

Faculty Senate Minutes #381

November 30, 2011

1:40 PM

Room 630 T

Present (39): Jana Arsovska, Andrea Balis, Elton Beckett, Erica Burleigh, James Cauthen, Kathleen Collins, Lyell Davies, Virginia Diaz-Mendoza, James DiGiovanna, Mathieu Dufour, Janice Dunham, DeeDee Falkenbach, Beverly Frazier, Jay Gates, Lior Gideon, Demis Glasford, Laura Greenberg, Norman Groner, Maki Haberfeld, Devin Harner, Richard Haw, Veronica Hendrick, Tim Horohoe, Karen Kaplowitz, Kwando Kinshasa, Anru Lee, Richard Li, Vincent Maiorino, Evan Mandery, Roger McDonald, Sara McDougall, Mickey Melendez, Catherine Mulder, David Munns, Richard Ocejo, Rick Richardson, Francis Sheehan, Staci Strobl, Pat Tovar

Absent (10): Michael Alperstein, Demi Cheng, Jennifer Dysart, Terry Furst, Shaobai Kan, Yu Ma, Brian Montes, Raul Rubio, Manouska Saint Gilles, Denise Thompson

Invited Guests: Professors Joshua Clegg, Alexander Long, Yi Lu, Keith Markus

Agenda

- 1. Adoption of the agenda**
- 2. Announcements & Reports**
- 3. Adoption of Minutes #380 of November 14, 2011**
- 4. Report on the November 21 meeting of the College Council**
- 5. Election of 5 faculty members to the Campus Public Safety Advisory Committee**
- 6. Discussion of possible questions to ask Chancellor Goldstein during his December 1 visit**
- 7. Update on the Revision of the Student Evaluation of the Faculty Instrument**
- 8. Administrators' expectations of faculty**

- 1. Adoption of the agenda.** Approved.

2. Announcements & Reports

Provost Bowers has appointed all eight faculty members whom the Faculty Senate had recommended to serve on the Search Committee for Associate Provost for Research and Strategic Partnerships. (One, Professor Jonathan Jacobs, had subsequently withdrawn from membership on the search committee for personal reasons.)

The CUNY Board of Trustees has just approved the first naming in honor of a donor to John Jay: Arthur Mirantea, a member of the Board of Directors of the John Jay Foundation, and his wife, Elizabeth Mirantea, have donated a quarter of a million dollars and the terrace on the Faculty Dining Room has been named in their honor.

3. Adoption of Minutes #380 of November 14, 2011. Approved.

4. Report on the November 21 meeting of the College Council

The proposed revisions to the Model Syllabus were approved, including a change in language from "office hours" to "contact hours," a change which was supported by the Faculty Senate.

5. Election of 5 faculty members to the Campus Public Safety Advisory Committee, required by NYS Law [Attachment A]

New York State Law 6431 [Attachment A] requires New York State operated colleges, that is, the colleges of CUNY and SUNY, to each have a Campus Public Safety Advisory Committee comprising at least 6 members, of whom at least one half must be women, and one-third must be students chosen by the students, one-third faculty chosen by the Faculty Senate, and one-third administrators appointed by the President. This is a Committee that used to exist at John Jay but when CUNY adopted a policy on workplace violence, CUNY gave each college the option of creating a separate committee on workplace violence or of merging it with the mandated Campus Public Safety Advisory Committee; at John Jay, it was decided to merge the two committees. However, after Public Safety Director Brian Murphy retired, the committee stopped meeting regularly.

President Kaplowitz said that when the Advisory Committee is re-established it is important that it have knowledgeable and strong faculty members especially given the confluence of many major issues: the introduction of CUNY peace officers, who will number at least 26; the new, complex and large building; North Hall which still has faculty and staff and continues to require security coverage; a new public safety director, who is not only new to John Jay but new to CUNY as well; and the frequent student protests against tuition increases and other matters.

President Kaplowitz characterized the professional background of Stephen Hollowell, the new Public Safety Director, as very extensive: he has a John Jay baccalaureate degree; he was a detective sergeant with the Metropolitan Police of Scotland Yard; next he was a senior

investigations manager for Mount Sinai Medical Center; next the security director of the Brooklyn Academy of Music; then the director of security of the American Museum of Natural History; then the senior director of corporate security at the prestigious company created and headed by Jules Kroll, the director of the Board of Directors of John Jay's Foundation, Kroll Associates; and, most recently, he was director and senior consultant of the Cerberus Security Services, located in NYC. But, she added, he has no work experience at a college or university and, therefore, the consultative nature of academic life, the shared governance aspect, is necessarily new to him.

As required by the John Jay Faculty Senate's Constitution, the Senate's Executive Committee nominated five faculty members – Professors Janice Dunham, Karen Kaplowitz, Charles Nemeth, Francis Sheehan, and Liza Yukins – each of whom holds a position or plays a role at the College that is especially appropriate for membership on this committee. President Kaplowitz explained that Senator Janice Dunham is the Associate Chief Librarian for Public Services and that the Library is the site of many security issues and problems; Senator Francis Sheehan is the College's Chief Chemical Hygiene Officer and as such is responsible for science and health issues, including the sophisticated machines in the Science Department where many security issues have been identified and, furthermore, he is the chair of the John Jay PSC Health and Safety Committee; Professor Liza Yukins, who is a member of the English Department, is now the Director of the Women's Center where many students seek counsel and help when they become victims of stalking and of domestic abuse that sometimes follows them onto campus; Professor Charles (Chuck) Nemeth, who will begin at John Jay in January, was recruited to be the Chair of the Department of Security, Fire, and Public Management, from the University of California in Pennsylvania where he is chair of the department of professional studies and who is a recognized expert in security issues having, in fact, written textbooks used by John Jay professors for their security and other criminal justice courses; and Senator Karen Kaplowitz is a member of the PSC Health and Safety Committee and has been very involved in dealing with security issues all semester and over the years.

Several Senators expressed concern about the absence of an open call for candidates. Others questioned whether the Committee will be sufficiently representative of the student body in terms of racial and ethnic make-up. President Kaplowitz explained that five students will also serve on this committee and their votes will hold equal weight with the five faculty members and with the five administrators. She also explained that quite a few faculty members were asked to be candidates but declined. A motion was made to add Senator Rick Richardson to the ballot and this motion was seconded. Upon being invited to speak about his qualification, Senator Richardson said he had been a student at John Jay as well as an adjunct and now a member of the full-time faculty and that he had worked in the Library for many years and so knows security issues related to the Library.

The Senate voted by secret, written ballot. Those elected were: Janice Dunham, Karen Kaplowitz, Charles Nemeth, Francis Sheehan, and Liza Yukins.

6. Discussion of possible questions to ask Chancellor Goldstein during his visit on December 1

Senators discussed several topics. Of particular concern were the actions of campus public safety officers at Baruch and elsewhere.

7. Update on the Revision of the Student Evaluation of the Faculty Instrument: Invited guests: faculty members of the Student Evaluation of the Faculty Committee: Professors Alexander Long (chair), Joshua Clegg, Yi Lu, and Keith Markus [Attachment B, C]

The committee members discussed the process of developing a proposed revision of the Student Evaluation of the Faculty instrument [Attachment B] thus far, their findings and their plans moving forward. President Kaplowitz said she is surprised that student evaluation forms are not given to faculty upon their being hired so that they can be aware of the measures by which they will be evaluated and there was consensus about this. A Senator asked about the validity of the instrument.

The Committee has focused on the issue of validity and the instrument being developed is designed to capture a variety of areas. The discussion about having an instrument that can be used online was introduced by a Senator. The committee said that this is one of the design principles being considered as a possibility. The Senator clarified that the issue is not filling out the instrument online but seeing the results, the scores, online. The committee members said that they are unanimous in the opinion that it is not appropriate to make the scores publically available because the instrument's primary purpose is for personnel decisions and, thus, should be kept confidential.

President Kaplowitz asked why the Committee's Report [Attachment C] of a survey of users about the current instrument, a report which the Senate had received as part of the agenda packet, had only their four names on it and not the names of the two student members. She noted this is a College Council Committee and that two students were elected last year and two different students were elected this year. Professor Keith Markus said that no student had ever attended a committee meeting, either last year or this year. He said the committee members had emailed and reached out to the student members in several ways and never received even a reply; they then asked Mr. Marlon Daniels, a member of Vice President Eanes' Office, to recommend additional students and he did so several times but not one of the recommended students ever replied. Professor Alex Long said they very much want the student members to participate but all their efforts were unsuccessful. He said he was pleased that students did respond to the survey about the current instrument.

8. Administrators' expectations of faculty: Senator Evan Mandery. Postponed.

The meeting was adjourned at 3:30 PM.

Submitted by

Virginia Diaz-Mendoza
Recording Secretary

ATTACHMENT A


 <p>Category: Facility Management / Safety Student Affairs</p> <p>Responsible Office: <u>University Police</u></p>	<p>Policy Title: Campus Safety Advisory Committees, Establishment of</p> <p>Document Number: 5401</p> <p>Effective Date: July 01, 2004</p> <p>This policy item applies to: State-Operated Campuses</p>
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It is the policy of the State University of New York (University) to comply with legal requirements of Article 129-A of NYS Education Law §6431 (Regulation of Conduct on Campus and Other College Property Used for Educational Purposes). Accordingly, the Board of Trustees of the State University of New York has adopted written rules requiring campuses to establish campus safety advisory committees. These committees will provide advice and written reports on issues relating to personal safety on the campus as well as perform identified requirements of 20 USC §1092(f), also known as the "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act." (See the University procedure on Campus Security Policy and Campus Crime Statistics Reporting for information regarding the requirements and format for reporting official crime statistics.)

