

Faculty Senate Minutes
April 22, 2019

Senators present: Sara Freeman, Tiffany MacBain, Kristin Johnson, Peter Wimberger, Jung Kim, Andrew Monaco, Kris Bartanen, Bryan Thines, Heather Bailey, Megan Gessel, Mushawn Knowles, Kelly Johnson, Alison Tracy Hale, Heather White, Gwynne Brown

Guests: Steven Neshyba, Johanna Crane, David Andresen

1. Freeman called the second-to-last Senate meeting of 2018-19 to order at 12:00

2. Announcements

- Slater Night at the Museum on Thursday, 6 pm
- The last candidate for provost will be on campus on Thursday

3. M/S/P minutes from April 8, 2019

- Amendment: clarify that it's the Dirk Andrew Phibbs Research Award that Freeman is receiving.
- Note to interested faculty that the proposal for non-tenure-line faculty crafted by Martin Nelson and Julie Christoph is appended to these (April 8) minutes
- Senators should write their names on the draft minutes to indicate they've read them, even if they don't make changes. The Google does not automatically keep track of who's looked.

4. Updates from ASUPS and Staff Senate

- Knowles reports that the ASUPS transition is going well. The cabinet is coming together nicely. Interviews for ASUPS programmers and media heads are ongoing. Excitement about forming this team and building camaraderie over the coming months. Invites faculty to let him know about any needs.
- Freeman is in communication with Sarah Comstock and Uchenna Baker to discuss ASUPS needs for faculty liaisons.
- Bailey says that the call for volunteers for the staff recognition event at the end of May will be coming soon.

5. Reports from Standing Committees and CTF

- Gessel reports that Andrew Gardner asked for the IRB to have a representative from SOAN. He volunteered himself, if necessary.
- Kim reported that CTF had a very busy week soliciting feedback from a variety of constituent groups (department/chair/program chairs, standing committee chairs, junior and non-tenure-line faculty, Interdisciplinary Humanities Emphasis faculty). There are

varying levels of enthusiasm and anxiety. A report will go out to faculty later today, and the CTF hopes that the discussion at Wednesday's faculty meeting will provide good guidance about, among other things, exactly how faculty will participate over the summer and beyond in shaping and deploying the new curriculum.

- Freeman noted that the CTF is moving into the distilling phase of the process, but some faculty are still (or once again) asking questions about why the process is happening at all.
- Important new acronym: QDI (Question-Driven Inquiry). This is a placeholder replacing "Pathways," which was the previous placeholder.
- Knowles expressed interest in having access to the latest CTF report in advance of Wednesday's faculty meeting.
- Freeman noted that Wednesday's faculty meeting will likely be the last big discussion prior to the CTF bringing a motion in May.
- Johnson, Brown, and Gessel urged that faculty at Wednesday's meeting be encouraged to write comments for the CTF during the meeting. This will ensure that comments made by those who typically speak up at faculty meetings do not give the CTF a skewed impression of what all faculty present are thinking.

6. Election Results

- Johnson reported that FAC results and FSC results are in. Bartanen will make FAC appointments based on election results and the need for broad departmental representation.
- Faculty Senate results will be in on Thursday.
- Results will be announced on facultycoms.
- Freeman noted that at May 6 senate meeting, two continuing senators should be elected to replace outgoing secretary Johnson and vice chair Brown, both of whom are cycling off. They are both happy to share their bounteous knowledge and expertise with any interested party. It is important to get these positions filled so that the executive team can meet to discuss faculty service assignments for 2019-20.

7. End of Year Reports

Neshyba reported from **Faculty Advancement Committee (Appendix A)**

- 37 evaluations, 2 head-officer-only reviews
- FAC members spent 23.5 hours in meetings in the fall semester, 38 hours in spring; they spent roughly 15 hours per week on FAC work outside of meetings. While they welcome a conversation about whether a 1-unit annual course release is sufficient to balance this intensity, they note that the work is vital, educational, and inspiring. Neshyba said that he found his work on FAC the most rewarding and personally beneficial of his many service assignments over the years.
- FAC recommends more mentorship of junior colleagues, so that they represent themselves as well as possible in their tenure/promotion files
- FAC would like to see classroom visits more spread out across the semester, more happening earlier for formative purposes

- Classroom observations of full professors would be valuable for those observing (especially junior faculty) as well as those being observed. Bartanen noted that it is in some ways unfortunate that full professors need never be observed under the amended Faculty Code provisions allowing full professors to do streamlined reviews for the balance of their careers.
- FAC has been discussing electronic course evaluation forms. Would like to maintain the ability to see each individual student's feedback (rather than only category by category results), to help the FAC interpret the context surrounding student responses, especially unusual comments.
- Personal statements should offer reflection on the current review period, not be copied and pasted from a faculty member's previous reviews.
- FAC recommends that PSC develop a protocol for student letters.
- FAC proposes that PSC consider drafting a code amendment, for consideration by the faculty, so that faculty coming up for promotion at the 3rd year provide 3 semesters of course evaluations and have their files due in the spring, not the fall (to allow more time after the 2nd year review).
- In the sciences, labs are often not evaluated separately, which can be problematic.
- Head officers and evaluatees should provide tables to show how many units were taught each year, where the candidate was on sabbatical, etc. This would help FAC a lot.
- In answer to a question, Neshyba said that he was unaware of any official requirement or guidance (e.g. in the Faculty Code) for how junior faculty should be mentored by their departments. FAC is not recommending a concrete action to set up such mentoring guidelines. Discussion ensued about mentoring:
 - Sunil Kukreja meets with new faculty
 - There's a meeting for prepping for 3rd year review, at which previous FAC members provide guidance and respond to questions
 - Head officers could be more helpful as folks prep for tenure review. That review is the work of the candidate, but help with "Where are your short/long-term goals?" etc. would be helpful for FAC and candidate.
 - Some departmental standards urge mentoring.
 - Could there be a cheat sheet for head officers to give to candidate or use as basis for conversation with candidate?
 - Who reads a candidate's statement before it's submitted officially? In Theatre everyone reads draft for colleague.
 - PSC document has chart for head officers, with section for the evaluatee. Could revisit that.
 - It's helpful if newer faculty get coached early on about how to put together file, particularly for support with the short- and long-term goal setting.
- Head officers and letter writers need to be sure to address "needs of the department" in tenure cases—this sometimes gets neglected and then FAC has to ask.

FAC's EOY report was received by the Senate.

