

Dutchess United Educators Contractual Provisions regarding Student Surveys of Teaching

Prepared by Laura Murphy for the NCSCBHEP 2022 Conference panel: "Limiting Use of Student Evaluations in Contracts: Challenges in Vision and Enforcement." April 12, 2022

The following is described at greater length in:

Murphy, Laura and Akins, Leah M. (2020) "Maintaining peer-based faculty evaluation: a case study involving student surveys of teaching," *Journal of Collective Bargaining in the Academy*: Vol. 11 , Article 4. Available at: <https://thekeep.eiu.edu/jcba/vol11/iss1/4>

Primary features of the contract language:

- a statement of purpose for the faculty evaluation process that focuses on assisting faculty with their growth and development as educators.
 - “The purpose of professional evaluations shall be to recognize and encourage outstanding professional performance by providing a process that includes supervisory, peer, and self-review.” (2016-2020 Full-time Contract, p. 24)
- a statement of purpose for collecting student feedback through the student survey of teaching process.
 - “The Student Survey of Teaching process provides a mechanism to bring the student voice in to the faculty evaluation process (see section 7.02). As is the case throughout the evaluation process, the intent and purpose is to use this information to assist the faculty member in his/her growth and development as an educator.” (2016-2020 Full-time Contract, p. 53)
- a statement of concern about the inherent biases that research shows impact student survey responses.
 - “All consideration of these data shall be undertaken with the understanding that student feedback is an important but limited vehicle for understanding the effectiveness of an individual’s teaching. All faculty and administrative supervisors’ evaluation of student survey results will be informed by a clear understanding of the research that demonstrates that student survey responses may reflect biases based on gender, race, sexual orientation, appearance, academic rigor, subject matter of the course, and students’ desire to take the course, work habits, and confidence about and prior knowledge of the subject matter. Therefore, data can be used to guide future professional development and shall not be used to initiate disciplinary procedures.” (2016-2020 Full-time Contract, p. 53)
- added contract language to provide more detail about the faculty evaluation process as a peer-based system that considers student surveys as a factor for discussion concerning professional development but not a main factor in tenure and promotion decisions.
- survey questions that research suggests could contextualize bias in results. (See current form of survey in appendix of this paper).

- limitations on the portions of the survey responses going to the administration (Part A).
 - “Part A of the Student Survey of Teaching must consist of statements that the union and management have agreed are more likely to lead to reliable student response.” (2016-2020 Full-time Contract, p. 54)
- limitations on the use of surveys in the faculty evaluation process.
 - “These data can only be used by OAA to initiate a conversation with the department chair to discuss institutional and departmental trends.” (2016-2020 Full-time Contract, p. 54)
 - “The quantitative data collected from Part A of the Student Survey of Teaching shall not be included in any PDR [Professional Development Report], tenure application, or promotion application.” (2016-2020 Full-time Contract, p. 54)
- a faculty-only committee to review and offer recommendations for labor-management negotiations about the student survey of teaching form and the evaluation process.
 - “The Student Survey of Teaching form and process shall be annually reviewed by an all-faculty committee. This DUE committee will consist of faculty members from a range of academic disciplines, including at least two part-time faculty members, and including two faculty who specifically represent DUE. Hereafter, the committee is referred to as the Evaluation Committee.” (2016-2020 Full-time Contract, p. 53)
 - “Any revision to any portion of the form or process that is recommended by the Evaluation Committee and approved by the Office of Academic Affairs shall be formally negotiated between DUE and the College prior to implementation.” (2016-2020 Full-time Contract, p. 53)

Since the student survey form is the same for all faculty, much of the same contract language is included in the part-time faculty contract. Additionally, the part-time faculty contract states: “[survey] data can be used to guide future professional development and shall not be used to initiate disciplinary procedures.”

The current student survey of teaching form is provided below, along with the sections of the CBA on the Student Survey Process and Form, and sections that discuss how the surveys may be used. The full-time and part-time contracts are publicly available at <https://www.dutchessunitededucators.org/due-documents>.

