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8 **POLICY**
9 **RECOMMENDATION**
10 **Amendment C to University Policy F12-6**
11 **Evaluation of Effectiveness in Teaching for All Faculty**
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13 Resolved: That F12-6 be amended as shown in the strikeout and underline excerpts
14 of policy.
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16 Rationale: F12-6 is a lengthy and complex policy organizing all aspects of the
17 evaluation of teaching by faculty. One portion of the policy concerns the administration
18 of SOTEs (surveys of student opinion of teaching effectiveness) and within that
19 segment there is a provision that allows faculty to exclude one course per year from
20 their evaluations.
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22 The CBA mandates that SOTES will figure prominently in the evaluation of faculty.
23 When policy moved SJSU from selective use of SOTES to their universal use, there was
24 a legitimate concern that fear of receiving the occasional “low SOTE” would discourage
25 faculty from taking necessary risks in their teaching. For example, faculty might avoid
26 teaching experimental courses, developing new curriculum, take on last-minute
27 assignments, or teaching unpopular courses as a risk-avoidance strategy. To reduce
28 this perverse incentive, an “exclusionary rule” was included so faculty could exclude the
29 occasional outlier SOTE from their evaluations, provided that there would still be a very
30 large number of SOTES remaining in their personnel files.
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32 The language in the original policy ran into technical ambiguities having to do with how
33 much teaching a faculty member needed to do to be allowed exercise this annual
34 exclusion. The Spring 2019 draft of this policy clarified that language, while leaving
35 unchanged from the original policy the requirement that all courses (other than those
36 with fewer than 5 students) are surveyed with SOTES, and these results are available
37 for review by department Chairs and become part of the personnel file. The
38 “exclusionary rule” only concerns which results are subsequently placed in the “working
39 personnel file” (known informally as dossiers) for formal evaluation purposes.
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43 Unfortunately, the Spring 2019 amendment raised new issues with the CBA having to
44 do with special session courses and the need to assure that evaluations of faculty
45 teaching never rely solely on SOTEs. The Spring 2019 draft was therefore returned to
46 Professional Standards unsigned by the President with instructions to consult with the
47 Senior Associate Vice President, University Personnel, and the Senior Vice Provost
48 Academic Affairs. Professional Standards has consulted with these officers, and has
49 revised the amendment accordingly. PS has inserted language in several additional
50 places in the policy making it an explicit requirement that any evaluation of faculty
51 teaching must be “holistic,” which requires not only SOTEs but also direct observations
52 and other teaching materials such as syllabi and input from the faculty member such as
53 via an “Annual Summary of Achievements” form (ASA) pursuant to University Policy
54 S10-7. We have further clarified that this requirement applies to both regular and
55 special session courses.

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57 Approved: September 26, 2019 by email vote following discussion on
58 September 23, 2019.

59 Vote: 10-0-0

60 Present: He, Riley, Chin, Cargill, Peter, Monday, Kumar, Mahendra, Kemnitz,
61 Birrer.

62 Absent: None.

63 Financial Impact: No direct impacts

64 Workload Impact: No direct impacts

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82 **Policy Recommendation**
83 **Evaluation in Effectiveness in Teaching**
84 **For all Faculty**

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86 Effectiveness in teaching is the primary consideration in evaluating
87 most faculty members' performance. (In the case of faculty who do not
88 teach, or who teach rarely, some or all of the provisions of this policy
89 may be waived by the appropriate college dean.) When evaluating
90 effectiveness in teaching, chairs, committees, and administrators are
91 required to conduct a holistic evaluation. This means that teaching
92 must be considered in context and must be evaluated using multiple
93 sources of information, such as direct observations, surveys of student
94 opinion of teaching effectiveness (SOTES), course syllabi, and other
95 teaching materials. The requirement to conduct a holistic evaluation of
96 teaching applies to tenure/tenure track faculty as well as to lecturers,
97 and it applies to teaching whether it is conducted in regular or special
98 sessions. The factors to be considered include the following
99 categories:

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103 C. Direct Observation by Peers. As one component of the evaluation
104 of teaching, faculty will be observed by their peers. These direct
105 observations are designed to evaluate teaching within the broad
106 context of factors "A" and "B" cited above. Direct observations may
107 consist of visits to the classroom, laboratory, or supervisory sessions.
108 For courses with majority electronic or online content, direct
109 observations will consist of peer observers experiencing the course
110 content from the vantage-point of the students. Each faculty
111 evaluation should include at least one direct observation, which may
112 be made in either regular or special session classes.

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116 E. Student Opinion of Teaching Effectiveness Surveys (SOTES);
117 both Qualitative and Quantitative

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121 4. Other than those classes excluded in E3 (above), SOTES shall
122 be administered in all classes with enrollments of 5 or more students.
123 In courses with enrollments of 5-9 students, faculty may choose that
124 SOTES not be administered in the course. Results of SOTE
125 evaluations will be placed in the faculty personnel file. ~~Faculty,~~
126 ~~however, under some circumstances may exclude the results of an~~
127 ~~occasional course from their periodic evaluations.~~ Faculty may choose
128 to exclude the survey results from one course per Academic year from
129 their periodic evaluations, provided that they teach at least fifteen ~~units~~
130 of courses WTUs (equivalent of five typical three unit courses in either
131 regular and/or special sessions) evaluated via the SOTE instrument
132 during that year Academic Year. Faculty who are credited with
133 teaching double sized courses will be credited with teaching twice the
134 normal number of units. (Issues in interpreting the 15 WTU
135 requirement shall be resolved by the Provost or designee.) For this
136 purpose, the “year” shall correspond to the review cycle of the faculty
137 member; i.e., for tenured/tenure-track faculty beginning in Fall; for
138 lecturer faculty beginning in Spring. When the periodic review covers
139 multiple years, only one course in any year may be excluded, and the
140 remaining SOTES shall be representative of the teaching assignment.

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