Crane reported from **Academic Standards Committee** (draft distributed)

- First major Senate charge: working on P/F option. ASC created Credit/No Credit option as an addition to P/F option. P/F is department- mandated; C/NC is the student option. NC does not affect a student's GPA like an F does.
- Second Senate charge, still underway: looking at policies regarding W/WF/I/In-Progress. ASC is considering whether to remove the WF designation, so that after the deadline for W, a student would receive whatever grade they would have earned (probably an F or D). Will this increase Incompletes? Still discussing. Also dealing with question about medical withdrawals.
- ASC is concerned about student privacy issues when the petitions committee has to read and consider students' medical information alongside academic information for reinstatement after medical leave. Interested in working with the new CHWS director on ways of handling this that is both holistic (like SAG) and respectful of privacy.
- Charges for next year:
 - Work with CHWS to create collaborative process for evaluating a student for readmission after a medical withdrawal
 - For CC: clarify accommodations for FL requirement. ASC wants a rubric so the options are clear.
 - Work with CTF on whatever ASC stuff comes up, e.g. transfer credits and how they count. Hard to anticipate.
- In response to a question, Crane reported that the recurring themes in approved petitions were medical reinstatements, course time conflicts (usually with labs and music ensembles), and transfer credit ruling appeals
- Knowles asked about the role of the ASUPS reps on ASC.
 - Regarding student medical records, Crane noted that the student reps are also able to see student records (medical and academic). Neither faculty nor students are trained to evaluate someone's health records.
 - Crane explained that ASC has two subcommittees (petitions and policy); student reps have not been able to attend policy subcommittee meetings because of scheduling. ASC would like to have student input in that subcommittee. Knowles expressed an interest in helping with that.
 - Bartanen noted that if student reps are named early, meetings can be scheduled with individuals' schedules in mind.

ASC's EOY report was received by the Senate.

Bartanen reported on behalf of **Professional Standards Committee**

- 2 charges carried from last year:
 - Streamlined instructor review process. Looking at whether instructors can establish alternating full/streamlined review schedule after 17 years (current Code provision), or sooner. PSC recommends clinic instructors could establish alternating schedule after 12 years.
 - Evaluation of visiting faculty clarified in user guide ("buff document"): reviews can occur at end of 3rd year and every 3 years after. Departmental guidelines may need revision to reflect this change, as well as changes that may come with the

Martin/Christoph document (presented by Julie Christoph at the March 11 senate meeting and appended to the April 8 minutes).

- In response to standing charge to review departmental evaluation guidelines, PSC did some nudging and are mostly caught up.
- LMIS asked PSC and FAC for input on LMIS guidelines regarding how to handle confidential documents.
- Based on student comments at Posse retreat, PSC wants to make it clearer to students how to report incidents of bias/hate.
- Also working on SET recommendations.

PSC's EOY report was received by the Senate.

David Andresen presented the results of the ad hoc committee on **Student Evaluations of Teaching**. See **Appendix B** for the slides. The committee was charged to figure out what faculty want from student feedback and how to minimize bias. Some survey results:

- Many faculty have encountered bias in students' comments on SETs. The harm is real. Harm is ameliorated somewhat when faculty receiving such comments are supported by their departments; department heads need to be aware of the importance of this support.
- Faculty support the formative use of SETs but are divided on the value of SETs for summative purposes.
- Faculty would like feedback about the mechanics of a course.
- They would like to know how engaged students are with a course, which would provide context for student's experience in and attitude toward the course.
- In terms of what they'd like to see changed, there is broad agreement among faculty that more emphasis on written feedback from students is not desirable. Other changes—revising the form, educating faculty about bias, educating students about bias, and emphasizing other ways of measuring teaching excellence—all had some support from faculty.
- There is not a consensus about whether to keep SETs or not.

Andresen noted that although SETs may not be very effective measurements of teaching effectiveness, particularly by themselves, they do measure student satisfaction, which is important to us as an institution. Eliminating SETs entirely from faculty evaluations could give greater weight to the opinions of unfriendly departmental colleagues.

The SET committee's conclusions:

- The Code requires SETs in some form
- Some faculty are being harmed by what they read in SETs
- Formative use of SETs is supported by faculty
- Education of faculty (chairs, faculty, new faculty trying to process all this for their file) and students is very important
- SETs must be read in the context of other evidence
- SET forms should be revised

- Junior faculty need support in how to read SETs, how to respond to them in their narratives
- There should be a support system for those negatively impacted by bias in SETs
- Maybe SETs with hurtful comments should be struck, not shared with faculty? The top/bottom small percentage of SETs should be removed from consideration?

The SET committee's report was received by the Senate. Freeman said that the Senate will discuss next steps at the May 6 meeting. This work needs to be continued by PSC or a continuing dedicated working group.

8. Walter Lowrie Award—deliberation postponed until May 6 meeting.

9. M/S/P to adjourn at 1:33 p.m.

Respectfully submitted,
Gwynne Brown

Appendix A

April 22, 2019

TO: Faculty Senate

FR: Steven Neshyba, Chair of the Faculty Advancement Committee, on behalf of Jill Nealey-Moore, Steven Neshyba, Dawn Padula, George Tomlin, Seth Weinberger, and Kris Bartanen

RE: 2018-2019 Annual Report

The Faculty Advancement Committee (FAC) this year will have completed 37 evaluations (with an additional two Head-Officer-Only reviews, as allowed under the Faculty Code, completed by the Dean):

Type of Review	Number and Status of Evaluations		Did not Use Moodle Site
Tenure 1	0		
Tenure and promotion to Associate	7	0	
Promotion to Associate/Clinical Associate	1	0	
Promotion to Professor	3	0	
Three-year Assistant	4	0	
Three-year Associate/Clinical Associate	2	0	
Five-year Professor	17	1	
Three-year Instructor	4	0	
Open:	9	Closed: 11 (all streamlined open)	
Total	37		

The FAC has forwarded evaluations for tenure, tenure and promotion, and promotion to Associate Professor or Professor to the President. Some of these cases were considered by the Board of Trustees at the February 2019 meeting; some will be considered at the May 2019 meeting.

The FAC met for a total of 23.5 hours from October through December 2018 and will have met 38 hours for the Spring 2019 semester. FAC members estimate that they spend roughly 15 hours per week reading files and preparing evaluation letters in addition to time spent in meetings. As described in previous annual reports, we welcome a discussion as to whether the 1 unit release per year is sufficient for this level of service, while emphasizing that the work itself is vital, educational, and inherently inspiring.

The Committee completed a report in December 2018 for the Library, Media and Information Services Committee regarding best practices for managing sensitive documents. In later April, the Committee will meet with Lauren Nicandri, Kaity Peake, and Deanna Kass regarding the 2019-2020 transition from Moodle evaluation files to Canvas or Google-Suite.

KEY OBSERVATIONS AND RECOMMENDATIONS

1. Mentorship of Junior Colleagues: As noted in our 2018 report, the FAC would like to encourage colleagues to provide increased mentorship of junior colleagues preparing materials for their files, as well as to encourage junior colleagues to seek out such guidance. An evaluatee who is putting together a file for the first time may not be aware of important resources that are available, including consulting closely the Faculty Evaluation Procedures & Criteria (Evaluation “User Guide”) document and seeking out examples of personal statements from more senior colleagues. We especially encourage department chairs to reach out and provide guidance to junior faculty in their department.

2. Improving the Pattern of Class Visits: Patterns of class visitation for evaluatees vary widely by individual and by department. An interpretation of the Faculty Code, Chapter III, Section 4.a.(1)(b) – page 46, further explained in the Professional Standards Committee “User Guide” (page 11) notes: “PSC affirms that adequate visitation requires at least two visits by each of two faculty members and recommends at least four separate class sessions be visited across more than one semester.” Particularly as faculty raise concerns about sources of bias in Student Evaluation of Teaching (SET) forms, the Advancement Committee re-emphasizes that a greater number of visits, spread across semesters and courses is desirable. This is true both in evaluations that are formative (where there is no change in status but where providing feedback to the evaluatee is crucial) and those that are summative (e.g., assessment for the purposes of tenure and promotion). We continue to see too many clusters of visits to the same few class sessions in the early Fall semester for tenure files, and we see too many visits occurring in the Fall semester for other files. Every Head Officer receives a chart of candidates for tenure two years ahead (and, for all other reviews, one year ahead) in order to facilitate an ongoing pattern of class visits. It is especially important for pre-tenure faculty to have ample opportunity to gain colleague feedback prior to the tenure review.