Policy**I. Establishment of Campus Safety Advisory Committee**

It is the policy of the State University of New York (University) to comply with legal requirements of Article 129-A of NYS Education Law §6431 (Regulation of Conduct on Campus and Other College Property Used for Educational Purposes). Accordingly, the Board of Trustees of the University has adopted written rules requiring campuses to establish campus safety advisory committees.

A. Committee Composition – The committee shall consist of a minimum of six members:

1. at least half of the committee shall be female;
2. one-third of the committee shall be appointed from a list of students that contains at least twice the number to be appointed, which is provided by the largest student governance organization on the campus;

3. one-third of the committee shall be appointed from a list of faculty members that contains twice the number to be appointed, which is provided by the largest faculty organization on the campus; and
4. one-third of the committee shall be selected by the president.

B. Committee Responsibilities - The committee shall review current campus security policies and procedures and make recommendations for their improvement. It shall specifically review current policies, plans and procedures for:

1. educating the campus community, including security personnel and those persons who advise or supervise students, about sexual assault pursuant to §6432 of Article 129-A of NYS Education Law;
2. educating the campus community about personal safety and crime prevention;
3. reporting sexual assaults and dealing with victims during investigations;
4. referring complaints to appropriate authorities;
5. counseling victims; and
6. responding to inquiries from concerned persons.

C. Written Annual Reporting - The committee shall report in writing, at least once (June 15) each academic year to:

1. the campus president;
2. the entire campus including faculty, staff, administrators and students in publications or appropriate mailing; and
3. when requested, applicants for enrollment or employment.

This annual written report does not constitute the mandatory reporting of official crime statistics (see the University procedure on Campus Security Policy and Campus Crime Statistics Reporting).

Definitions

There are no definitions relevant to this policy.

Other Related Information

Rules for the Maintenance of Public Order

Sexual Assault Prevention Policy

Procedures

Student Consumer Information and Disclosures

Campus Security Policy and Campus Crime Statistics Reporting

Campus Conduct & Other College Property used for Educational Purposes

Forms

There are no forms relevant to this policy.

Authority

NYS Education Law §6431 (Advisory committee on campus safety)

Chapter 739, Laws of 1990.

Chapter 457, Laws of 1990.

Chapter 676, Laws of 1980.

State University of New York Board of Trustees Resolution, 99-172, adopted October 26, 1999.

History

Memorandum to presidents from office of student affairs and special programs dated August 22, 1995 announcing the creation of a University-wide Safety Task Force. The purpose of the Task Force is to help in (1) developing and cataloging educational programs about safety issues; (2) identifying programs successfully started by campus safety committees; (3) reviewing and, if necessary, recommending changes in University policies and practices; (4) establishing response protocol for serious crime and disaster incidents that campuses might adopt and (5) identifying model programs addressing campus safety problems.

Memorandum to presidents from office of student affairs and special programs, dated December 21, 1990 announced the Board of Trustee revisions to the policy on personal safety advisory groups (dated October 25, 1990) in order to conform to the recent amendment to Section 6450 of the Education Law (Chapters 457 and 739 of the Laws of 1990).

Memorandum to presidents from office of the chancellor dated October 2, 1989 asked to continue the practice of filing campus committee annual report with the president and a synopsis forwarded annually, by June 15, to the vice chancellor for student affairs and special programs. Additionally, committee reports were to be available to the campus community, the contents should include the charge to the committee, a list of members, recommendations made and proposed resolution of the recommendations, and any other issues that were addressed during the academic year.

Memorandum to presidents from the office of the chancellor dated January 22, 1986 outlined the report "Measures to Improve Personal Safety on Campus," presented to the Board of Trustees at its regular meeting on November 19, 1985. The Report summarized the campus reports submitted during this past year, outlines several University-wide efforts to improve personal safety on campus, and presents a number of recommendations for future campus activities and reports to the Board of Trustees.

Memorandum to presidents from office of the chancellor dated June 29, 1984 reminding campuses to form a safety advisory group and recommends utilizing academic programs and involving the faculty in actions related to the enhancement of personal safety.

Memorandum to presidents from office of the chancellor dated April 20, 1984 calling for campuses to form a broad-based and continuing advisory group to assess the quality of safety on campus and issue periodic reports to campus constituents.

Appendices

There are no appendices relevant to this policy.

Student Evaluation of Faculty Semester: ATTACHMENT B

Instructor:

Department:

Course and Section:

Number Registered:

SIMS Code:

Instructions: Fill in the oval that most accurately represents your view about the statement. If you are unsure of your evaluation or if the question is not applicable, then leave the question's response blank.

Marking Instructions

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the oval completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.
- Do not fold, tear, or mutilate this form.



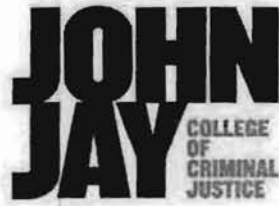
SIMS Code

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

Strongly Disagree Strongly Agree

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Class lessons are well organized. | 1. <input type="radio"/> | 2. <input type="radio"/> | 3. <input type="radio"/> | 4. <input type="radio"/> | 5. <input type="radio"/> |
| 2. Course material is presented clearly. | 1. <input type="radio"/> | 2. <input type="radio"/> | 3. <input type="radio"/> | 4. <input type="radio"/> | 5. <input type="radio"/> |
| 3. Graded materials are returned soon enough to be helpful. | 1. <input type="radio"/> | 2. <input type="radio"/> | 3. <input type="radio"/> | 4. <input type="radio"/> | 5. <input type="radio"/> |
| 4. Grades are determined fairly. | 1. <input type="radio"/> | 2. <input type="radio"/> | 3. <input type="radio"/> | 4. <input type="radio"/> | 5. <input type="radio"/> |
| 5. Student questions or comments are handled effectively. | 1. <input type="radio"/> | 2. <input type="radio"/> | 3. <input type="radio"/> | 4. <input type="radio"/> | 5. <input type="radio"/> |
| 6. Instructional class time is well used. | 1. <input type="radio"/> | 2. <input type="radio"/> | 3. <input type="radio"/> | 4. <input type="radio"/> | 5. <input type="radio"/> |
| 7. Efforts are made to clarify difficult points of the lesson. | 1. <input type="radio"/> | 2. <input type="radio"/> | 3. <input type="radio"/> | 4. <input type="radio"/> | 5. <input type="radio"/> |
| 8. The instructor is enthusiastic about teaching. | 1. <input type="radio"/> | 2. <input type="radio"/> | 3. <input type="radio"/> | 4. <input type="radio"/> | 5. <input type="radio"/> |
| 9. The instructor treats students respectfully. | 1. <input type="radio"/> | 2. <input type="radio"/> | 3. <input type="radio"/> | 4. <input type="radio"/> | 5. <input type="radio"/> |
| 10. The instructor deals fairly with different points of view. | 1. <input type="radio"/> | 2. <input type="radio"/> | 3. <input type="radio"/> | 4. <input type="radio"/> | 5. <input type="radio"/> |
| 11. The instructor attempts to motivate student interest in the course material. | 1. <input type="radio"/> | 2. <input type="radio"/> | 3. <input type="radio"/> | 4. <input type="radio"/> | 5. <input type="radio"/> |
| 12. The instructor demonstrates a thorough knowledge of the subject matter. | 1. <input type="radio"/> | 2. <input type="radio"/> | 3. <input type="radio"/> | 4. <input type="radio"/> | 5. <input type="radio"/> |
| 13. The instructor maintains proper order in the classroom. | 1. <input type="radio"/> | 2. <input type="radio"/> | 3. <input type="radio"/> | 4. <input type="radio"/> | 5. <input type="radio"/> |
| 14. The instructor encourages students to reason for themselves. | 1. <input type="radio"/> | 2. <input type="radio"/> | 3. <input type="radio"/> | 4. <input type="radio"/> | 5. <input type="radio"/> |
| 15. Overall, the instructor is an effective teacher. | 1. <input type="radio"/> | 2. <input type="radio"/> | 3. <input type="radio"/> | 4. <input type="radio"/> | 5. <input type="radio"/> |

16. Please use the back of this form for any written comments that you may wish to add.
(These comments and your previous responses will be reviewed by the instructor, department chair, President, Provost, and other members of the department and college personnel committees.)



ATTACHMENT C

**The Student Evaluation of Faculty (SEOF)
Stakeholder Survey**

Student Evaluation of Faculty Committee

Alex Long, Chair

Joshua W. Clegg

Yi Lu

Keith A. Markus

22 November 2011

DRAFT

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Executive Summary

The purpose of this survey was to serve as an initial step in the process of revising the Student Evaluation of Faculty instrument. The survey sought input from the members of the college community regarding the current Student Evaluation of Faculty (SEOF) process, the goals of the SEOF process, and the revision process. The Student Evaluation of Faculty (SEOF) committee designed and administered the survey.

