE and SOLATE (see Senate Policy F04-1).

In addition, SERB is charged with updating the department, college, and university norms (or averages) that are contained on the SOTE reporting forms (Senate Policy S08-6). The norms allow comparison of an instructor's ratings with the average ratings of colleagues and, therefore, make it possible to form a better judgment about an instructor's teaching effectiveness. New SOTE norms were calculated based on Fall 2008 ratings.¹ In that semester faculty members and departments were urged to evaluate all their sections so that the resulting norms would not be biased by a small or unrepresentative sample. Consistent with Senate Policy S08-6, some departments chose to not participate in the norming process. As a consequence, 3,639 sections were evaluated, comprising 91 percent of all sections. In addition, students are not compelled to complete evaluations. On average 64.3 percent of students in each class completed faculty evaluations in Fall 2008. In total, the new norms were calculated based on 76,086 SOTE forms completed by students.

The information presented here provides a description of the SOTE form, explanations for the statistics included in the SOTE report, and factors that influence SOTE ratings.

The SOTE Form

Following several years of development by SERB, the current SOTE rating form was adopted for implementation beginning in the Fall 2003 semester. The rating form contains four numbered pages. Page 1 contains 13 standardized rating items that assess students' perceptions of teaching effectiveness and the learning experience. The first 12 items are answerable with a five-point Likert scale:

- (5) Very Strongly Agree
- (4) Strongly Agree
- (3) Agree
- (2) Disagree
- (1) Strongly Disagree

¹ The SOLATE form was designed in 1998. Norms for the form have not been updated since then. The 1998 interpretation guide, *Interpretation Guide for SJSU SOTE and SOLATE Surveys*, should be used for the SOLATE form. It can be found at: <http://www.sjsu.edu/senate/s98-4.htm>.

There also is a sixth option, (NA), Not Applicable/No Opportunity to Observe. These items address different aspects of teaching, as summarized in the following table.

Table 1
SOTE Rating Items and Correlations

Aspects	Questions	Correlation With #13
Relevance	1. Demonstrated relevance of the course content	0.74
Learning Environment	2. Used assignments that enhanced learning	0.75
	4. Was responsive to questions and comments from students	0.73
	5. Established an atmosphere that facilitated learning	0.78
	8. Showed strong interest in teaching this class	0.71
Helping Students Think	3. Summarized/emphasized important points	0.77
	9. Used intellectually challenging teaching methods	0.73
	11. Helped students analyze complex/abstract ideas	0.78
Responsiveness to Students	6. Was approachable for assistance	0.69
	7. Was responsive to the diversity of students in class	0.69
Grading/ Feedback	10. Used fair grading methods	0.71
	12. Provided meaningful feedback about student work	0.74
Overall Effectiveness	13. Overall, this instructor's teaching was	

The last item (Item 13) is a summary measure of teaching effectiveness and is also answerable with a five-point Likert Scale:

- (5) Very Effective
- (4) Effective
- (3) Somewhat Effective
- (2) Ineffective
- (1) Very Ineffective

Item 13 is strongly correlated with all of the other items and therefore is a good index of overall effectiveness.² **Nonetheless, evaluations of teaching effectiveness should be based on all 13 items and not solely on ratings for item 13.**

² The Pearson product moment correlation measures the strength of linear dependence between two variables, and varies between -1 and 1. A value of -1 means two variables are perfectly inversely related. A value of 0 implies that there is no linear relationship, while a value of +1 means variables increase or decrease in perfect lock-step. As a rule of thumb, correlations between .00 and .29, even when statistically significant, are not practically useful. Correlations between .30 and .49 are practically useful. Correlations between .50 and .70 are very useful but are not common when studying complex social phenomena. The correlations presented in the Table 1 were calculated from the Fall 2008 SOTE data and are all highly statistically significant.

Each of the 13 items is presented in a separate box of its own rather than in a matrix of questions. This layout was designed to maximize the likelihood that each item would be read and considered on its own, and to reduce the likelihood that students would simply endorse the same rating for each item by marking the same number in a matrix.

Page 2 asks students about their expected grade in class and their class level. It also asks whether or not their ratings were unduly influenced by other students or the instructor. Pages 3-4 allow students to provide written evaluations of the instructor's strengths and/or weaknesses, and to provide other helpful comments. The written comments are returned to the instructor only after course grades have been released.