Information provided by visits is most helpful when visits are spread evenly across classes and courses, and take place in the semesters in which student evaluations are also collected. Doing so means that evaluatees have the benefit of earlier feedback (when they are better able to incorporate it into teaching or use it as the basis of reflection in their personal statement). If issues are identified through student evaluations in a course, then there are also faculty observations of that same course offering, providing an additional perspective.

Recognizing that graduate and undergraduate team-teaching scenarios differ, the Committee is concerned, as well, about the efficacy of co-teaching or team-teaching counting as class visits for purposes of evaluation. We believe that the frame of reference may be different for teaching as opposed to evaluation, and request that the PSC consider (in consultation with graduate program faculty) an expectation that (particularly in pre-tenure or tenure evaluations) co- or team-teachers visit a course taught by the evaluatee other than the one in which they are involved in design and delivery.

In light of our concerns, and the concerns of colleagues over the evidence of bias in student evaluations of teaching, the FAC again requests that the Senate charge the PSC to review and consider tightening requirements for class visits.

3. Class Visits for Professor Reviews: With a few years of experience with Professors being able to elect streamlined reviews for the balance of their careers post-promotion, the Advancement Committee expresses concern that the Faculty Code, Chapter III, Section 5, requires no class visits for streamlined reviews. Not only does this mean junior colleagues have no regular expectation to learn from observation of senior colleagues’ teaching (particularly when a department is “heavily senior,”) but this lacuna means that opportunity for feedback and assessment is seriously constrained. A few head officers are completing (or delegating to another colleague) a few visits, but the Committee remains concerned at the loss of the class visit component for the largest group of faculty colleagues.

4. Evaluation Forms: Significant staff time continues to be devoted to administration and scanning of Instructor and Course Evaluation forms. The OT and PT programs received approval from Professional Standards Committee a few years ago to have their students complete the standard evaluation forms in Qualtrix survey software. The FAC has two suggestions: (1) that

Qualtrix be configured so that the output of information from the forms can be reviewed in the same format as is available for hard-copy forms (i.e., readers are able to see ratings and comments together, rather than only in summary form) and (2) that PSC re-consider the feasibility and ramifications (with appropriate framing for students) of administering all standard evaluation forms electronically, with output comparable to current hard copy forms.

5. Personal Statements: The Committee observed, given its ability to look back at the immediately prior review (Chapter III, Section 8.d.) that some personal statements are nearly verbatim between one review and the next. The Committee understands that the principles or goals of one's work may remain constant across review periods, but given the importance of a faculty member's reflection on the work under review in a given evaluation, the Committee encourages colleagues to maintain currency in their self-evaluations.

6. Student Letters: The Committee observed several letters from current students or recent alumni in evaluation files this year. We anticipate that, with expansion of faculty-mentored experiential learning, there may be an increased likelihood of students wanting to or being invited to write for evaluation files. The Committee is sensitive to the potential jeopardy to students if their letters of evaluation are read by colleagues with whom they are currently or may yet be enrolled. The Committee recommends that the PSC develop a protocol (e.g., if letters from students are to be included, should they be sent directly to the Dean? Should they not be read by colleagues? Can they be read by the evaluatee?), to be published in the "User Guide."

7. Addressing Bias in Student Evaluations: As noted in our 2018 report, members of the FAC appreciate the work done by members of the PSC to make faculty aware of potential bias in evaluations on the basis of gender and ethnicity. The FAC is already sensitive to this concern, and we have been discussing the potential for bias in evaluations in our deliberation of files. In the absence of an official policy, we will continue to do so, but we would like to request further guidance on this issue from the PSC, the Faculty Senate, and the faculty.

Since we do not know precisely to what extent this widespread phenomenon applies to students at Puget Sound, several precautionary steps seem immediately advisable. First, when department colleagues review the student evaluations of evaluatees, awareness could be maintained of explicit "gendered" student critiques of an instructor as well as implicit and systematic biases on a gender or racial basis, and colleagues could make appropriate adjustments to their overall appraisal of teaching effectiveness. Second, future FAC members could keep this potential (even likely) bias in mind when they review the student evaluations in a file. We note that we are not attempting to set university policy by offering these suggestions, but we do hope these suggestions would inform a comprehensive remedy of the problem.

8. Delineation of Teaching Load and Release Time: As noted in our 2018 report, the FAC is tasked with judging the strengths of evaluatees who work in different departments and who often have differing academic roles and even teaching workloads due to release units, sabbaticals, and other university contractual duties. Clear delineation in the file of release time and teaching load during the period of review, by the evaluatee, the Head Officer, or both, preferably in chart form would help ensure more accurate interpretation of the file. In addition, where the number of student evaluations is small, a description of reassigned time and what was accomplished would be informative in the FAC's overall equitable consideration of the file. We would like to encourage this chart to become a standard part of every file submitted, in the same way that Head Officers are asked to include a chart documenting classroom visits.

Fall 20xx courses Units Spring 20xx courses Units

PG 103	1	Sabbatical	1
lab	1	Sabbatical	1
Chair release	1	Sabbatical	1

9. Use of Classroom Observations: As noted in our 2018 report, the FAC encourages departments to have conversations about the practice and use of teaching observations in their department. We note that observations are typically performed in a summative fashion, and as a community of teachers who are dedicated to improving our art, formative use of evaluation is being under-utilized. This is true of colleagues at all levels. Observations of classroom teaching can be undertaken in a highly-supportive, collaborative manner, and this is especially true if it is done at the invitation or request of the teaching faculty member. Junior members of a department are also likely to benefit from being able to observe classroom teaching of more senior colleagues, and this opportunity is diminished with the more recent shift to streamlined and Head-Officer-Only files. As mentioned above, increased classroom observations by faculty may be an important remedy in counteracting bias in student evaluations. As a connected issue, departments may want to have a conversation about the use of open and closed files and how that might shape the type and depth of feedback that is provided to colleagues, especially by junior (more vulnerable) colleagues. Past members of the FAC could be enlisted to participate in such conversations.

10. Career Path and Time Span Delineation: As noted in our 2018 report, the FAC would also like to encourage evaluatees to accurately reflect on their curriculum vitae their career paths with respect to academic rank, i.e., “Assistant Professor [year] to [year],” “Associate Professor [year] to [year],” “Tenure granted [year],” etc. The FAC carefully makes an appraisal of the amount of professional growth in evidence over the span of the corresponding period of evaluation. It would also be helpful for the evaluatee to indicate in their statement the period of time encompassed by the review, to help ensure that departmental colleagues are assessing the correct time span. It would also be helpful for Head Officers to include this information in their letter.