The SEOF committee is a standing committee of the College Council. Upon the recommendation of both the Faculty Senate and Provost Bowers, the College Council last semester charged the SEOF Committee to develop and propose to the College Council a revision of the evaluation instrument. The members of the SEOF Committee were elected by the College Council upon nomination by the Faculty Senate of four faculty members and upon nomination by the Student Council of two student members. The faculty members are Professors Alex Long (Chair), Joshua Clegg, Yi Lu, and Keith Markus. The College Council will ultimately vote on the proposed revisions of the instrument and any proposed revisions to the process that are recommended by the SEOF Committee.

The SEOF Stakeholder Survey was administered via Survey Monkey during March 18th and 31st, 2011. The invitation to complete the survey was sent by the Provost's office to all members of John Jay College campus. Two-hundred-and-fifty-eight (258) valid surveys were completed.

The findings of the survey have been analyzed both quantitatively and qualitatively by the SEOF Committee. Data are presented in both narrative and numerical formats. Following the analyses, the SEOF Committee offers recommendations for future steps in revising the instrument.

Based on the survey's findings, the SEOF Committee recommends that throughout the revision process, we:

1. Acknowledge the diversity of views regarding SEOF within the college community. Responses from every category of respondents were very diverse. Variability within groups was more pronounced than differences between groups or differences between items. There is clearly no College-wide consensus view of SEOF. The survey reflects differing views of how well the current SEOF works and differing views of what a SEOF should ideally do. As a consequence of this lack of consensus within the College, care should be taken to avoid rushing the revision process.
2. Recognize that overall users are neither highly satisfied nor highly dissatisfied with the current SEOF. The current system is not obviously broken, but there is ample room for improvement in the eyes of users.
3. Investigate ways to improve timely availability of results. This includes changes in the SEOF collection and reporting processes. It might also include alternatives to paper administration of the forms.
4. Investigate the feasibility of multiple open-ended questions with respect to scanner technology. Suggestions related to separate and specific open-ended questions arose as a theme in the survey responses.

5. Consider returning at least some student demographic items to the SEOF instrument. These were originally included in the form for validation and monitoring purposes, but were removed after the first use of the new form at the request of the then Dean of Student Services. In light of concerns about the relationship between grades and ratings, restoration of the expected grade item warrants particular consideration.

6. Focus on items about which students can adequately and meaningfully comment (e.g., timely feedback) and not on those about which they cannot meaningfully comment (e.g., instructor expertise) in revising the SEOF instrument.

7. Consider items that assess: professor attitude (encouragement, respect, etc.), time that professors spend helping students outside of class, whether the professor responds to emails/calls in a timely manner, whether the text is appropriate, and whether the professor uses technology effectively in revising the SEOF instrument.

Background and Context

In 2010, John Jay College of Criminal Justice of The City University of New York enrolled 13,278 undergraduate students and 1,928 Master's degree students. Course offerings for these students spanned 1 certificate program, 4 associate programs, 23 Bachelor degree programs, 7 combined Bachelor/Master's degree programs, and 8 Master's degree programs. Courses in these programs are staffed by 386 full-time faculty, 578 part-time faculty, and 47 graduate teaching assistants. Currently, the SEOF form is used in approximately 5,000 course sections each academic year. The college mounted 2,621 sections in Fall 2009, 2,416 in Spring 2010, 2,573 in Fall 2010, and 2,406 in Spring 2011.

The College makes use of two primary mechanisms for evaluating teaching among its faculty members. The first mechanism involves observation of classes by members of the faculty. The second involves student evaluation of faculty (SEOF). Previously, the SEOF process took place only in the Spring semester but it currently takes place every fall and spring semester. Forms are distributed to faculty for use in their courses. Students complete the forms in class and student volunteers return them for processing. The results are intended for use in personnel decisions and also as a means of providing feedback to faculty. Both course observation reports and summaries of student evaluations of faculty become part of a faculty member's personnel file. Both are used in making personnel decisions including reappointment, tenure, and promotion.

Currently, faculty with an active personnel file are asked to sign numeric summaries and written comments for each section that they teach before these go into their personnel files (items for non-responsive faculty members are placed into their files with a note indicating that they did not arrange to review and sign the materials). Printed copies of all numeric section summaries are sent to the chair of the department offering the section. Moreover, department chairs or deputy chairs may arrange with the Provost's Office to see cumulative summaries for individual faculty members. Finally, faculty members can arrange to see their own personnel files or request evaluation summaries as needed. Members of departmental and college personnel and budget committees have access to both individual personnel files and summaries of student evaluations of faculty when reviewing files for personnel decisions.

The current SEOF form contains 15 rating items and one open ended item for student comments. The current form was used for the first time in Spring 1999 after being revised by the SEOF committee during the preceding semesters. During the twelve years since the adoption of the current form, the College has changed dramatically. The context of student evaluation of faculty has also changed with several years of investment in new faculty, the revision of the College Charter (which also changed the composition of the SEOF committee), and the promotion of assessment activities at the College through the Middle States accreditation review process. In this context, during the Fall 2010 semester, the College Council charged the SEOF committee with revising the form. The charge read as follows.

The Student Evaluation of the Faculty Committee shall gather and review examples of student evaluation instruments of undergraduate, graduate, and online courses from colleges known to be especially effective in the evaluation of faculty by students. The Committee shall consult with individuals who have expertise in pedagogy and assessment beyond their own expertise. The Committee shall solicit suggested changes and improvements in the John Jay instrument and shall develop a proposed revision. This proposed revision shall be

shared with the College community for comment and ultimate transmittal to the College Council for action at the March meeting of the College Council.

After receiving and discussing the charge, the committee recommended a more thorough revision process to better ensure a positive result of the revision process. The committee felt that it was important to reach out to various stakeholder groups including students, adjunct faculty members, full-time faculty members, and those involved in the personnel process. The committee also felt that it was important to include empirical evaluation of the SEOF form. The committee developed the following process to guide the revision.

SEOF Form Revision Process

1. Collect input from stakeholders.
2. Form an advisory group of stakeholders to provide consultation throughout the process.
3. Design a blueprint that specifies the properties that the evaluation instrument should have.
4. Pilot a preliminary instrument to test its success in fulfilling that blueprint using a small number of sections on a voluntary basis.
5. Draft a revised student evaluation of faculty form¹.
6. Modify the instrument as needed to ensure that it fulfills its stated purposes.
7. Forward the revised instrument for approval for operational use in the evaluation process.
8. Analyze the data from the first full administration of the new evaluation form in order to further assess the effectiveness of the revised instrument.

As part of its effort to solicit input from stakeholders, the committee drafted a survey asking about the form. The results of this survey are reported here. The committee deferred any discussion of what changes should be made until after receiving input from the college community through the survey reported here. These results will help shape the goals of the revision process. The purpose of the advisory group is to allow a larger range of stakeholders to provide timely feedback during the revision process.

The absence of a test blueprint constitutes a significant weakness of previous revisions of the SEOF form. A test blueprint serves to clarify the purpose of an instrument and lay out the specifications that an instrument must meet in order to serve that purpose. This includes item format specifications, item content specifications, and desired item statistics. For example, format specifications include the choice of response scale and the arrangement of the items on the form. Content specifications specify the proportions of items devoted to asking about different types of content. Item statistic specifications include things like the mean or median response, the range of responses, and the variability in responses at various levels (e.g., within students, within classes, across classes). The previous revision of the form was conducted without a blueprint on the basis of informal consensus within the SEOF committee. The use of a test blueprint will help to ensure that the College has a form designed to serve its various purposes.

During the previous revision, a pilot study was proposed by the SEOF committee after it completed a draft form. The objective was to assess the functioning of the form before submitting it for final adoption. However, in part due to the length of the revision process, the

¹ The version of this presented in the survey itself included an extra step in which the committee would have conducted focus groups regarding the revised form. This is no longer deemed feasible due to time constraints on the revision process.

proposal was declined and the form was adopted without testing. A study was then conducted analyzing the data from the first use of the form, identifying a mix of strengths and weaknesses with the current form. The report from that analysis is available on the College's Inside John Jay web page. The plan for this revision includes a small-scale voluntary pilot study. This will help to facilitate identifying potential problems with the new form before adoption for use in the regular SEOF process. However, as with the previous revision, the committee also proposes to analyze the results from the first full implementation of the new form to again test for strengths and weaknesses of the revised form.

Because the purpose of the form plays a critical role in shaping the design of the form, the committee asked the Faculty Senate to reaffirm four purposes served by the SEOF form listed in the previous report. These were passed October 23, 2010 as shown below, slightly modified from their original form.

Purposes of the SEOF Process

1. To provide information to new and continuing faculty regarding the criteria by which their teaching is to be evaluated by their students,
2. To provide student feedback to the members of the faculty who teach them,
3. To provide information to departmental personnel committees and to the College Faculty Personnel Committee for use in the personnel decision processes of full-time faculty,
4. To provide information to department Chairs (and to department personnel committees) for use in making decisions about the reappointment of adjunct faculty.

In summary, the survey reported below represents the first step in an important process of revising the SEOF form. The present form has been in use for over a decade. The College and the broader context of higher education have changed dramatically during that period. The current revision represents an opportunity to update the form congruent with these changes in context. The SEOF committee has made a significant effort to design an open, transparent, and thorough process for the revision of the form.