Interpretation of the SOTE Ratings

The official SOTE reporting forms consist of two pages. The first page provides the instructor's means, standard deviations, and medians for the 13 rating items. To aid in interpretation, it also provides the norm data (means, standard deviations, and medians) for the instructor's college, and the university as a whole.

- The **mean** is the arithmetic average of student responses. Means are reported to the first decimal place.
- The **standard deviation** is a measure of agreement among respondents. It indicates the variability among the responses. That is, how much, on the average, student responses vary from the mean. Standard deviations for most items are very close to 1.0. A large standard deviation (greater than approximately 1.3) indicates that students frequently do not agree about what rating should be assigned (i.e. students use three or more descriptors for a single item). A small standard deviation (less than approximately .7) indicates that students generally agree about what rating should be assigned (i.e. students usually use only two adjacent descriptors for a given item). We do not expect to often see 100% agreement among students – an excellent teacher for one student may be only average for another student given differential preparation or experiences of the two students.
- **Means and standard deviations should be interpreted with caution** when 10 or fewer students complete the ratings. Both statistics are highly influenced by even one or two aberrant scores if the number of ratings is fewer than about 10. Thus classes and/or items where fewer than 10 students have responded have been flagged with an asterisk and the following sentences are printed directly below the rating items -***ITEM STATISTICS ARE BASED ON 10 OR FEWER STUDENTS. RESULTS SHOULD BE INTERPRETED WITH CAUTION***. Great caution should be used when interpreting means and standard deviations of such classes and/or items because the statistics may be unstable – check for consistency across classes and across rating occasions. In addition, when more

than 30% of the students in a class leave an item blank or mark it “not applicable,” that rating probably should not be interpreted.

- The **median** is the middle ranking. A median of 3.5 indicates that half the students gave ratings higher and half lower than 3.5. The median is helpful in cases where outliers might influence the mean and standard deviation; e.g. cases in which a few extremely high or extremely low ratings push the mean score in a direction that is not representative of the class as a whole. This is particularly likely in smaller classes or classes with large numbers of blanks or “not applicable” ratings.
- **Norms:** As mentioned in the Introduction, data for new norms were gathered in the Fall 2008 administration of SOTEs. For departments, colleges, and the university as a whole, SOTE responses were aggregated to compute the means, medians, and standard deviations that serve as referent points for making comparisons. Without norms it is difficult to interpret an instructor’s scores. Are the scores below, at, or above the scores of other instructors? Norms (university, college, and department) compare an instructor’s ratings with the average ratings of colleagues and, therefore, make it possible to form a better judgment about an instructor’s teaching effectiveness.
- **Comparisons between the class data and norm data** are best made using the graphic display on the second page of the report. Norm data for the college and university levels only are graphically displayed on page 2 of the printout. For each item the middle 60% of ratings received by instructors was determined for each college and the university as a whole. This range is displayed as a line of dashes. This line represents the usual range of ratings received by instructors for that item. The class mean is printed as an asterisk on the same line. Only if the class mean falls below the university or college norm (represented by an asterisk to the left of the dashes) or above the university or college norm (represented by an asterisk to the right of the dashes), can SOTE data can be used to identify exceptional teachers (those with rating means outside the norm average.) The usefulness and validity of the ratings will be degraded if ratings within the norm area are interpreted as anything other than typical. It should be noted that students tend to “agree” with the statements on the SOTE (giving scores of 3, 4, and 5) indicating a highly favorable evaluation of the typical SJSU instructor. SOTE interpretation should be done using trends across classes and semesters. If one item mean is consistently below (or above) the norm then the item should be noted as important. If an item mean is inconsistently above or below the norm, RTP committee members should request further information from the faculty member about the classes. It is especially important to note consistencies or inconsistencies in the same course preparation on different occasions. Thus it is possible to note steady improvement or decline.

Page 1 of the SOTE report also displays the frequencies of responses for the thirteen rating items, the percent of students who expect to receive As, Bs, Cs, etc., the

percent of students by class level, and the average final GPA. These data also may assist with interpretation. As discussed below, student evaluations of teaching effectiveness may be affected by expected or actual grades and class level.