DUE CBA Sections on Student Surveys

APPENDIX F – Student Survey of Teaching Process

The Student Survey of Teaching process provides a mechanism to bring the student voice in to the faculty evaluation process (see section 7.02). As is the case throughout the evaluation process, the intent and purpose is to use this information to assist the faculty member in his/her growth and development as an educator.

The Department Chair/Supervisor and the Office of Academic Affairs will hold confidential and will not share, in any form, any personally identifiable quantitative data resulting from the surveys including in the Promotion and Tenure process. All consideration of these data shall be undertaken with the understanding that student feedback is an important but limited vehicle for understanding the effectiveness of an individual's teaching. All faculty and administrative supervisors' evaluation of student survey results will be informed by a clear understanding of the research that demonstrates that student survey responses may reflect biases based on gender, race, sexual orientation, appearance, academic rigor, subject matter of the course, and students' desire to take the course, work habits, and confidence about and prior knowledge of the subject matter. Therefore, data can be used to guide future professional development and shall not be used to initiate disciplinary procedures.

- 1) The Student Survey of Teaching form and process shall be annually reviewed by an all-faculty committee. This DUE committee will consist of faculty members from a range of academic disciplines, including at least two part-time faculty members, and including two faculty who specifically represent DUE. Hereafter, the committee is referred to as the Evaluation Committee.
- 2) Any revision to any portion of the form or process that is recommended by the Evaluation Committee and approved by the Office of Academic Affairs shall be formally negotiated between DUE and the College prior to implementation.
- 3) The Student Survey of teaching will be administered during the weeks 12 – 14 each semester in:
 - a) All sections taught by a non-tenured faculty
 - b) At least half of the sections taught by a tenured instructor, assistant professor, or associate professor in an academic year distributed as evenly as possible each semester
 - c) At least one section taught per semester by a tenured full professor
- 4) Selection of sections in which surveys will be administered is made by faculty in consultation with the Department Chair and reported to the Office of Academic Affairs by the tenth week of each semester. Sections selected over a PDR cycle should represent a full range of courses taught by the faculty member.

- 5) Each semester, the department's office assistant shall obtain a sufficient number of Student Survey of Teaching envelopes and current survey forms from the mail room and make them available to the departmental faculty. All survey forms are to be returned to the respective departmental office, with the exception of department chairs' surveys, which are delivered to OAA.
- 6) The Student Survey of Teaching form shall include two required sections (Parts A and B) and one optional section (Part C). Part A gathers information to be considered at the institutional level with results tabulated and provided to OAA, Part B gathers information to be considered at the department level, and Part C (optional) gathers information at the course/discipline level.
- 7) Part A of the Student Survey of Teaching must consist of statements that the union and management have agreed are more likely to lead to reliable student response. The responses provided in Part A will be given on machine-readable forms so that responses can be tabulated and submitted to OAA. The quantitative data collected from Part A will be provided to the faculty member's supervisor and to the faculty member after review by the supervisor.
- 8) Part B focuses on the collection of potentially useful information to the faculty regarding their teaching practice. Part B information will be provided to the faculty member's supervisor and returned to the faculty member after review by the supervisor.
- 9) Part C may be required by a department and/or discipline and will be specific to the department and designed and voted upon by the faculty in that department and approved by the Evaluation Committee.
- 10) Student responses to Parts B and C of the Student Survey form remain at the department level, for use by the faculty member and his or her departmental and/or program supervisor.
- 11) All parts of the Student Survey of Teaching form and machine readable forms completed by students shall be returned to the respective faculty member. Each faculty member is required to retain the forms for three years.
- 12) Part A survey forms will be scanned for data every semester in the academic department and reviewed by the academic department chair for all departmental courses. The data from Part A will be forwarded to OAA within 45 days of the end of each spring and fall semester. These data can only be used by OAA to initiate a conversation with the department chair to discuss institutional and departmental trends.
- 13) The department chair will forward the data collected for departmental courses taught by part-time faculty to the respective supervisor.

- 14) The quantitative data collected from Part A of the Student Survey of Teaching shall not be included in any PDR, tenure application, or promotion application.