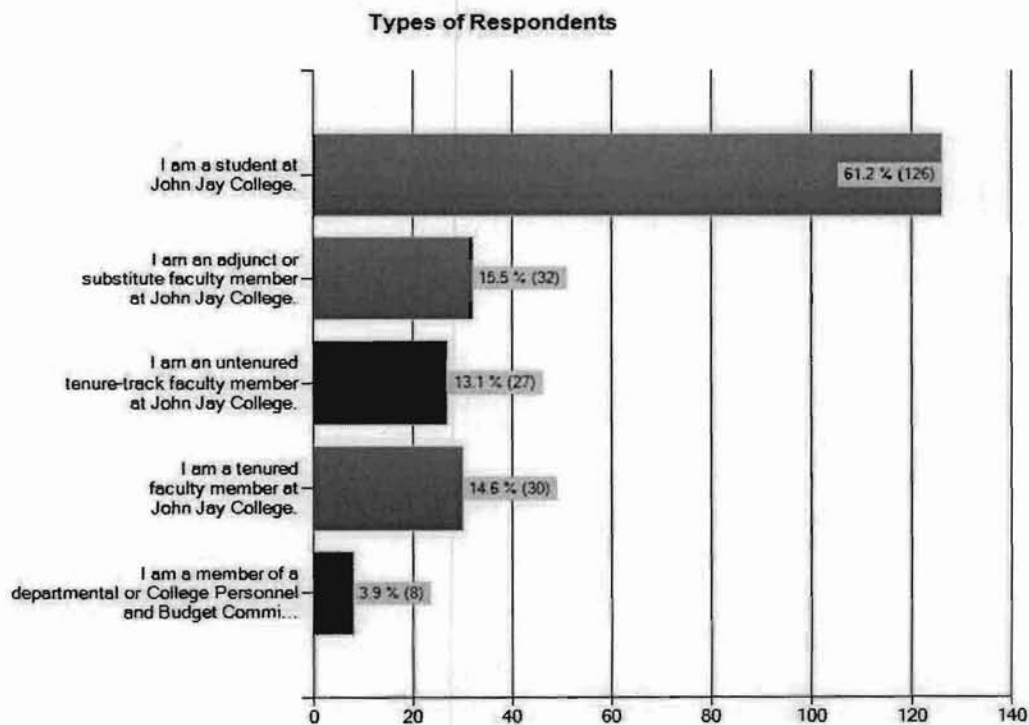
The Committee welcomes comments, suggestions, or concerns about this report or the revision process. Members of the College community should direct such comments to seof@listserver.jjay.cuny.edu.

Quantitative Analysis

Although the charge to the committee focuses narrowly on revising the form itself, the survey included questions about a broader range of topics including the process through which the form is used at the college. The survey included questions on the purpose of the evaluations, the collection process, the evaluation form, the reporting process and the process that the committee has laid out for completing the revision of the form.

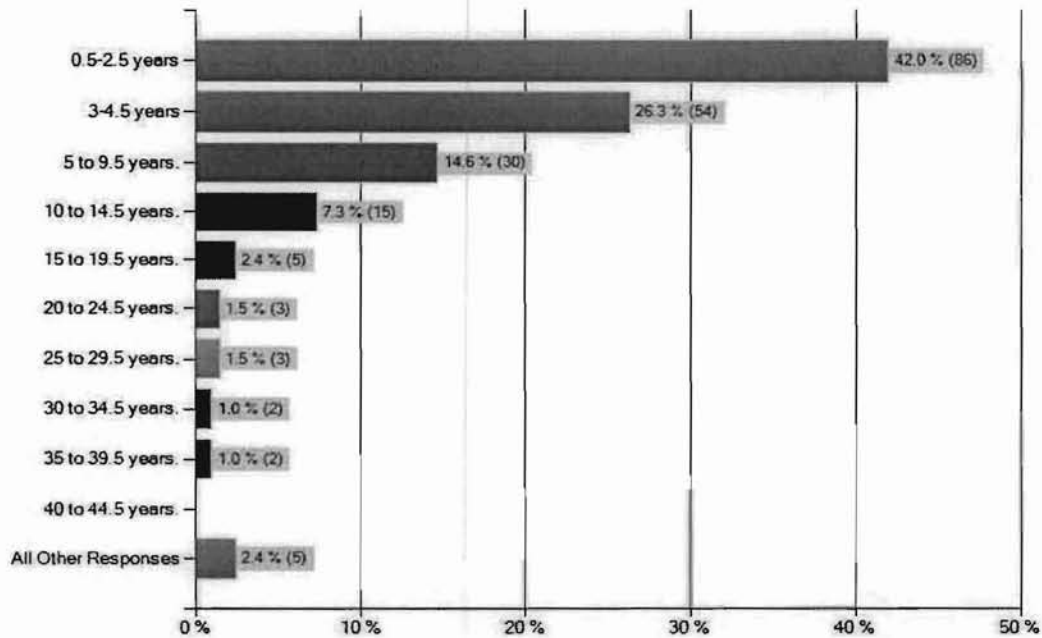
The following five graphs depict the characteristics of survey participants. The participants included 126 students (61.2%), 32 adjunct/substitute faculty members (15.5%), 27 untenured tenure track faculty members (13.1%), 30 tenured faculty members (14.6%), and 8 departmental

or College Personnel and Budget Committee members (3.9%)². In addition, 42% of the respondents had been associated with John Jay College for less than 2.5 years and 7.4% for more than 15 years. The median age of the respondents is in the range of 32-41 years old (born in the 1970s). 62.1% of the respondents are female and 54.5% are white, non-Hispanic.