Finally, students' written comments provide additional information on teaching effectiveness. Subjective ratings of "officially" rated classes must be included in the dossier. **In interpreting these responses, members of RTP committees should take into account the majority of comments, rather than focusing on atypical responses. However, if comments are repeatedly observed for the same instructor across sections and time, then the RTP committees should consider further evaluations for that instructor.**

Factors Affecting SOTE Ratings

Overview of Reliability and Validity

Student evaluations of teaching may be the most studied issue in higher education. Cashin's (1988) review of the literature studying the reliability and validity of evaluations reported that there were over 1,300 articles and books dealing with these two subjects. His updated review a few years later reported there were "now more than 1,500 references dealing with research on student evaluations of teaching" (Cashin, 1995). In the educational literature, reliability refers most often to consistency or inter-rater agreement between student ratings within a given class. Validity addresses the basic question: does the test measure what it is supposed to measure? For student ratings this translates into the extent to which student rating items measure some aspect of teaching effectiveness.

Researchers agree that reliability of students' ratings is generally good (D'Appollonia & Abrami, 1997; Centra, 1993; Kulik, 2001; Marsh, 1984). Marsh (1984, p. 717) concluded, "Given a sufficient number of students, the reliability of class-average student ratings compares favorably with the best objective tests." The ratings also are fairly stable. Studies have shown considerable agreement between retrospective ratings made by former students and those of currently enrolled students.

Although there is no agreed upon definition of "effective teaching" (Cashin, 1995; Kulik, 2001), researchers also conclude that student ratings are generally valid. In theory, effective teaching should be connected to greater student learning. The best evidence for this connection comes from student ratings in multi-section college courses. Instructors follow a common syllabus, use the same readings, and administer the same final examination. Correlations between average examination scores and average student ratings are usually positive. Researchers "have concluded therefore that students generally give high ratings to teachers from whom they learn the most, and they generally give low ratings to teachers from whom they learn the least" (Kulik, 2001, p. 12). Content analyses of students' written comments on evaluation forms also find strong positive correlations between the numerical ratings and the comments, indicating the numerical ratings and comments give nearly identical pictures of teaching effectiveness (Braskamp, Ory & Pieper, 1981).

Despite the general acceptance of teaching evaluations as reliable and valid, researchers note that the ratings can be affected by a number of factors. Several factors were found to systematically influence SOTE ratings in the Fall 2008 data. Each is described below and references to similar findings from research on faculty evaluation conducted elsewhere are provided. These factors should be considered in any RTP evaluation of SOTE data. It is the responsibility of the faculty member to assure that information about any of these factors is included in the dossiers along with the ratings.

Expected and Actual Grades

It is well established that students' evaluative ratings of instruction correlate positively with both expected and actual course grades (Stumpf & Freedman, 1979; Greenwald & Gillmore, 1997a). Most researchers typically find a correlation of about .2 between grades and ratings and conclude that the possible effects of grades on ratings are small (Kulik, 2001). Greenwald & Gillmore (1997b), however, concluded from their analyses that grading leniency exerts an important influence on ratings. The links between grades and ratings, however, do not necessarily invalidate ratings:

The central principle of the teaching-effectiveness theory is that strong instructors teach courses in which students both (a) learn much (therefore, they earn and deserve high grades) and (b) give appropriately high ratings to the course and to the instructor. Thus, instructional quality is a third variable that explains the grades-ratings correlation in a way that raises no concern about grades having improper influences on ratings. (Greenwald & Gillmore, 1997b, p. 1210)

As noted above, students are asked to report their expected grade at the time of the SOTE administration. Correlations between expected grades and ratings based on the Fall 2008 data correspond to those found in the literature, .26 ($p=.000$) for the summary evaluation of teaching effectiveness, and between .15 ($p=.000$) and .29 ($p=.000$) for the other 12 items. Although these positive correlations are statistically significant, they are very modest and perhaps not practically useful.

Nevertheless, frequencies for each possible grade are noted on the SOTE report, as is the actual average final GPA grade for the class. In general, expected grades should be distributed across the range of possible grades. When interpreting SOTE ratings RTP committees should note the distribution of expected grades. Classes in which the majority of students expect either low or high grades should be fairly rare (exceptions to this would be graduate and credential classes in which a grade lower than a "B" is often considered equivalent to a failing grade, and some classes in the Colleges of Science and Engineering in which grades are often lower than in other subjects). The expected average grades for a class should show some relationship to expected grades. In cases where there is a wide discrepancy (e.g. 80% of the class expects a grade of "A" while the actual average grade for the class is a 2.3) RTP committees should request further information from the instructor.