11. Preparing for Promotion at the Third Year: As noted in our 2018 report, the FAC encourages assistant professors to consider carefully whether they wish to go up for promotion in the third year if they are eligible. If they choose to do so, they should have early conversations with the Head Officer to ensure that their first and second year reviews (and the Head Officer letters from those reviews – especially the second year letter) provide them with the type of information and guidance that prepares them to apply for promotion in their third year. The Committee also recommends that the PSC consider a Faculty Code amendment that would set the due date for third-year promotion files to a spring submission schedule and require a third semester of evaluations, in order that feedback from the second-year evaluation letter and a third semester of student evaluations can be considered and incorporated into an additional semester of teaching.

12. Guidance on Evaluating Non-Standard Positions: As noted in our 2018 report, if a colleague has a type of position that differs from our typical categories (i.e., Assistant Professor, Associate Professor, Professor, Visiting Assistant, Instructor, Visiting Assistant Professor or clinical versions of professor categories) or the terms of their employment are unique, members of the department should be clear on how they are evaluating the file with respect to departmental guidelines. Further, evaluatees, members of the department, and the Head Officer should communicate this information to the FAC in their letters, since the FAC may not be aware of the expectations for these positions and clearly explain how special criteria are applied. This is

particularly true if the expectations for the position are not clearly described in departmental guidelines. Departments may want to consider altering their guidelines so as to include expectations for non-standard positions.

GENERAL COMMENTS

The following sections contain general and audience-specific suggestions that are important for the clarity and success of the evaluation process, and ultimately, the success of the candidates. In some cases, these suggestions are repeated from prior FAC reports, but they are either still in need of fuller attention or are so important they bear reiteration. The remainder of the suggestions arose out of issues identified in AY 2017–2018.

Evaluation Standards

The FAC is pleased that the Faculty Senate and the faculty at large have begun to engage in a discussion about revising the criteria for promotion. We are particularly eager to have clarified or addressed the role of service, especially if the present criteria of “excellence” remains important in the attainment of the rank of Professor. We note that having distinct and clear guidelines for promotion to different ranks would reduce ambiguity for departments and the FAC, reducing variation in how the Code is interpreted.

In previous years, the FAC has encouraged the Faculty Senate to open a discussion in the faculty to reassess university-wide expectations in light of changes in the university’s profile since 1999, of new forms of scholarship and creative work, and of new venues for publication in the digital age. The Committee continues to be hopeful that this discussion will provide the basis for the PSC to then rewrite the “university standards” section (not revised since 1999) of its Faculty Evaluation Procedures & Criteria document.

Promotion

For the past two years, we have offered a significant call for the faculty to articulate expectations around promotion to Professor: Is every candidate truly ready for promotion to Professor, the highest rank of the faculty, at the first point of eligibility to stand for promotion? We have received some feedback that some faculty members perceive that they must stand for promotion to Professor at the first opportunity that they are eligible; we wish to reiterate that no one is required to stand for promotion to Professor. As described in the Code, faculty members may elect to remain at the “Associate 7” step on the Faculty Salary Scale and receive “across the board” increases to the salary scale. The Dean’s Office communicates each summer with faculty eligible for promotion in the next review year regarding their choice to have a promotion review or a regular three-year review.

Advice to Colleagues

The FAC observes that the lack of student evaluations in lab classes remains problematic, particularly hindering the ability to gauge teaching in files where laboratory instruction is a significant portion of an evaluatee’s teaching load. The FAC has previously suggested that the Professional Standards Committee invite faculty input on this topic, and encourages departments to be involved in this process to ensure that suitable forms for their laboratory-based classes are approved, should this formal step be taken.

In evaluating the scholarly work of an evaluatee, the FAC reminds colleagues that the Committee is generally less able to assess the quality of an evaluatee's scholarly work than the evaluatee's departmental colleagues. Thus, it is especially important that colleague letters and departmental deliberations comment on the quality of the products, their contribution to the field, and the scope of the audience (regional, national, international).

Advice to Head Officers

The FAC reminds Head Officers that the deliberative letter – informed by individual colleague letters and deliberative discussion – should address “the needs of the department, school, or program and the university” as a criterion for tenure reviews (see Faculty Code, Chapter III, Section 3.d). The Code explicitly calls for “demonstrated need” for the position.

In change of status reviews, the Head Officer summary of deliberation letter (along with the FAC and President's letter) are forwarded to Trustee members of the Academic and Student Affairs Committee of the Board and need to reflect the formative and summative substance of the departmental discussion. Head Officers who write especially terse summary of deliberation letters, with expectation that content is conveyed by way of the open file letters, may, by a truncated approach, do a disservice to the evaluatee as the file moves forward to the Board.

We recommend that Head Officers be identified a year in advance of the evaluation, particularly when department chairs, directors, or deans are up for review; the Head Officer needs to ensure that there is an adequate set of class visits. The Dean's Office provides the information about who is up for review one year in advance (and two years in advance for tenure evaluations).

The Advancement Committee expects that, in accordance with the Faculty Code, Chapter III, Section 4.d.(1), “No later than four months after receiving the report from the Faculty Advancement Committee, or notification of action by the Board of Trustees in cases of tenure and promotion, the head officer meets with the evaluatee to discuss the results of the evaluation.” Such discussion not only allows for the clarification of individual teaching, scholarly, and service expectations moving forward, but also promotes acknowledgement of FAC feedback that may be of larger departmental concern. The FAC encourages fulfillment of this portion of the code, as it is an important part of the evaluation process.

The Committee appreciates that many Head Officers have this year provided a chart of class visits at the beginning of deliberative summary letters (who visited which classes and when) in order to document clearly all class visits conducted by colleagues; we encourage this practice by all Head Officers as we would otherwise struggle to discern accurately the ongoing pattern of class visits.

In the preparation of Head-Officer-Only letters written for Three-year Associate Professor reviews, the FAC would like to encourage Head Officers to offer evaluative guidance with respect to departmental (as expressed in departmental guidelines) or university (as expressed by the Professional Standards Committee and the Faculty Code) expectations, as the candidate prepares for their next review period. Given there is no C.V. or evaluation statement required for the HOO file, and having observed the care with which the FAC reviewed evidence of sustained professional growth in promotion files, the Dean recommends greater attention by Head Officers to the purpose of the Three-year Associate review in preparation for the future promotion review.

Advice to Evaluatees

The FAC again encourages evaluatees, in accordance with the Faculty Code and Faculty Evaluation Procedures & Criteria document (p. 18), to include a list of professional objectives, both short-term and long-term, in the personal statement. We also encourage evaluatees to include

information about their teaching philosophy and how it relates to what they do in their courses, given the centrality of pedagogy-driven methods in our broader mission.

The FAC affirms the usefulness of evaluatees including in their file copies of scholarly materials (publications, conference papers, proposals, letters from editors, etc.) that evaluatees are citing as evidence of professional growth. The Committee encourages evaluatees to describe progress made on scholarly or creative projects since the time of the previous review, in addition to discussing the content of that work. Such an approach allows the Committee to more readily ascertain “sustained growth.” The Committee observes across a number of files calls from evaluators for evaluatees to make clear their roles in co-authored or collaborative work. Department, school, or program Head Officers can also assist the FAC in understanding how “author order” for collaborative work is to be interpreted in the specific field. Departments could also add such information to departmental guidelines during their next cycle of review by the PSC.