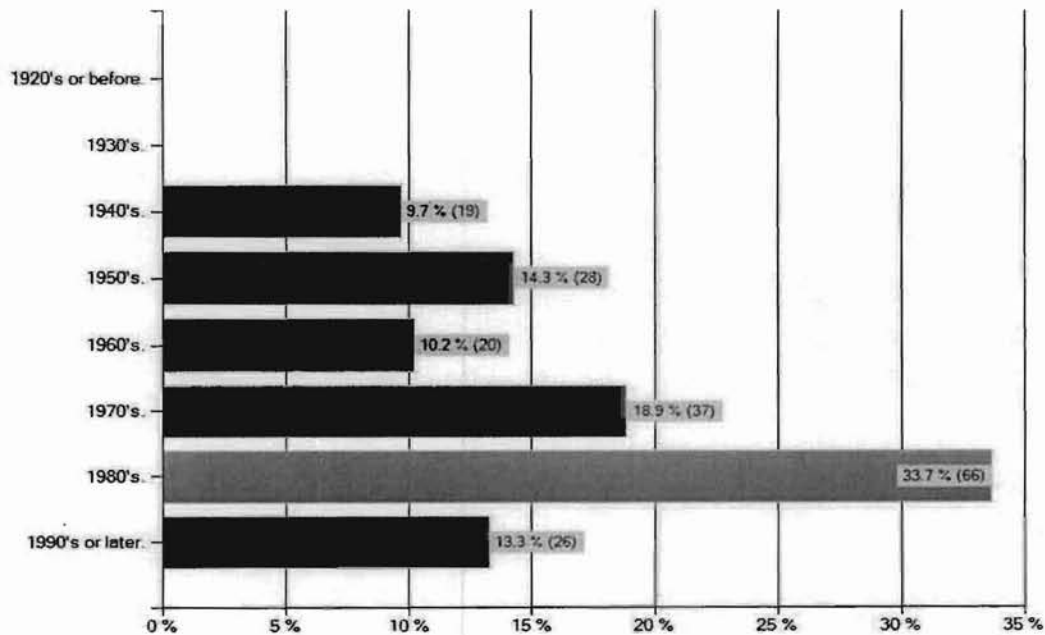


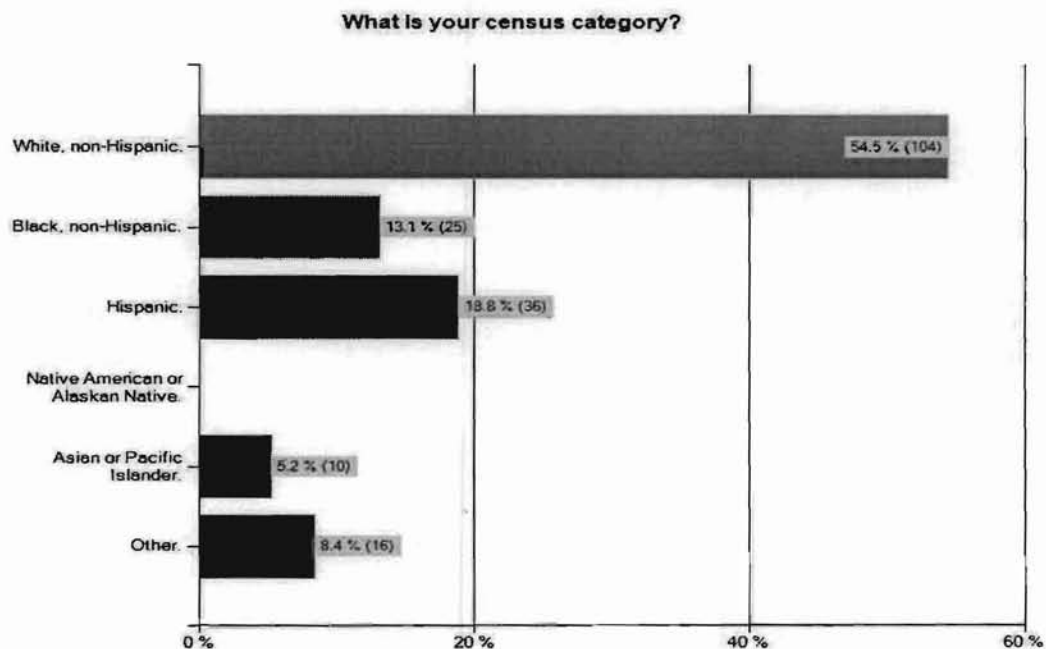
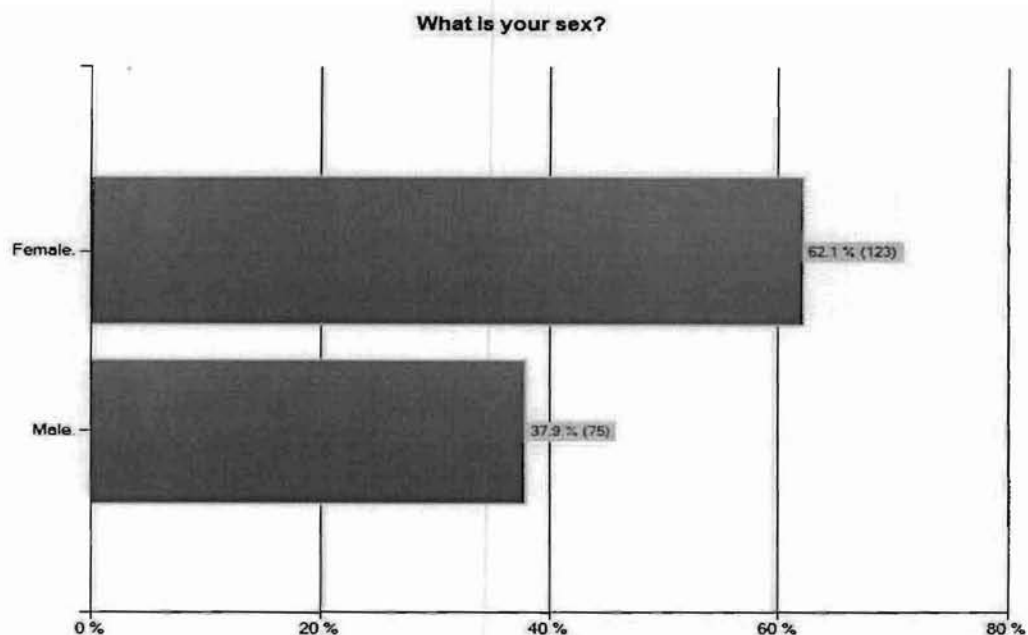
² The percentage numbers do not add up to 100% because the types of respondents overlap. For instance, a tenured faculty member may also serve on a P & B committee. The questions asked the respondents to check all that apply.

Rounded to the nearest half year, how many years have you either been employed by, or enrolled as a student at John Jay College of Criminal Justice?



What decade were you born?





In this section, we report survey responses separately for students, and for adjunct, untenured, and tenured faculty members, as well as for members of personnel and budget committees. These are reported to fully describe the survey results. They are not intended to generalize to the views of those who did not respond to the survey. However, it is possible to compute margins of error for use in interpreting the results. The largest margin of error for a proportion is for a proportion of 50 percent. The approximate margin or error computed with a 95% confidence level is as

follows for each group: students (± 0.09), adjunct faculty members (± 0.17), untenured faculty members (± 0.19), tenured faculty members (± 0.19), and personnel and budget committee members (± 0.37). The approximate margin of error for the full sample is ± 0.06 .

Section 1: The Purposes of Teaching Evaluation

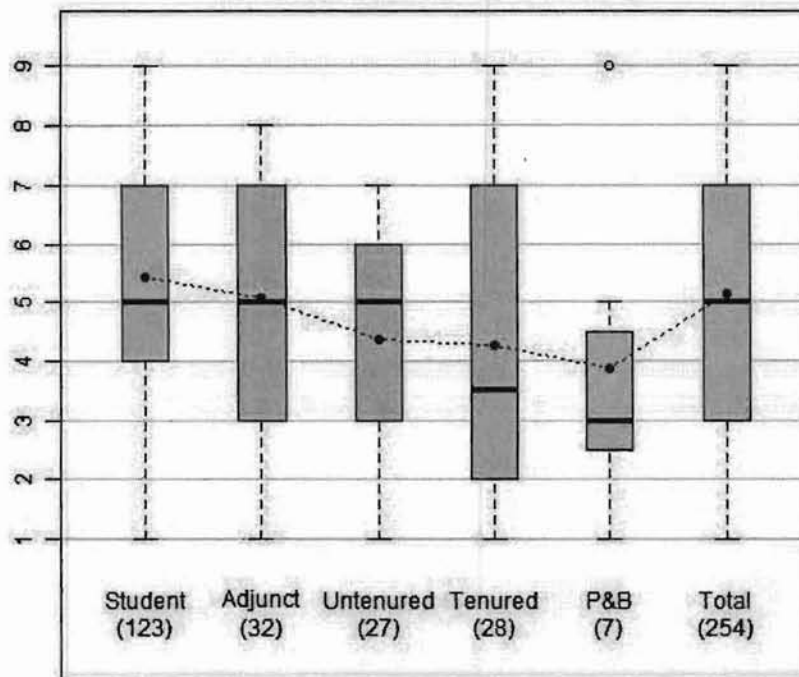
Survey Question: The student evaluation of faculty is intended to serve four purposes listed below. Please rate how effective you find the current student evaluation of faculty to be in serving each purpose.

Very Ineffective 1 2 3 4 5 6 7 8 9 Very Effective

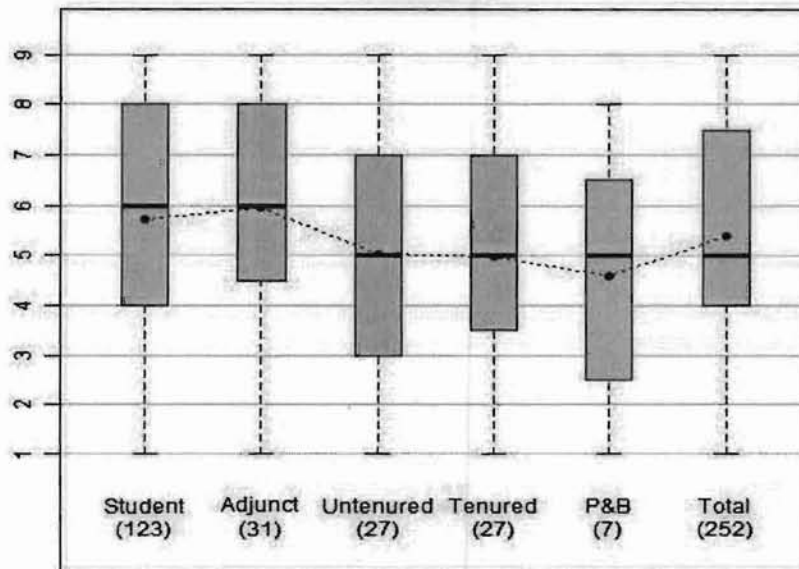
- 1a . Providing a statement of expectations for faculty with respect to teaching.
- 1b. Providing feedback to faculty about their teaching.
- 1c. Informing reappointment, promotion, and tenure decisions for tenure-track faculty.
- 1d. Informing reappointment decisions for adjunct and substitute faculty.

The box-and-whisker graphs in this section should be interpreted as follows. The y axis labels indicate responses as numbered on the survey. The dots connected by a dotted line represent item means. The dark bars represent item medians. The top and bottom of the box represent the 1st and 3rd quartiles. As such, the box contains the middle 50% of cases. The whisker end points represent the minimum and maximum values, omitting outliers. Aside from outliers, the other 50% of cases fall in the whiskers. Empty circles represent outliers. The x axis labels identify respondent subgroups which are not mutually exclusive. The numbers in parenthesis are the number of observations in each group. These sum to less than the total because some respondents declined to identify their relationship to the college.

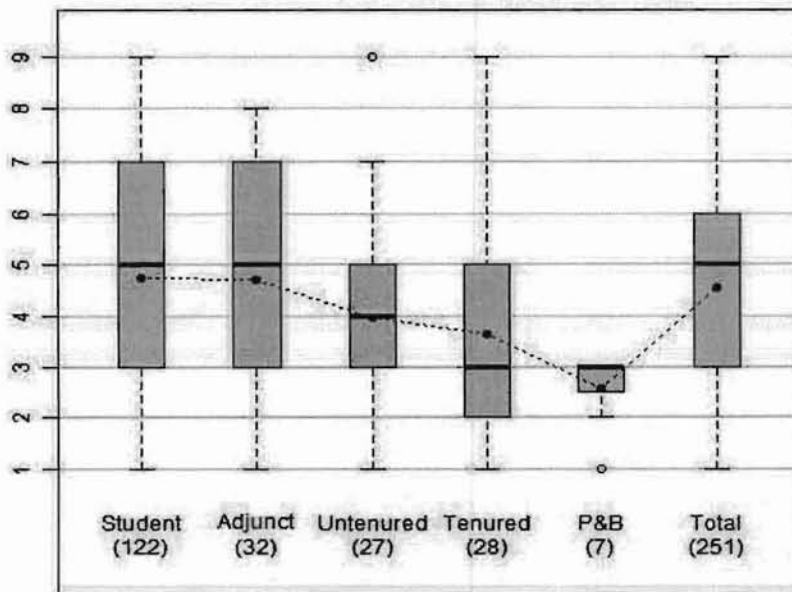
1a. Providing a statement of expectations for faculty with respect to teaching.