APPENDIX G – Student Survey of Teaching Form

Part A of the Student Survey of Teaching Form

Students will rate each statement on a 5 point Likert scale (1-strongly disagree, 2-disagree, 3-neutral, 4- agree, and 5-strongly agree). Part A will consist of the following statements:

- 1) The instructor provided a syllabus that included a course outline.
- 2) The instructor clearly communicated how the course grade was to be determined.
- 3) The instructor provided his/her DCC email address and how best to contact them outside of class.
- 4) The instructor usually begins class on-time as scheduled.
- 5) The instructor usually uses the instructional time available with breaks (when applicable).
- 6) The instructor expects students to use the required textbook(s)/resource(s).
- 7) The instructor is responsive to students' questions and concerns.
- 8) The instructor gives clear explanations.
- 9) I had a strong desire to take this course.
- 10) I was able to access the resources required for the course.
- 11) I was able to commit the time and effort necessary to be successful in the course.
- 12) I feel my prior knowledge in the subject matter was a significant factor in my ability to be successful in the course.

Part B of the Student Survey of Teaching Form

Will consist of the following prompts for feedback:

- 1) Please comment on your overall impression of this instructor.
- 2) Please comment on the organization and structure of the course.
- 3) Please comment on your interactions with the instructor.
- 4) Please comment on the text book and materials used in the class.
- 5) Please add any other comments you would like to make, including your overall summary of the course and suggestions for improvement. Give examples where you can.

DUE CBA sections that discuss how student surveys are used:

7.02 Faculty Evaluation Process

(a) Purpose

The evaluation of the professional activities of all employees in a public institution of higher education is essential to the maintenance of academic and professional standards of excellence.

The purpose of professional evaluations shall be to recognize and encourage outstanding professional performance by providing a process that includes supervisory, peer, and self-review. Through this process, faculty are able to identify areas of excellent performance and areas for improvement, and peers and supervisors are able to provide useful feedback for consideration. Support of a professional working environment and professional development are key elements of an outstanding professional performance; therefore, the evaluation process also addresses possible actions as a result of the evaluation process. An evaluation of faculty shall be based on total professional performance. The evaluation of a full-time faculty member is conducted by the faculty member's department chair. An exception is for a full-time faculty member serving as department chair. In that case, the faculty member's evaluation is conducted by the Office of Academic Affairs.

(b) Evaluation Process

The primary component of the evaluation process is the Professional Development Report which provides detailed information concerning the three aspects of faculty: teaching, service, and scholarship. Classroom observations and student surveys of teaching are a part of the process to supply first-hand information about the faculty member's teaching practice. The process also includes review of procedural responsibilities of faculty.

Detailed information about the Professional Development Report and process is located in Appendix C, requirements for syllabi is located in Appendix D, classroom observation process in Appendix E, student survey of teaching process is located in Appendix F, student survey of teaching form is located in Appendix G, and guidelines to address faculty evaluation recommendations is located in Appendix H. The processes described in Appendices C through H will be implemented starting in fall 2017.

APPENDIX C – Professional Development Report for Teaching Educators

Evaluation of full-time faculty members shall be uniformly applied and based upon total performance with primary emphasis on teaching effectiveness. The professional development report (PDR) forms the core of a faculty member's evaluation.

Professional Development Report Form:

1. **Teaching Effectiveness** (based on classroom observations, student feedback, and other available information);
2. **Student Engagement** (based on but not limited to advisement, orientation activities, supplementary instruction/tutoring, mentoring students in discipline, serving as club advisor, organizing or participating in extracurricular activities/programs for students);
3. **Service to Department/College/Community** (based on contributions in curriculum review, peer appraisals, committee activity, participation in college organizations and

activities, participation in community organizations—particularly in curriculums where relationships with industry, business, and community agencies are important, voluntary service such as speaking, participation in community activity);

4. **Professional Development and Scholarship** (based on courses of study, independent study, creative work, publications, participation in professional workshops and conferences, conference presentations, and membership and participation in professional organizations);
5. **Overall Evaluation** (includes evaluative information from classroom observations, student feedback, and procedural responsibilities of faculty);
6. **Results of Evaluation Interview and Recommendations for Continued Growth** (comments by both department chair and faculty member as appropriate, supporting information attached as needed)