FAC members have the prior Advancement Committee’s evaluation letter available to them and treat it as important context for their review of the current file. We encourage evaluatees to review this letter and to include a discussion of it in their personal statement, particularly how they may have addressed any concerns that were raised.

Evaluatees undergoing Three-year Associate Professor reviews are allowed but not required to submit materials for their file, given that these are Head-Officer-Only reviews. The Advancement Committee notes that an unintended consequence of this process is that without additional information provided (CV, statement, scholarly material or teaching evaluations) it is difficult to consider the Three-year Associates as candidates for teaching or research awards. Thus, the FAC would like to encourage evaluatees to include these materials if they would like to be considered for awards. The FAC invites the faculty to consider an amendment to the Faculty Code to incorporate the possibility of a Three-year Associate Professor choosing a Head-Officer-Only, a streamline, or a regular review.

SUMMARY OF KEY RECOMMENDATIONS

Please Refer to KEY OBSERVATIONS AND RECOMMENDATIONS above for full explanations.

- Colleagues are encouraged to provide increased mentorship of junior colleagues preparing materials for their files. Likewise, junior colleagues are encouraged to seek out guidance from senior colleagues.
- The PSC should consider improving/re-examining the pattern of class visits and lack of class visits for streamlined Professor reviews. Given concern over bias in student evaluations, timing colleague observations to coincide with the evaluation period is of particular import.
- The PSC should consider making evaluation forms electronic.
- The PSC should consider creating protocols for how student-submitted letters should be handled by evaluatees and department colleagues.
- The PSC should consider moving third-year promotion to associate professor evaluations to the spring of the evaluatee’s third-year to allow more time for assessment and reflection.
- Evaluatees should ensure personal statements are current and reflective of current activities.

- Evaluatees should delineate their teaching load and release time in chart form, career path in the CV, and explain any aspect of their teaching line that is non-standard. This would be especially helpful in providing guidance for evaluation of non-standard positions. The onus of defining one's teaching load/position and professional responsibilities, and how one is evaluated, is on the evaluatee.

The FAC has concerns that the important ideas contained in this report will not receive as wide an audience as is optimal, despite it being made available to faculty through web-based mechanisms. We have particular concerns that some of the individuals who would most benefit from access, chiefly, junior colleagues, may not know of its existence or how to access it. Indeed, even more seasoned colleagues who are serving as first-time Head Officers may not know of the importance of reviewing this report and related documents when they assist evaluatees in preparing their files. Accordingly, we seek permission from the Faculty Senate to send out a user-friendly form of the information contained in this report directly to the faculty through email or through dissemination to department chairs, with the intention that it would be given directly to the faculty. The intention is to allow us to send a "love letter," named as such to better gain faculty attention, but also to convey that it is intended to help the evaluation process be more useful for the Advancement Committee and less stressful for evaluatees and department members who are evaluating them. The Committee will take acceptance of the content of this annual report by the Faculty Senate as permission to disseminate such a document, although we are open to feedback about how the Senate would prefer for this to happen.

We want to express appreciation for the work of Jill Nealey-Moore, George Tomlin, Dawn Padula, and Kris Bartanen as they complete their terms on the Faculty Advancement Committee. They have served with wisdom, care and distinction. We appreciate the opportunity to serve our colleagues and the university in this capacity.

SET Committee Report

David Andresen, Nick Brody, Denise Despres, Andy Rex, Sam Liao, Stacy Weiss
Student member: Kelly Johnson

April 2019

Student Evaluations of Teaching

- Last year on behalf of the PSC, I presented evidence regarding student evaluations of teaching (SETs), concluding:
 - SET ratings *do not* provide useful information about teaching effectiveness (as measured by exam performance)
 - SET ratings *do reflect* gender and potentially racial bias
- Recommended forming ad hoc committee to look into SET use at Puget Sound.

SET Committee Charges

1. Identify what the faculty values and learns from student feedback about courses
2. Identify an approach to SETs that minimizes bias, corresponds to what we value, and supports development and advancement decisions

Faculty Use and Values of SET

- The SET committee wanted to disentangle how SETs are concurrently used to serve two very different goals:
 - *Formative* - SET used to *provide feedback* to faculty for teaching improvement and growth
 - *Summative* - SET used to *evaluate* teaching effectiveness in determination of promotion or who gets tenure

Faculty Use and Values of SET

- The SET committee developed an online survey given to all faculty at Puget Sound to ask:
 - Do faculty at Puget Sound experience biased statements in their SET?
 - With regard to use of SET for formative purposes:
 - How are they currently used to improve teaching?
 - What would be most useful for improving teaching?
 - With regard to use of SET for summative purposes:
 - How are they currently used for evaluation?
 - What would be most useful for evaluation?

Results - Demographics

- Response by faculty category (~56% response rate)

Answer	%	Count
Temporary non-tenure-track	6.52%	9
Continuing non-tenure-track	11.59%	16
Pre-Tenure (Assistant or Associate)	18.12%	25
Post-Tenure Associate	13.04%	18
Full Professor	50.72%	70
Total	100%	138

Results - Demographics

- Response by gender

Answer	%	Count
Male	42.96%	58
Female	54.81%	74
Other (please specify):	2.22%	3
Total	100%	135

Results - Demographics

- Reported race/ethnicity

Answer	%
American Indian or Alaska Native	0.00%
Asian	7.25%
Black or African American	2.90%
Caucasian/White	82.61%
Hispanic/Latinx	1.45%
International	2.17%
Native Hawaiian or Other Pacific Islander	0.00%
Other (please specify):	3.62%

Important note: The small number of non-white respondents made analyzing the impact of race impossible beyond main effects (i.e., White vs. Non-White).

Thus, a lack of differences due to race cannot be used to infer that race is not an issue for SETs at Puget Sound.