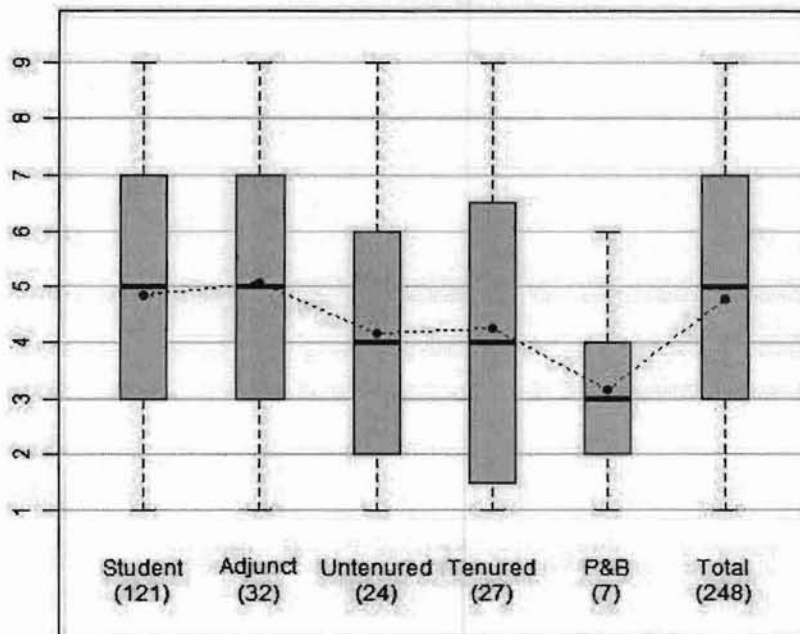
1b. Providing feedback to faculty about their teaching.



1c. Informing reappointment, promotion, and tenure decisions for tenure-track faculty.



1d. Informing reappointment decisions for adjunct and substitute faculty.



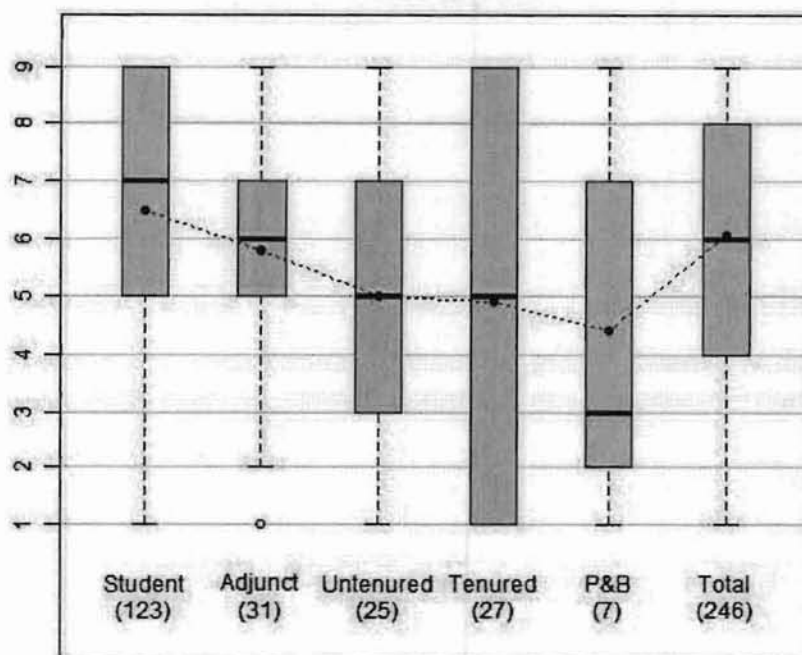
Finding 1: Among the four purposes of teaching evaluation, the respondents perceived that the current student evaluation of faculty is most effective in providing feedback to faculty about their teaching (mean 5.4 on a scale of 1 through 9), and least effective in informing reappointment, promotion, and tenure decisions for tenure-track faculty (mean 4.56). On average, the effectiveness hovers around the mid-level, and is consistent across purposes.

Finding 2: In general, there seems to be a downward trend in perceived effectiveness of the current student evaluation of faculty when the categories of respondents move from students, adjuncts, untenured, tenured faculty members, to the Personnel and Budget committee members.

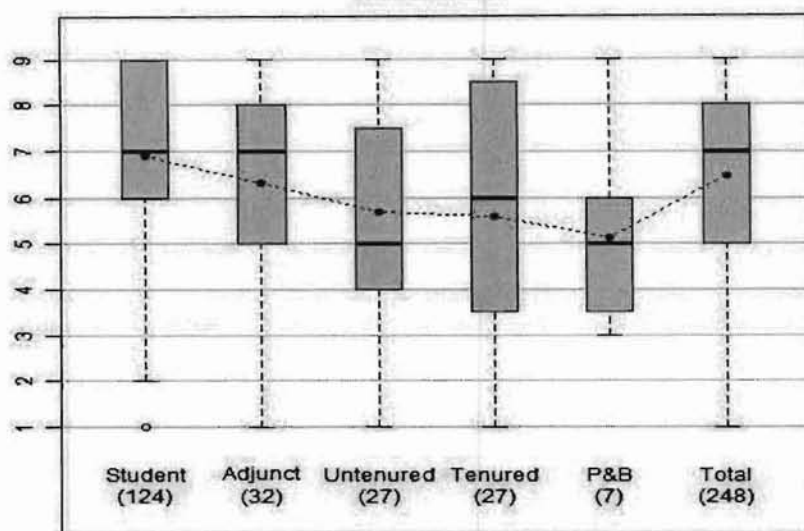
Survey Question: Please rate the following types of information in terms of potential value on the student evaluation form.

- Little or No Value 1 2 3 4 5 6 7 8 9 Very Valuable
- 2a. Global ratings of faculty with respect to their teaching.
 - 2b. Ratings of specific teaching activities and behaviors.
 - 2c. Ratings of specific learning processes
 - 2d. Ratings of global learning outcomes
 - 2e. Ratings of individual student performance
 - 2f. Specific prompts for open-ended questions

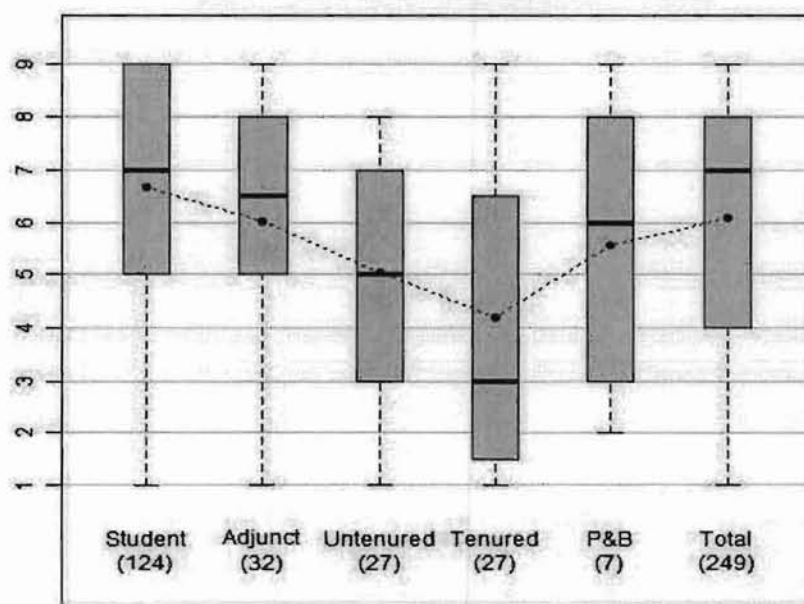
2a. Global ratings of faculty with respect to their teaching.



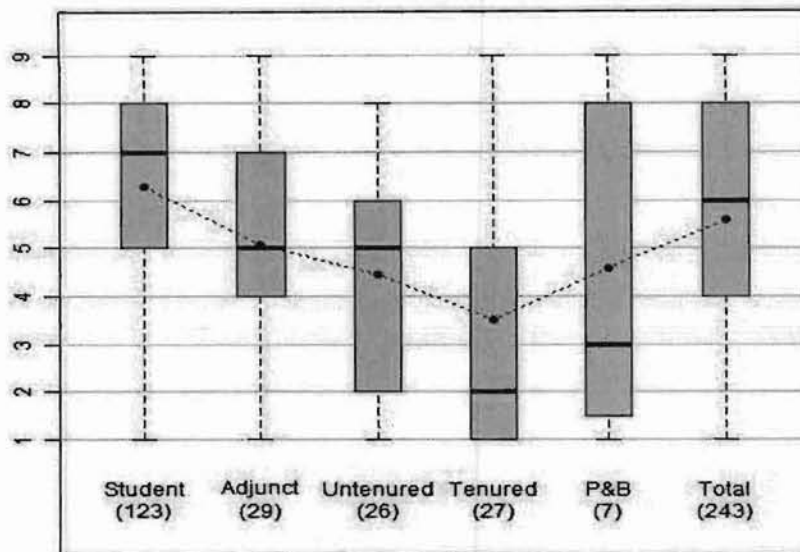
2b. Ratings of specific teaching activities and behaviors.



