

**FACULTY SENATE
ANNUAL
STANDING COMMITTEE REPORT**

2020 -2021 ACADEMIC YEAR

Prepared for the Central Washington University Faculty Senate

Faculty Senate Committee: Evaluation and Assessment

Committee Chair: Terry Wilson

Committee Representation:

- Members – Francesco Somaini, Maurice Blackson, Warren Plugge, Sara Toto
- Ex Officio Members – Stephen Robison
- Student Representatives – Jia Jin Xu
- Guests – Lidia Anderson

Committee Charges:

- As per the Web

Report on the Activities of the Committee:

- Meeting Dates and Times – Every other Fridays, 1-3 p.m. by Zoom
- Minutes (Should be posted to the Web)
- Successes
 - Information Services (IS) and SEOIs - The committee has worked with Lidia Anderson (IS) to resolve a number of issues including summer SEOI administration for intensive courses, SEOI policy applications for labs, and release of SEOI response rates.
 - Updated and administered 7 faculty surveys of academic administrators – President, Provost, Associate Vice Provost, Library Dean, college deans, Faculty Senate, and Faculty Senate Executive Committee

- Recommendations
 - The committee recommends separating the biennial academic administrator assessment charge to an annual charge doing half the academic administrators in odd years and half in even years.
 - The committee recommends examining different SEOI administration software options in the future to see if there is software to allow off-cycle SEOI administration. This way summer intensive course SEOI administration would be able to be done immediately at the course end.
 - The committee has received information concerning administrative access to SEOIs. It has recommended to the Faculty Senate Executive Committee that an annual audit of this access be conducted.
 - The committee has identified suggestions for increasing student response rates of SEOI completion. They include the use of midterm evaluations, informing students about how faculty use SEOIs, encouraging students to fill out SEOIs, and giving students class time to complete SEOIs.
 - The committee drafted language to amend [CWUP 5-90-040 Academic and General Regulations | Central Washington University](#). The amendments recommend formative SEOI use during significant disruptions to instruction (e.g., pandemics, natural disasters) and advocate evaluators not expect immediate SEOI success with modality changes. This draft language was sent to the Faculty Senate Executive Committee.
 - For future committee work
 - Information Services – work with Information Services to develop procedures for removing individual student SEOIs after academic misconduct, consider whether removing student SEOIs for students who withdraw from a course after the initial deadline is feasible, consider a procedure for how IS should handle individual faculty requests.
 - Decide how to split the biennial academic administrator assessment charge to annual ones on a rotating basis.
 - Consider adding additional SEOI forms to better capture course structure.
 - Explore additional peer evaluation techniques that are not currently being used.
 - Develop checklist for teaching effectiveness and excellence that recognizes different teaching modalities. Propose definitions for teaching effectiveness and excellence.

- Consider recommendations from CWU Equal Opportunity Committee (see attached letter below)

MEMORANDUM

TO: Faculty Senate Evaluation & Assessment Committee

FROM: Equal Opportunity Committee

DATE: April 6, 2021

RE: Faculty Evaluations

The purpose of the CWU Equal Opportunity Committee (EOC) is to:

- Regularly identify and review areas that may impact equal opportunity such as university waivers or promotion and tenure; and
- Review complaints, investigative reports and findings of the investigator and determine whether or not the allegations have been substantiated in accordance with the discrimination complaint and resolution policy and procedures for employees.

(See EOC website: <http://www.cwu.edu/hr/equal-opportunity/committee>)

Concerns about SEOIs and their use in faculty evaluations have been expressed to members of the committee. Over the last year, the EOC has educated itself on student course evaluations and their use at CWU. At our January 2021 meeting, Terry Wilson, Associate Professor in Management, and Chair of the Faculty Senate Evaluation and Assessment Committee and EOC members discussed the history of Faculty Senate examining the use of SEOIs. Members have educated themselves on a wide-variety of research associated with faculty evaluations including the *Report to the Faculty Senate on Peer Review of Teaching* (May 2012). This report was created by CWU's Faculty Senate Evaluation and Assessment Committee. The purpose of this report was:

... not to establish university policy. Instead...on establishing a set of tools available for all academic units to enhance and guide their existing peer-evaluation mechanisms...FSEAC does not provide any specific recommendations in this report – rather, we provide, based on review of provided materials and published studies, an overview of existing procedures and Best Practices. (May, 2012, pg. 1)

<https://www.cwu.edu/faculty-senate/sites/cts.cwu.edu/faculty-senate/files/PETeach.pdf>)

The Equal Opportunity Committee acknowledges research showing unequivocally that survey-based student evaluations are biased against faculty based on protected group status, including race, ethnicity, perception of race and ethnicity, sex, age...the list is long and extensive. Research also shows that using classroom observations formatively can better support pedagogical improvement (compared to evaluations), provide positive outcomes for faculty, and comprehensively support their success.

As stated in Best Practices in the Evaluation of Teaching (Benton & Young):

“Effective evaluation is complex and requires the use of multiple measures—formal and informal, traditional and authentic—as part of a balanced evaluation system. The student voice, a critical element of that balanced system, is appropriately complemented by instructor self-assessment and the reasoned judgments of relevant other parties, such as peers and supervisors. Integrating all three elements allows instructors to take a mastery approach to formative evaluation, trying out new teaching strategies and remaining open to feedback that focuses on how they might improve. Such feedback is most useful when it occurs within an environment that fosters challenge, support, and growth. By taking these steps, evaluation of teaching becomes a rewarding process, not a dreaded event.” (June 2018, Paper #69)

The Equal Opportunity Committee recommends the following:

- Explore alternative strategies to support faculty in improving their teaching while still allowing student voice.
- Examine how diversity and equity manifest in SEOI responses; examine bias that is discovered.
- Determine what impacts the pandemic and change in course delivery has had on SEOIs.
- Determine and execute strategies designed to hear from faculty who are also parents, or students who are parents, during COVID. How has the pandemic and change of course delivery affected SEOIs?
- Conduct institutional discussion on replacing SEOIs in promotion/merit/tenure/retention with observation and using the qualitative component of the SEOI as a formative tool for department and college use.
- If SEOIs continue to be used, focus on an increased response rate and policy on how to administer.

Equal Opportunity Committee

Patty Chirco, Graduate Teaching Assistant, Psychology

Krissy Goecks, Program Coordinator, International

Veronica Gomez-Vilchis, Diversity Advocate & Outreach Specialist, Inclusivity and Diversity

Marc Haniuk, Associate Professor, Theatre Arts

Jonathon Henderson, Associate Director Research, Institutional Effectiveness

Jill Hernandez, Dean, College of Arts & Humanity

Wendy Holden, Manager, Student Disability Services

Henry Jennings, Graduate Teaching Assistant

Khodadad (Khodi) Kaviani, Professor, Education Development Teaching & Learning

Melody Madlem, Professor, Health Sciences

Casey Ross, Office Assistant Lead, Dean's Office

Astrid Vidalon Shields, Assistant Professor, Apparel

Staci Sleigh-Layman, Executive Director, Human Resources

Dayna Stuart, Office Assistant, Disability Services

Works Cited

Benton, S., & Young, S. (n.d.). Best Practices in the Evaluation of teaching. Manhattan, Kansas, USA: IDEA. Retrieved March 22, 2021, from https://www.ideaedu.org/Portals/0/Uploads/Documents/IDEA%20Papers/IDEA%20Papers/IDEA_Paper_69.pdf