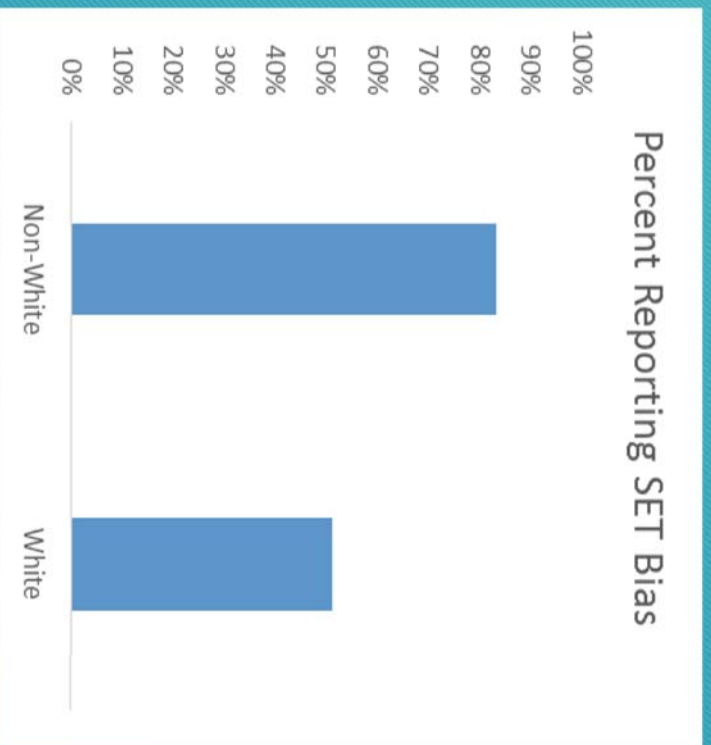
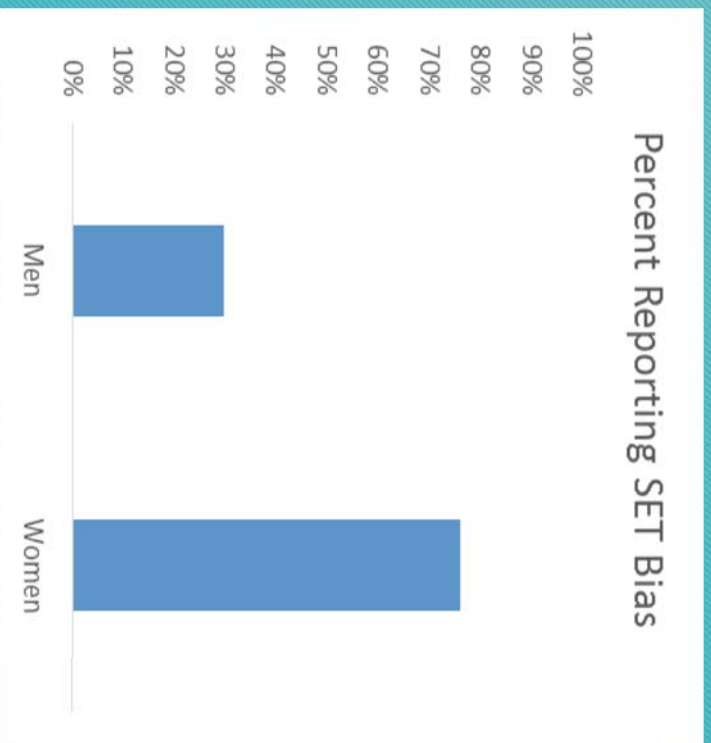
Experienced bias in SET?

- We asked faculty if they had experienced bias in SET at any point in their career:

Answer	%	Count
Yes	54.81%	74
No	45.19%	61
Total	100%	135

Experience Bias - Gender & Race

- Significantly more women than men (left; $p < .001$), and significantly more non-white than white faculty (right; $p = .007$) report experiencing SET bias.



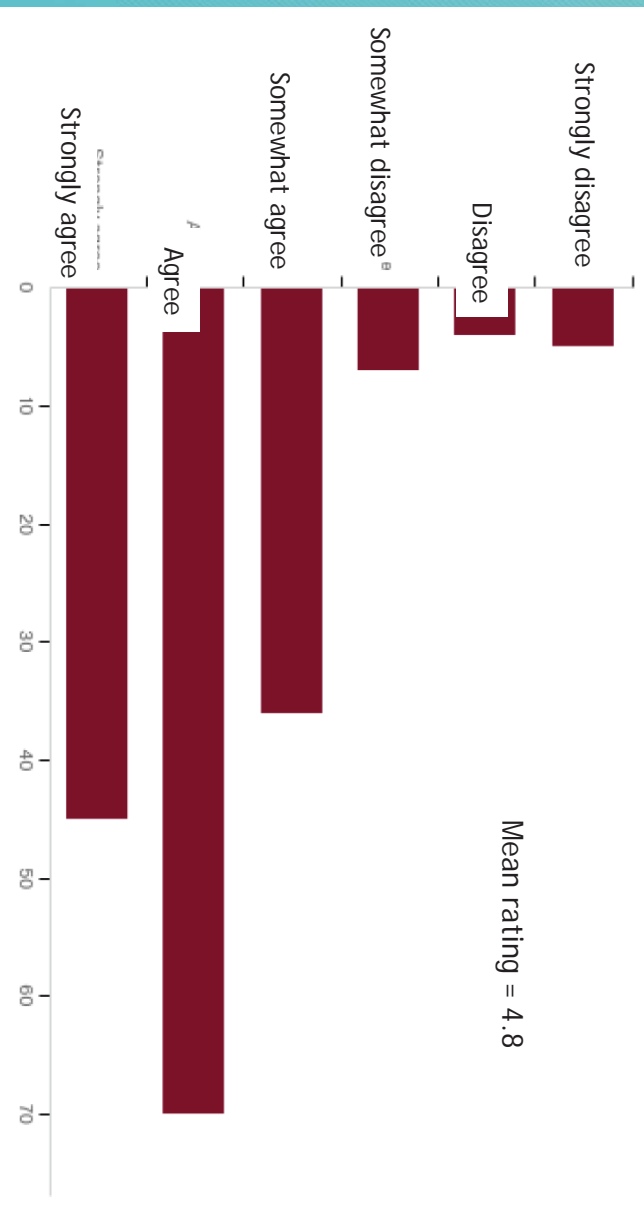
Experience Bias - Gender & Race

- Extreme negative impact on emotional and physical wellbeing.
 - “Demoralizing, ” “devastating, ” etc.
 - “They kill my confidence. They are emotionally exhausting. ”
 - “Some students' comments emotionally and psychologically damaged me. I experienced severe emotional distress and had to cope with anger and stress”
- Costs to teaching include:
 - Uncomfortable/anxious in classroom
 - Unauthentic pedagogy in classroom
 - Decreased risk-taking
 - Exhaustion from having to work harder for same outcome
- Importance of departmental and campus culture
 - Some felt unsupported by colleagues and administration, leading to a great sense of disappointment and disconnection to the campus community
 - Others felt supported and noted how much better they were able to cope due to this support
 - A few felt little to no impact. Impact seems to decrease with age.

Formative use of SETs

- We asked faculty to rate their agreement with SETs being used for *formative* purposes on a 1-6 scale, with 1=Strong Disagree and 6=Strongly Agree

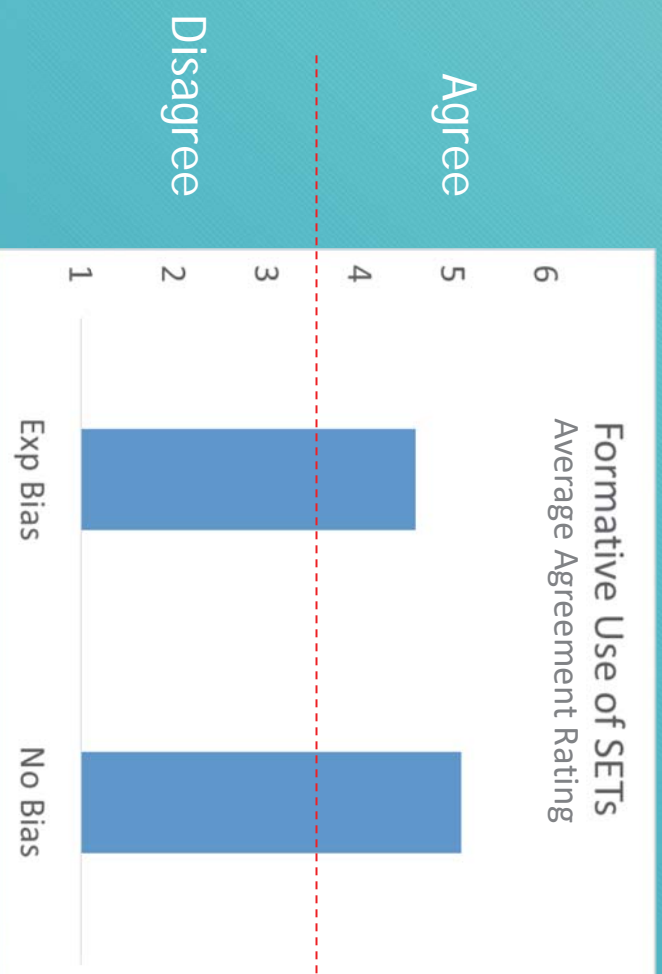
SETs of some kind should be used for formative purposes at University of Puget Sound.