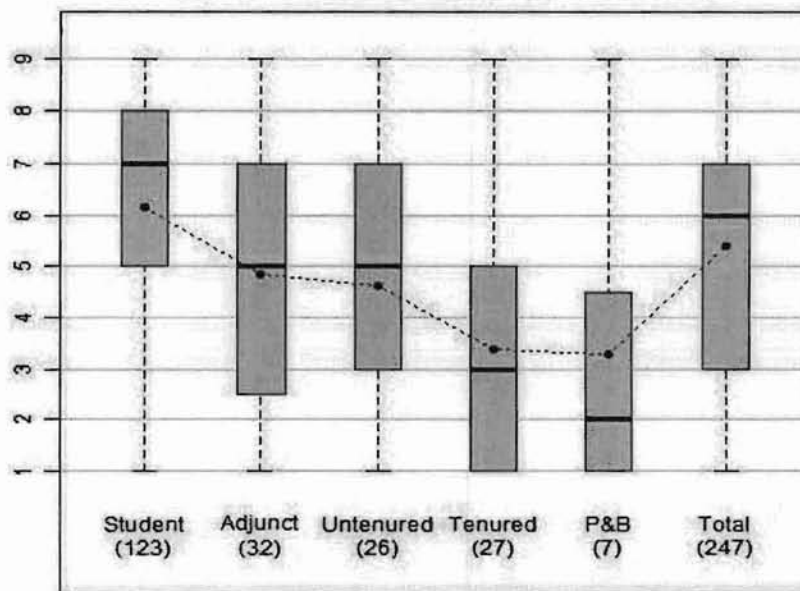
2c. Ratings of specific learning processes.



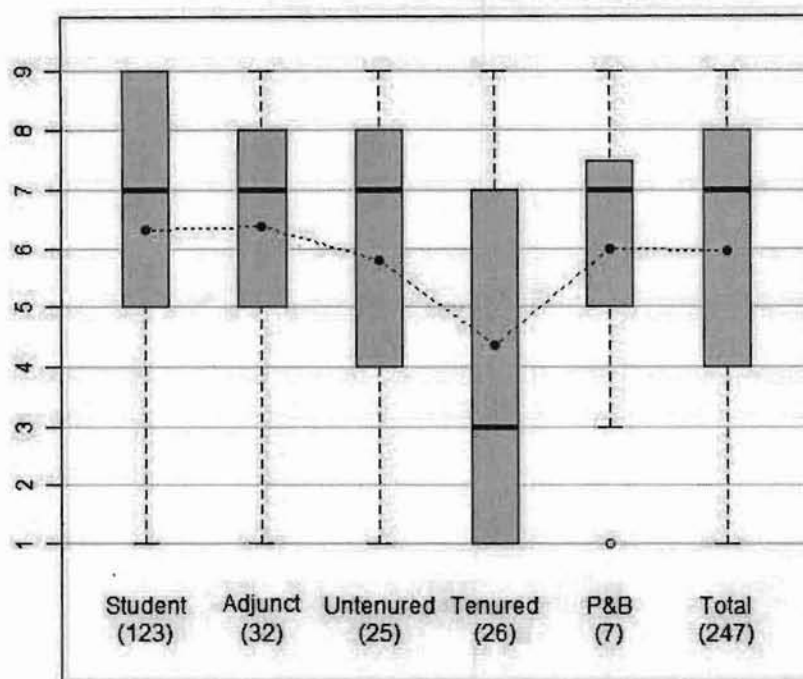
2d. Ratings of global learning outcomes.



2e. Ratings of individual student performance.



2f. Specific prompts for open-ended questions.



Finding 3: Overall, the respondents perceived the “ratings of specific teaching activities and behaviors” (mean 6.49) as the most valuable information on the student evaluation form, followed by the “rating of specific learning processes” (mean 6.08), “global rating of faculty with respect to their teaching” (mean 6.07), “specific prompts for open-ended questions” (mean 5.94), “rating of global learning outcomes” (mean 5.61), and “rating of individual student performance” (mean 5.40).

Finding 4: Different respondents have varying patterns in their assessments of the most valuable information. Students, adjuncts, and tenured faculty members rated specific teaching activities and behaviors as most valuable, while untenured faculty members and P & B Committee members cited open-ended questions.

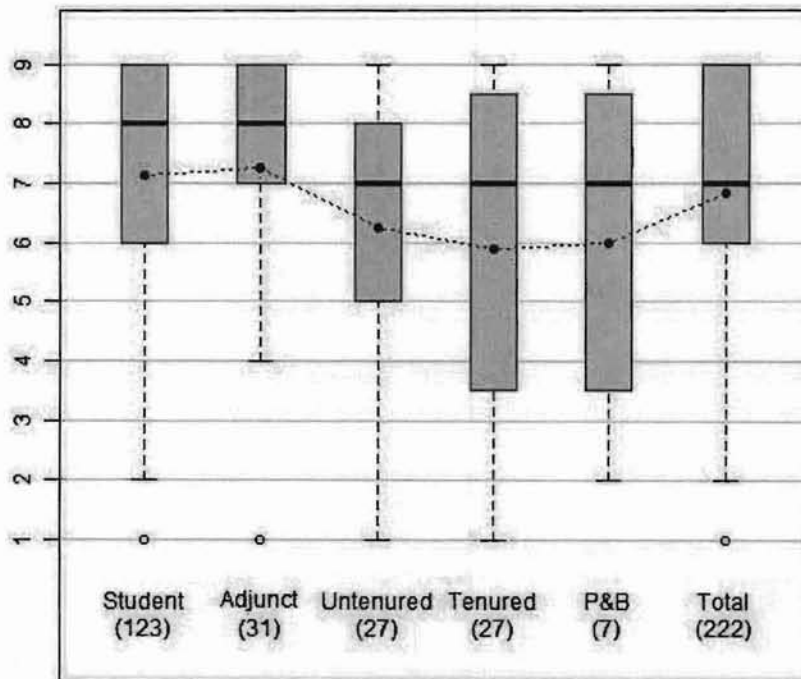
Section 2: The Current Teaching Evaluation Form

Survey Question: The next several questions concern the current form. For reference, the wording of the questions from the current form is included below. Please rate how useful these items are in providing feedback on teaching effectiveness on a scale of 1 (not useful) to 9 (very useful)

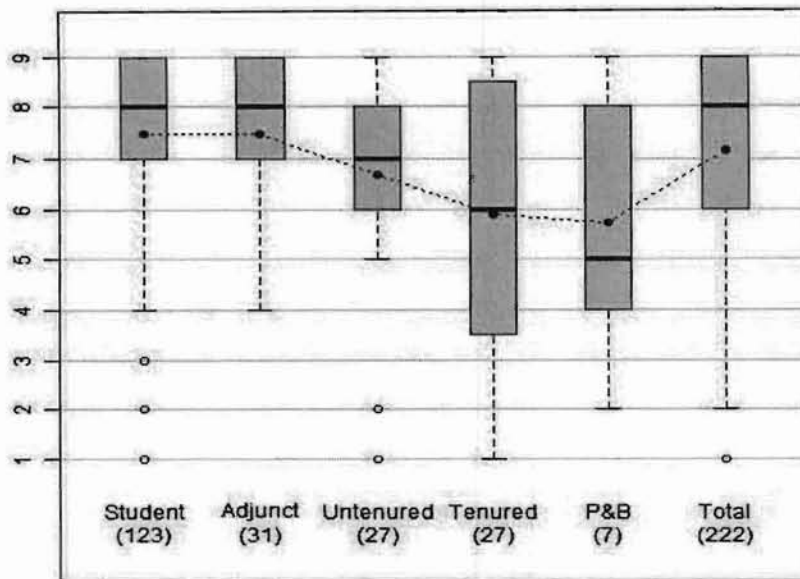
- Class lessons are well organized.
- Course material is presented clearly.
- Graded materials are returned soon enough to be helpful.
- Grades are determined fairly.
- Student questions or comments are handled effectively.