Class Size

Researchers find a relationship between class size and ratings. Small or moderate sized classes (<20) tend to produce higher ratings than larger (>20) classes (Mateo & Fernandez, 1996; Fernandez, Mateo, & Muniz, 1998), but the differences in ratings are usually found to be quite small. In addition, some researchers find curvilinear relationships where large classes also are rated favorably.

In the Fall 2008 data, the average ratings for overall effectiveness varied by class size: 1-10 students, 4.52; 11-30, 4.35; 31-50, 4.26; and 51 and above, 4.25. These differences in average ratings are statistically significant. However, the correlations between class size and overall teaching effectiveness in the Fall 2008 data are weak, -.199 ($p=.000$) for total enrollments, and -.082 ($p=.000$) for the actual number of ratings.³ Those interpreting SOTEs should consider average class sizes at the department, college and university levels when comparing a candidate's scores to the norms, as class size may influence SOTE scores.

Student Academic Level

Faculty evaluation ratings can be influenced by student academic level. Ratings in graduate and credential classes tend to be higher than in undergraduate classes (Arreola, 2000; Marsh & Hocevar, 1991). However, the findings are weak and inconsistent regarding lower and upper division courses (Arreola, 2000; Aleamoni & Thomas, 1980; Stewart & Malpass, 1966). In the Fall 2008 data, average overall effectiveness ratings increase with level, 4.30 for lower division courses, 4.33 for upper division courses, and 4.36 for graduate courses. However, these differences are not statistically significant. And the correlation between level and average overall ratings is a very weak .038 and not statistically significant.

Course Choice

Students who take a class because of either an interest in the subject matter or because of the instructor's reputation tend to rate their instructors more favorably than students who take a course because it is required. Ratings given by students who are required to take a class are often lower than ratings by students for whom the class is an elective (Arreola, 2000). However, there is little support for these general findings in the Fall 2008 ratings. The average overall effectiveness rating for remedial courses was 4.38, 4.34 for GE courses, and 4.32 for other courses, presumably courses in the major and elective courses. But these differences in average ratings are not statistically significant.

³ In Fall 2008, on average 64.3% of students in each class completed faculty evaluations.

College Level Comparisons

There are differences in the average ratings of overall teaching effectiveness between colleges in the Fall 2008 data:

- Applied Arts & Sciences, 4.38
- Business, 4.21
- Education, 4.38
- Engineering, 4.14
- Humanities and Arts, 4.38
- Social Sciences, 4.33
- Sciences, 4.21

These differences in average ratings are statistically significant. Not surprisingly, there are also differences in average ratings between departments within colleges as well. In light of this, it is important that RTP committees evaluating candidates from different departments and colleges (University level RTP) compare instructors with colleagues within their own departments and colleges (Arreola, 2000).

Online vs. Paper Administration

Several studies have found no significant difference in the total quantitative evaluation scores between online evaluations and paper evaluations (Donovan, Mader & Shinsky, 2006; Hardy, 2003; Heath, Lawyer & Rasmussen, 2007; Laubsch, 2006; Spooner, Jordan, Algozzine & Spooner, 1999; Layne, DeCristoforo & McGinty, 1999). At SJSU, a study by Sujitparapitaya & Briggs (2010), comparing online evaluations of volunteer faculty members' Spring 2009 courses with paper evaluations of the same courses that each taught in the most recent prior semester, found no significant difference for a majority of ratings between online and paper evaluations (the response rate for paper was 73% compared with 31% for online). A similar study at Sacramento State University found no significant difference in mean ratings for small or large classes (although response rates were lower for small classes only) (Electronic Course Evaluation Task Force, 2010). On the other hand, not all studies have found that online evaluations are either positive or neutral. Chang (2004) found that paper evaluations produced higher scores for individual questions and total scores at a university in Taiwan. Various other studies have found no significant difference in the total mean quantitative score, but have found differences when comparing individual questions (Avery, Bryant, Mathios, Kang & Bell, 2006; Cao, Clark, Schirmer & Nelson, 2007). Overall the literature shows mixed findings with little or no consistent effect. RTP committees should interpret candidates' online evaluations with care, noting that variations from paper evaluations in either direction are possible. Caution is also warranted when comparing against norms that were established using paper ratings. Committees should also take note of response rates for online evaluations and refrain from interpreting ratings where response rates are low.

