FPPC Minutes for the September 15, 2017 Meeting

Agenda

1.    Introductions

2.    Approval of minutes from organizational meeting, spring 2017

3.    Discussion about policies the council may consider this semester

4.    Background and preliminary discussion about 17-05 Student Evaluations of Teaching

People present were J. Pattnaik, G. Reynolds, L. Kermode, A. Colburn, J. Torabzadeh, and H. Ramachandran.

Absent were P. Soni, R. Marcus, D. Ottolia, U. Lassiter, the CFA rep (name unknown), M. Wiley, and S. Pavri.

Item 2 was tabled, since the secretary was absent.

For item 3, the main policies we discussed (beside 17-05) were about faculty responsibility and ethics (re: bullying jr. faculty) but that policy is old (2000) and has not been revised recently, and Evaluation of Tenured Faculty. It was noted that ETF does not involve salary increases, which may be one reason it has not generated a lot of interest; G. Reynolds pointed out that a recent accreditation review of her department’s graduate degree program specifically noted the lack of clear guidelines on ETF. We also said we’d remind Norbert about last year’s council’s work on conflict of interest and course materials; the group was clear that they do not want to see or revisit this policy again, but do not want the work that was done last year to be lost.

Finally, for item 4, we noted SPOT forms will need to be accessible, and we discussed the value of learning more about how online evals are currently done, both here and other universities. Lots of discussion on this topic, including how to ensure reasonable response rates, creating a climate of evaluations such that perhaps one week each semester is evaluation week and everyone participates, and clarification on how course evaluations are used (course improvement or faculty evaluation). It was also noted that policy states that FPPC should review SPOT questions every 5 years and report back to the Senate. Currently, only item #5 is used for RTP (in some departments). Alan has a link to the Iowa database that the SPOT questions came from if anyone is interested in pursuing this aspect of our charge. Although unrelated to online SPOT forms, we discussed how classes taught by CCPE need to be evaluated (currently some are not), and we discussed how evaluations are used (for RTP), including the idea results might conceivably be reported differently (i.e., the scales are basically categorical/ordinal but are reported as means—should we be reporting some other metric?).

Meeting was adjourned at 1:58 p.m.

**Transitioning from Paper to Online SPOT Forms**

SPOT forms for thousands of classes are generated and printed (with info from PeopleSoft, converted for use by Class Climate)

Technical Issues to Consider:

Paper reports distributed to faculty

Paper reports are generated, printed

Students fill out SPOT forms, forms go to Institutional Research

SPOT forms are distributed to instructors, who give forms to students

* Only students enrolled in a class can fill out the form
* Students complete forms only during specific times
* Forms must be anonymous
* Data must be stored securely
* No data connected part of the process can be completed via e-mail, e.g., communicating results
* Paper use should be minimized. Other expenses, presumably, should also be minimized.

Policy Issues to Consider:

* Must be usable in *all* C-designationclasses (on campus, off campus, hybrid, online)
* Must include closed and open ended items
* Colleges, depts., and programs must be able to add additional items
* Various people must have access to summarized results for closed ended items + all responses for open ended items
* Must be administrable by students
* Confidentiality must be maintained

Class Climate scans, parses data