Professional Development Report Preparation:

The PDR is prepared by each full-time faculty member in conjunction with his/her department chair every year for all non-tenured faculty and once every three years for all tenured faculty. The faculty member prepares sections 1 through 4, the department chair prepares section 5, and the faculty member and department chair work together to complete section 6. Completed PDRs, signed by both the faculty member and the department chair, shall be submitted to OAA by June 1 each academic year. Any comments by a department chair, offered in section 5 of the PDR, recommending improvement in a performance category must be addressed in section 6. A tenured faculty member's promotion application replaces the PDR in the year that a promotion application is submitted, and the subsequent PDR will be due three years later. The PDR is to be deposited in the faculty member's open file maintained by the Office of Academic Affairs.

Department Chair Preparation of Section 5 of PDR:

The department chair shall include the following evaluative information in section 5 of the PDR:

1. Classroom Observations: Refer to Appendix E for details on the classroom observation process
2. Student Feedback:
 - a. The process for administering the Student Surveys of Teaching forms is described in Appendix F. Refer to Appendix F for further information on the intent and purpose for data gathered from this process
 - b. For each full-time faculty member the Department Chair will summarize the contents of student surveys completed since the last PDR along with any other appropriate documented student feedback.
3. Procedural Responsibilities of Faculty
 - a. Syllabus Review – syllabi for each faculty member for each course section taught shall be collected and filed with the department in a timely manner. Refer to

- Appendix D for the required elements of syllabi.
- b. Faculty member submits grades according to dates posted in the College academic calendar.
 - c. Faculty member submits record of grade justification to the Department Chair according to dates posted in the College academic calendar.
 - d. Faculty member uses DCC email to communicate with college and students.
 - e. Faculty member maintains required office hours.
 - f. If the faculty member serves in the leadership role of department chair, program chair, or part-time faculty supervisor, his/her supervisor will include commentary on faculty member's achievement in that role.

The form itself appears on the following two pages.

Current DUE Student Survey of Teaching Form:

Class Climate	Student Survey of Teaching	

Mark as shown: Please use a ball-point pen or a thin felt tip. This form will be processed automatically.
 Correction: Please follow the examples shown on the left hand side to help optimize the reading results.

1. Instructions

This form provides an opportunity to give feedback about this class. Your instructor will tell you how to fill out the form and should then leave the room. After final grades are turned in, these forms will be reviewed by the instructor with his/her supervisor. Your participation is important to and valued by the College.

2. Reason

2.1 Reason for taking this course: Elective Requirement

3. Part A of the Student Survey of Teaching Form

- 3.1 The instructor provided a syllabus, either hard copy or electronically, that included a course outline. (Check Not Applicable if LAB section only.) Yes No Not Applicable
- 3.2 The instructor provided his/her DCC email address and how best to contact them outside of class. Yes No

Use the scale below to express your opinion on each of the statements listed. Enter your response below.

		<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Neutral</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>	<i>Not Applicable</i>
3.3 The instructor clearly communicated how the course grade was to be determined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 The instructor usually begins class on-time as scheduled.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 The instructor usually uses the instructional time available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 The instructor expects students to use the required course materials (such as textbooks, online resources, films, software).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7 The instructor is responsive to students' questions and concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.8 The instructor gives clear explanations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.9 I had a strong desire to take this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.10 I was able to access the resources required for the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.11 I was able to commit the time and effort necessary to be successful in the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.12 I feel my prior knowledge in the subject matter was a significant factor in my ability to be successful in the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Part B of the Student Survey of Teaching Form

Enter your comments for each of the prompts provided below.

- 4.1 Please comment on your impression of the instructor's teaching effectiveness.

- 4.2 Please comment on the organization and structure of the course.

- 4.3 Please comment on your interactions with the instructor.

- 4.4 Please comment on the text book and materials used in the class.

- 4.5 Please add any other comments you would like to make, including your overall summary of the course and suggestions for improvement. Give examples where you can.