Faculty agree that SETs should be used for formative purposes (4.8 ≠ 3.5; $p < .001$)

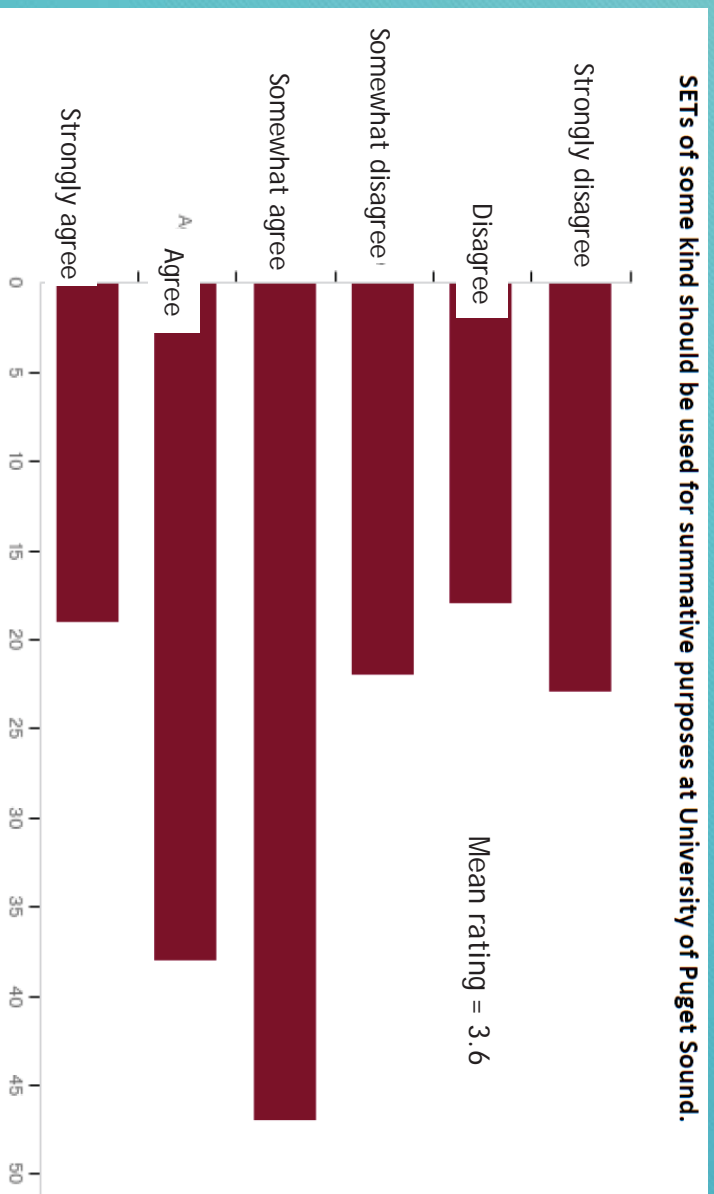
Formative - Bias Experience

- Although those who have experienced bias in SETs agree less, most agree with using SETs for formative purposes



Summative use of SETs

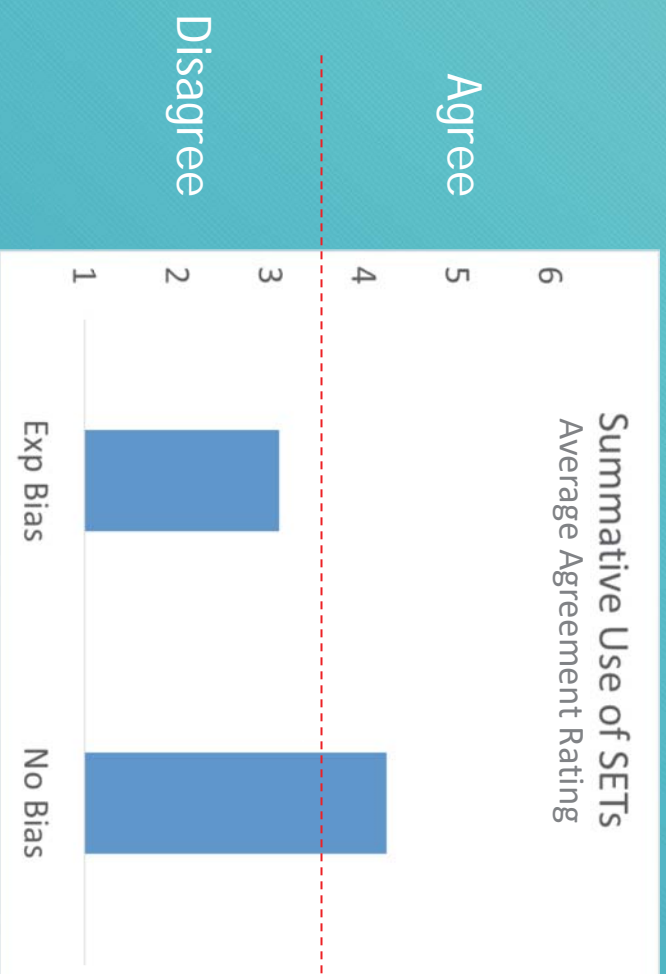
- We asked faculty to rate their agreement with SETs being used for *summative* purposes



Faculty are not in strong agreement with using SETs for summative purposes (3.6 \neq 3.5; $p = .14$)

Summative- Bias Experience

- Those who have experienced bias *disagree* with their use for summative purposes, in contrast to those who have not experienced bias



What role do SETs play in your own teaching development?

The most common responses to this question mentioned the words “patterns,” “trends,” or “themes.”

“I look for themes, whether positive or negative, so that I’m focusing on things that appear to feel true to many students, rather than a comment from just one.”

Some experienced faculty members reported that the SETs are less useful to them now than earlier in their careers.

“SETs were *very* useful when I was first starting to teach. I’ve always found students to be fair, and I take their feedback seriously. As a new teacher (new to liberal arts) their feedback was invaluable. Now that I have been teaching for many years, I find the SETs less useful, simply because I do not learn much from them. But—having said that—every time I teach a new class or introduce a new element to the course, I still consult the SETs.”

What information from students would be most helpful for improving your teaching?

The largest share of responses focused on getting feedback on specific details of the course, such as reading materials, quantity and content of assignments, and structure of class sessions.