Other Factors

Table 2, reproduced from Marsh & Roche (1997, p. 1194), summarizes the factors discussed here, as well as other factors that have been discussed in the vast evaluation literature as possible threats to validity. Some suspected factors, such as the gender or rank of instructors, have been found to have little or no effect. Others affect ratings. Interestingly, courses that are difficult or have heavy workloads tend to be rated higher than less challenging courses. Ratings tend to be somewhat higher if they are not anonymous or the instructor is present, which is why SOTES are supposed to be administered by student proctors with no interference from faculty members. They also tend to be higher if ratings are known to be used for tenure and promotion decisions.

Table 2
Overview of Relationships Found Between Students' Ratings and Background Characteristics

Background characteristics	Summary of findings
Prior subject interest	Classes with higher interest rate classes more favorably, although it is not always clear if interest existed before the start of the course or was generated by the course or the Instructor.
Expected grade-actual grade	Class-average grades are correlated with class-average students' evaluations of teaching, but the interpretation depends on whether higher grades represent grading leniency, superior learning, or preexisting differences.
Reason for taking a course	Elective courses and those with a higher percentage of students taking the course for general interest tend to be rated higher.
Workload -difficulty	Harder, more difficult courses requiring more effort and time are rated somewhat more favorably.
Class size	Mixed findings but most studies show smaller classes are rated somewhat more favorably, although some find curvilinear relationships where large classes also are rated favorably.
Level of course or year in school	Graduate-level courses are rated somewhat more favorably; weak, inconsistent findings suggest upper division courses are rated higher than lower division courses.
Instructor's rank	Mixed findings but little or no effect.
Sex of instructor or student	Mixed findings but little or no effect.
Academic discipline	Weak tendency for higher ratings in humanities and lower ratings in sciences, but too few studies to be clear.
Purpose of ratings	Somewhat higher ratings if ratings are known to be used for tenure-promotion decisions.
Administrative conditions	Somewhat higher if ratings are not anonymous and the instructor is present when ratings are being considered.
Students' personality	Mixed findings but apparently little effect, particularly because different "personality types" may appear in somewhat similar numbers in different classes.
Online vs. paper ratings	Mixed findings but little or no effect.
<p>Note. Particularly for the more widely studied characteristics, some studies have found little or no relation or even results opposite to those reported here. The size, or even the direction, of relations may vary considerably, depending on the particular component of students' ratings that is being considered. Few studies have found any of these characteristics to be correlated more than .30 with class-average students' ratings, and most relations are much smaller.</p>	

References

- Aleamoni, L. M., & Thomas, G. S. (1980). A review of the research on student evaluation and a report on the effect of different sets of instructions on student course and instructor evaluation. *Instructional Science*, *9*(1), 67-84.
- Arreola, R.A. (2000). *Developing a comprehensive faculty evaluation system*. Bolton, MA: Anker Publishing.
- Avery, R. J., Bryant, W. K., Mathios, A., Kang, H., & Bell, D. (2006). Electronic course evaluations: Does an online delivery system influence student evaluations? *The Journal of Economic Education*, *37*, 21-37.
- Braskamp, L. A., Ory, J. C., & Pieper, D. M. (1981). Student written comments: Dimensions of instructional quality. *Journal of Educational Psychology*, *73*, 65-70.
- Cao, Y., Clark, A., Schirmer, J., & Nelson, M. (2007). *Online and paper course evaluations: Are the response rates and results different?* Paper presented at the annual forum of the Association of Institutional Research, San Francisco, CA.
- Cashin, W. E. (1988). *Student ratings of teaching: A summary of the research*. (IDEA Paper No. 20). Manhattan: Kansas State University, Center for Faculty Evaluation and Development. Available at: http://www.theideacenter.org/sites/default/files/Idea_Paper_20.pdf
- Cashin, W. E. (1995). *Student ratings of teaching: The research revisited* (IDEA Paper No. 32). Manhattan: Kansas State University, Center for Faculty Evaluation and Development. Available at: http://www.theideacenter.org/sites/default/files/Idea_Paper_32.pdf
- Centra, J. A. (1993). *Reflective faculty evaluation: Enhancing teaching and determining faculty effectiveness*. San Francisco: Jossey-Bass.
- Chang, T. S. (2004). The results of student ratings: Paper vs. online. *Journal of Taiwan Normal University: Education*, *49*(1), 171-186.
- D'Appollonia, S., & Abrami, P. C. (1997). Navigating student ratings of instruction. *American Psychologist*, *52*(11), 1198-1208.
- Donovan, J., Mader, C. E., & Shinsky, J. (2006). Constructive student feedback: Online vs. traditional course evaluations. *Journal of Interactive Online Learning*, *5*, 283-296.

