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Forming a Task Force for Assessing Teaching Effectiveness

1.0 Policy Purpose

- 1.1** The joint task force of the Academic Senate of California State University, Dominguez Hills (ASCSUDH) and the Division of Academic Affairs be formed to provide guidance regarding best practices, policy recommendations, and utility of Teaching Effectiveness Assessments at CSUDH.

2.0 Function

- 2.1** That the Collective Bargaining Agreement, relevant University and College policies, CSUDH Academic Master Plan, and the university's social justice mission be consulted by the Task Force for Assessing Teaching Effectiveness (TFTEA@DH).
- 2.2** That the TFTEA@DH will consult the literature and science of teaching effectiveness assessment and examine practices, including best practices for assessing teaching effectiveness, across the CSU and California Community Colleges.

3.0 Scope

- 1.1** The scope of the TFTEA@DH work is to examine topics including, but not limited to:
 - 1.1.1** General assumptions related to teaching effectiveness assessment;
 - 1.1.2** Campus-wide student feedback on teaching questions, format, and implementation processes;
 - 1.1.3** Campus-wide principles for faculty/peer assessment of teaching effectiveness;
 - 1.1.4** Campus-wide principles for faculty self-assessment of teaching effectiveness, and;
 - 1.1.5** Campus-wide teaching effectiveness assessment questions and tools at the student, faculty/peer, and self-assessment levels for use by colleges and departments or other units.

4.0 Responsibility

- 4.1** That the TFTEA@DH will commence in Fall 2021 and will write a report proposing policies and requirements for Teaching Effectiveness Assessment with a plan to implement the proposed policies and requirements no later than December 2022.

5.0 Membership

- 5.1** The Provost & Vice President for Academic Affairs, and the Chair of the Faculty Policy Committee each name one chair to co-chair the task force.

- 5.1.1** Membership of the task force shall include the following:

- 5.1.1.1** One appointed representative from:

- 5.1.1.1.1 Faculty Affairs
 - 5.1.1.1.2 Student Affairs (MPP)
 - 5.1.1.1.3 College Associate Deans
 - 5.1.1.1.4 Student representatives:
undergraduate student and graduate student
 - 5.1.1.1.5 CFA representative
 - 5.1.1.1.6 Faculty Development Center
 - 5.1.1.1.7 Academic Technology

- 5.1.1.2** One elected representative from:

- 5.1.1.2.1 Non-Tenure Track Faculty
 - 5.1.1.2.2 Faculty (tenured, tenure-track, or lecturer) representative from each college, including CEIE, and the Library
 - 5.1.1.2.3 Department Chair

6.0 Rationale

- 6.1** The overreliance at CSUDH on students' evaluations of teaching effectiveness (known at CSUDH as perceived teaching effectiveness or "PTEs") in the retention, tenure, and promotion process for probationary and tenured faculty as well as non-tenure track faculty evaluation processes has been a common concern among faculty members. The topic has previously been discussed at two Academic Senate retreats in 2019.
- 6.2** Student evaluations have been criticized in the literature as being invalid measures of student learning and sources of significant bias. Faculty are

concerned with the low response rates and sample sizes, validity of the questions presented to students, and the research indicating that student evaluations are heavily influenced by racial and gender bias with potentially disparate use and impact on the retention, tenure and promotion of faculty of color and female faculty.

- 6.3** Given the evidence of gender and racial bias, the reliance on PTEs as a significant assessment tool in the evaluation of faculty performance hinders the university's efforts to increase and retain the faculty of color, and therefore maintain and grow a faculty body that reflects our student body (citations from relevant studies below). Beyond the obvious implications on job security, professional advancement and income inequality, the well-established bias against women and faculty of color renders PTEs incompatible with the equity principles of CSUDH and CSU, and likely presents grounds for legal challenges.
- 6.4** Thus, complementary, supplementary and/or alternative modes and criteria for evaluations that reliably assess teaching effectiveness while honoring the disciplinary differences in pedagogies, and the diversity, skills, and strengths of CSUDH faculty should be explored, formalized into our assessment processes for teaching effectiveness, implemented, and assessed. This in turn will help support of CSUDH equity principles and its overall mission.

7.0 References

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A more comprehensive bibliography is available here:

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Approved: Dr. Michael E. Spagna, Provost and Vice President for Academic Affairs

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