Several faculty members want to have items that reflect the *effort* the student put into the course.

“I would also like to know (a) how many times the student came to office hours to discuss expectations, (b) how they felt about their participation or investment in the course, and (c) what they did to meet learning outcomes.”

Whatever they do or do not measure about teaching quality, they are a measure of student satisfaction, which given current enrollment/retention issues, is viewed as essential to our survival as an institution and therefore worthy of evaluation in some form. Student satisfaction was seen as in indirect aid to learning in that it improves student morale and effort.

What role do SETs play in your evaluation of a colleague for promotion?

The most common responses to this question mentioned that they focused on trends/patterns or tried to triangulate or match SET responses to other data points.

“Patterns are far more helpful than individual comments.”

“I look at them as a guide to give me a sense of student perceptions, yet I do my own evaluation of course content and quality of instruction based on visits and reading my colleagues' submitted materials.”

Some reported that SETs had little to no impact on their evaluations.

What information from students would be most helpful for evaluating colleagues for promotion?

The most common responses mentioned that SETs should be used to identify egregious problems

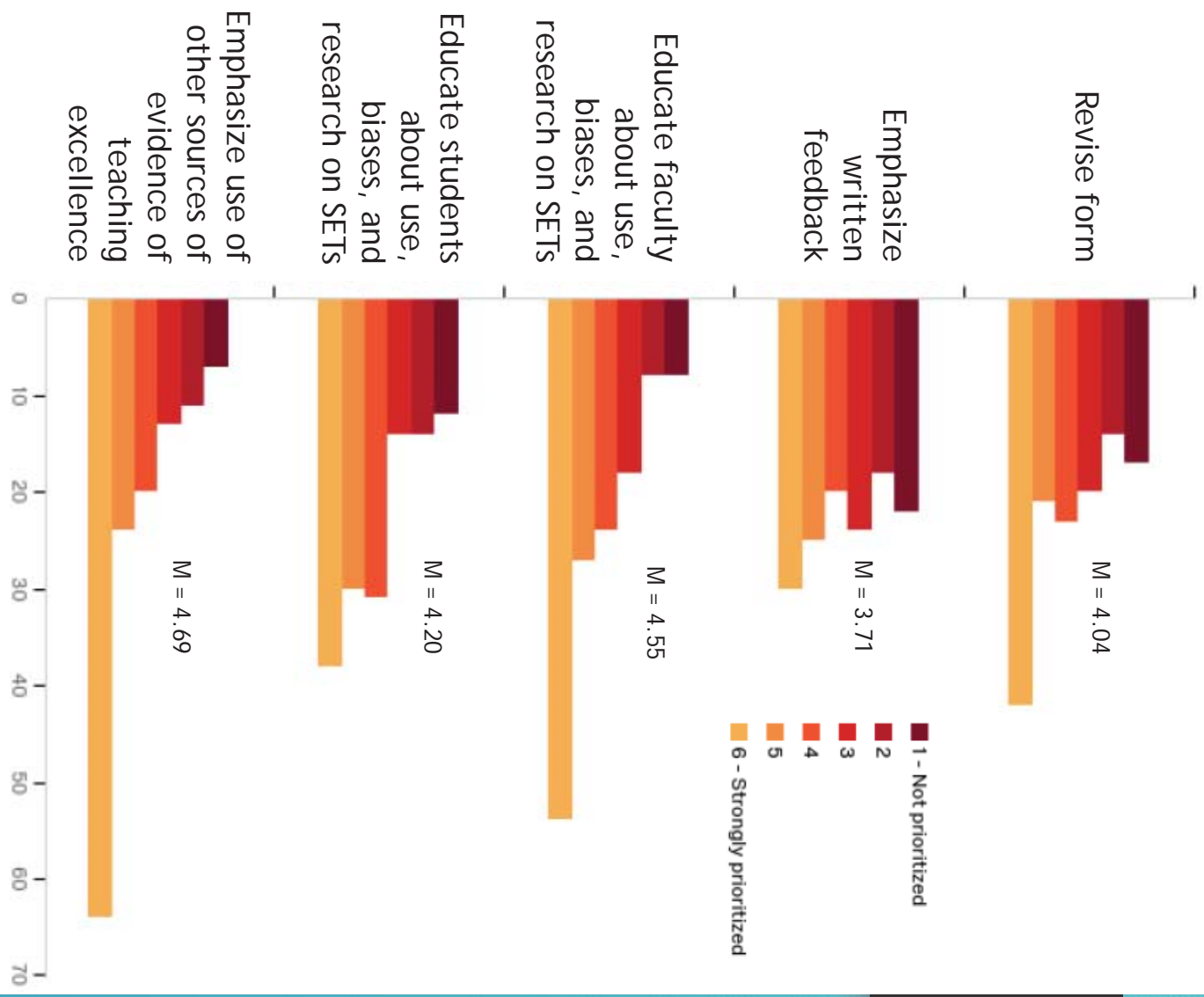
“Unless an instructor is uniformly disliked by the students, in which case there needs to be an intervention far before tenure or promotion is even applied for, I do not think student feedback is all that helpful for evaluating P&T”

Useful for getting student perspectives

“I want to know if the students were inspired and informed by my colleagues. Not only did they learn the content but did they learn to critically think, did they learn to apply their knowledge outside of what was taught in class, and did it challenge them in some way.”

Potential Changes to SET

- We asked faculty to prioritize potential changes to SETs on a scale of 1=Not prioritize, to 6=Strongly prioritize



Education of faculty and emphasis of other sources of evidence had strongest agreement across faculty

Only "emphasizing written feedback" was not supported by faculty

Changes to SET - Comments

In general, increasing relative importance of other sources of evaluation and educating faculty are thought to be more important than revising the student evaluations form and educating students.

Reminders that we ALL hold biases, not just students. Removing student voices could strengthen the negative impact of within-department vendettas.

- Comments suggesting we completely eliminate SETs seem to be about equal comments suggesting we should not eliminate SETs
 - Comments supporting their elimination (at least in tenure/promotion decisions) focus on diversity issues and supporting retention of minoritized faculty
- Comments against their elimination suggest that we must hear from students, even if it in the form of a “student satisfaction survey”.

Recommendations for SETs

- Current faculty code requires use of some sort of student evaluations of teaching
- Our faculty are being harmed by things they read in SETs
- Clear support for:
 - Formative use of SETs
 - Education
 - Update User Guide to clarify University position on SET use
 - Educate faculty and chairs working with new faculty to understand how to work with SET data (magnification, focusing on bad)
 - Students understand how used, issues of bias
- Use SETs *in context* of other evidence (pg 18 user guide)
 - Class visitation, teaching self-reflection statement & philosophy, course materials (User guide even seems to emphasize SETs)
- Revision

Recommendations for SETs

- Less support for use in summative/evaluation use of SETs
 - Do SETs actually provide the data we want for evaluation?
 - Are SETs used similarly across departments and even individuals within departments?
- Ideas from SET committee
 - Support system for those impacted by bias in SETs
 - Explicit support for how to read SETs, how to develop statements based on SETs
 - Cut biased SETs
 - Removed before given to faculty member
 - Faculty member cuts, or does not need to address, bottom and top % of SETs