- Electronic Course Evaluation Task Force. (2010). Pilot study for assessing the viability of using online course evaluations at California State University Sacramento. Available at: [http://www.csus.edu/acse/archive/1011/ECETF Distributed Report.docx](http://www.csus.edu/acse/archive/1011/ECETF_Distributed_Report.docx)
- Fernandez, J., Mateo, M. A., & Muniz, J. (1998). Is There a Relationship between class size and student ratings of teacher quality? *Educational and Psychological Measurement, 58*(4), 596-604.
- Greenwald, A. G. (1997). Validity concerns and usefulness of student ratings of instruction. *American Psychologist, 52*(11), 1182-1186.
- Greenwald, A. G., & Gillmore, G. M. (1997a). No pain, no gain? The importance of measuring course workload in student ratings of instruction. *Journal of Educational Psychology, 89*(4), 743-751.
- Greenwald, A. G., & Gillmore, G. M. (1997b). Grading leniency is a removable contaminant of student ratings. *American Psychologist, 52*(11), 1209-1217.
- Hardy, N. (2003). Online ratings: fact and fiction. *New Directions for Teaching and Learning, 96*, 31-41.
- Heath, N. M., Lawyer, S. R., & Rasmussen, E. B. (2007). *Teaching Psychology, 34*, 259-261.
- Kulik, J. A. (2001). Student ratings: Validity, utility, and controversy. In M. Theall, P. C. Abrami, & L. A. Mets (Eds.), *The student rating debate: Are they valid? How can we best use them?* (pp. 9-25). San Francisco: Jossey-Bass.
- Laubsch, P. (2006). Online and in-person evaluations: A literature review and exploratory comparison. *Journal of Online Learning and Teaching, 2*, 62-73.
- Layne, B. H., DeCristoforo, J. R., & McGinty, D. (1999). Electronic versus traditional student ratings of instruction. *Research in Higher Education, 40*(2), 221-232.
- Marsh, H. W. (1984). Students' evaluations of university teaching: Dimensionality, reliability, validity, potential biases, and utility. *Journal of Educational Psychology, 76*, 707-754.
- Marsh, H. W., & Hocevar, D. (1991). The multidimensionality of students' evaluations of teaching effectiveness: The generality of factor structures across academic discipline, instructor level, and course level. *Teaching and Teacher Education, 7*, 9-18.

- Marsh, H. W., & Roche, L. A. (1997). Making students' evaluations of teaching effectiveness effective. The critical issues of validity, bias, and utility. *American Psychologist*, *52*(11), 1218-1225.
- Mateo, M.A., & Fernandez, J. (1996). Incidence of class size on the evaluation of university teaching quality. *Educational and Psychological Measurement*, *56*(5), 771-778.
- Spooner, F., Jordan, L., Algozzine, R., & Spooner, M. (1999). Student rating of instruction in distance learning and on-campus classes. *The Journal of Educational Research*, *92*, 1332-140.
- Stewart, C. T. & Malpass, L. F. (1966). Estimates of achievement and ratings of instructors. *Journal of Educational Research*, *59*, 347-350.
- Stumpf, S. A., & Freedman, R. D. (1979). Expected grade covariation with student ratings of instruction: Individual versus class effects. *Journal of Educational Psychology*, *71*(3), 293-302.
- Sujitparapitaya, S. & Briggs, J. (2010). Does a delivery method matter? A comparison between online and paper teaching evaluations. Paper presented to the Student Evaluation Review Board, San José State University, San José, CA.