- f) Instructional class time is well used.
- g) Efforts are made to clarify difficult points of the lesson.
- h) The instructor is enthusiastic about teaching.
- i) The instructor treats students respectfully.
- j) The instructor deals fairly with different points of view.
- k) The instructor attempts to motivate student interest in the course material.
- l) The instructor demonstrates a thorough knowledge of the subject matter.
- m) The instructor maintains proper order in the classroom.
- n) The instructor encourages students to reason for themselves.
- o) Overall, the instructor is an effective teacher

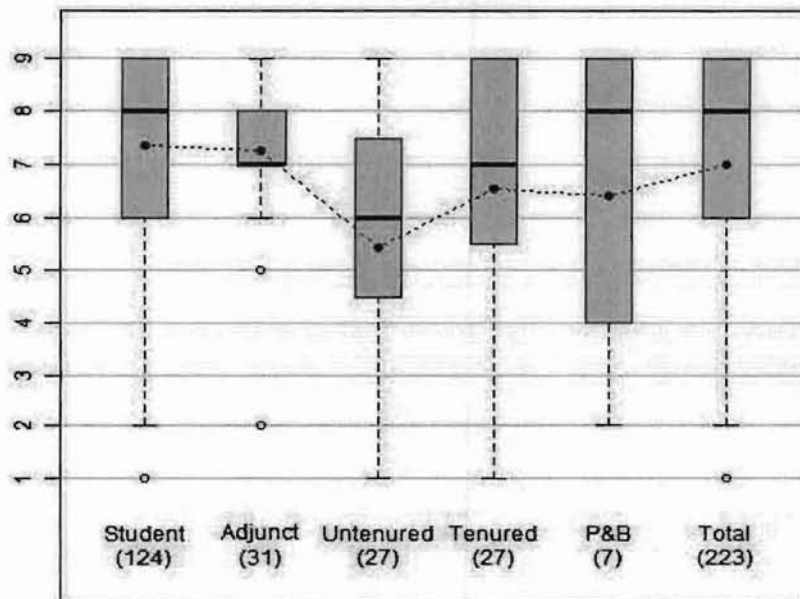
3a. Class lessons are well organized.



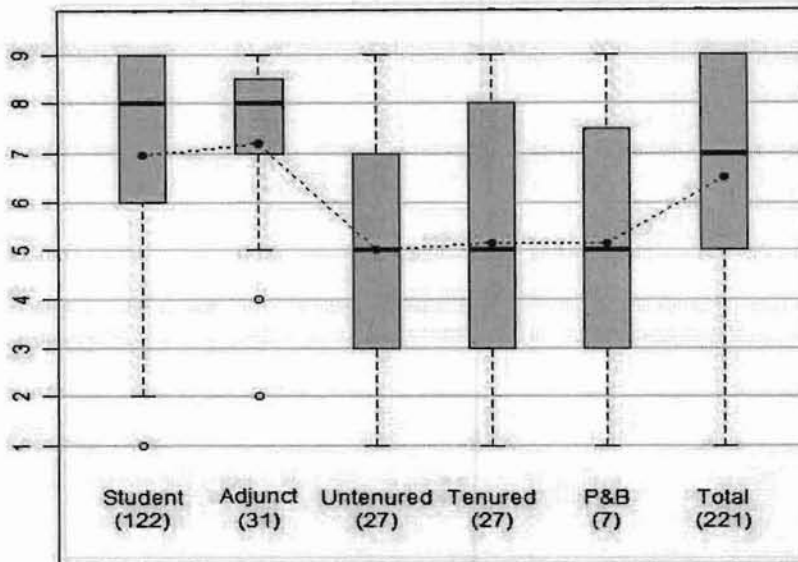
3b. Course material is presented clearly.



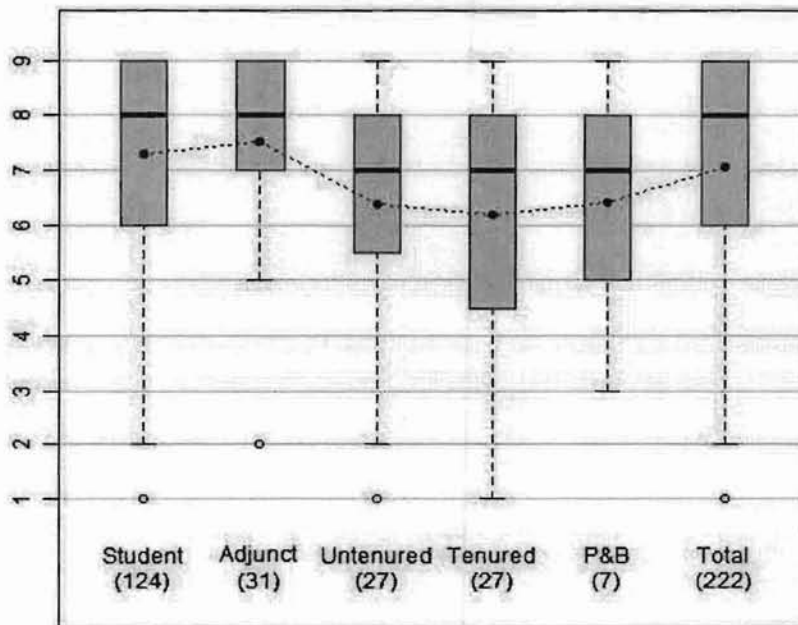
3c. Graded materials are returned soon enough to be helpful.



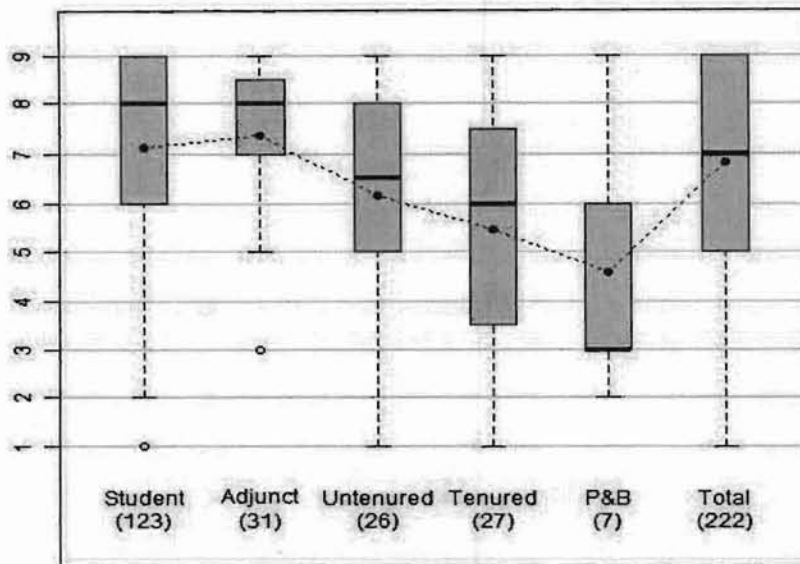
3d. Grades are determined fairly.



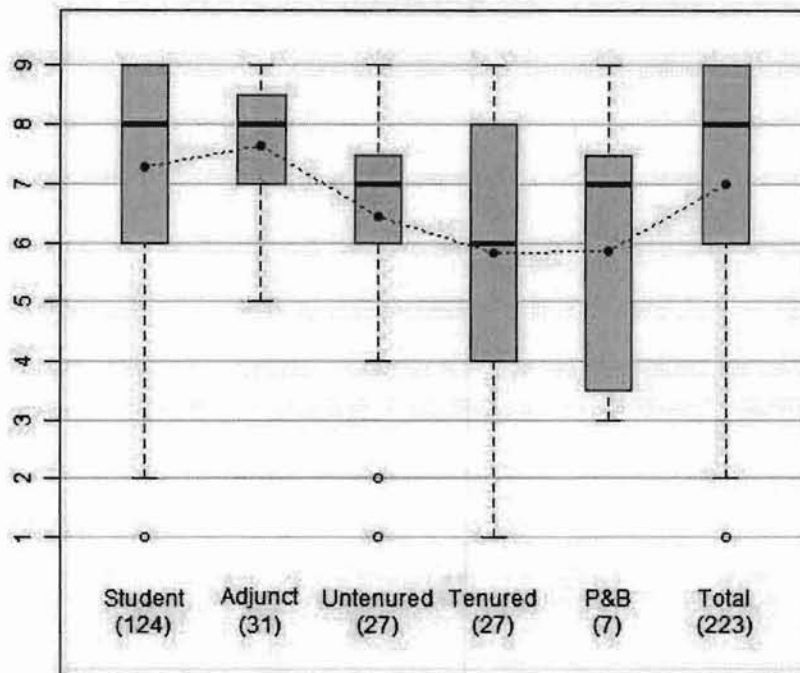
3e. Student questions or comments are handled effectively.



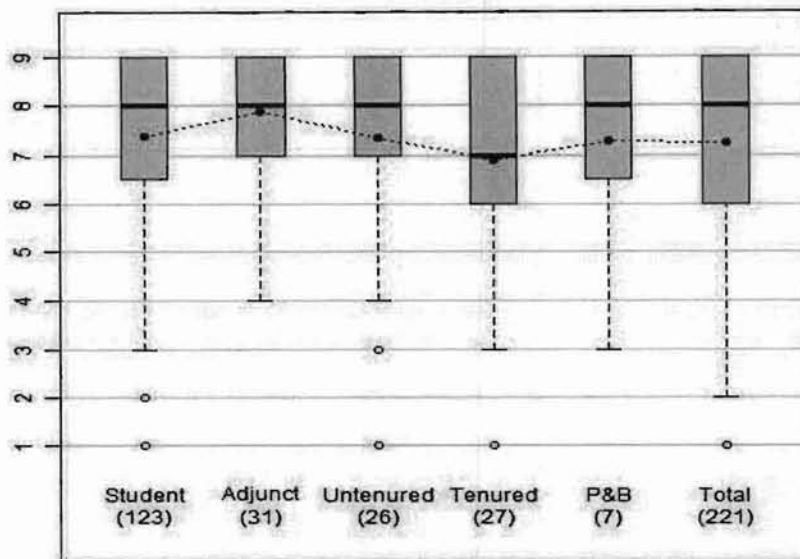
3f. Instructional class time is well used.



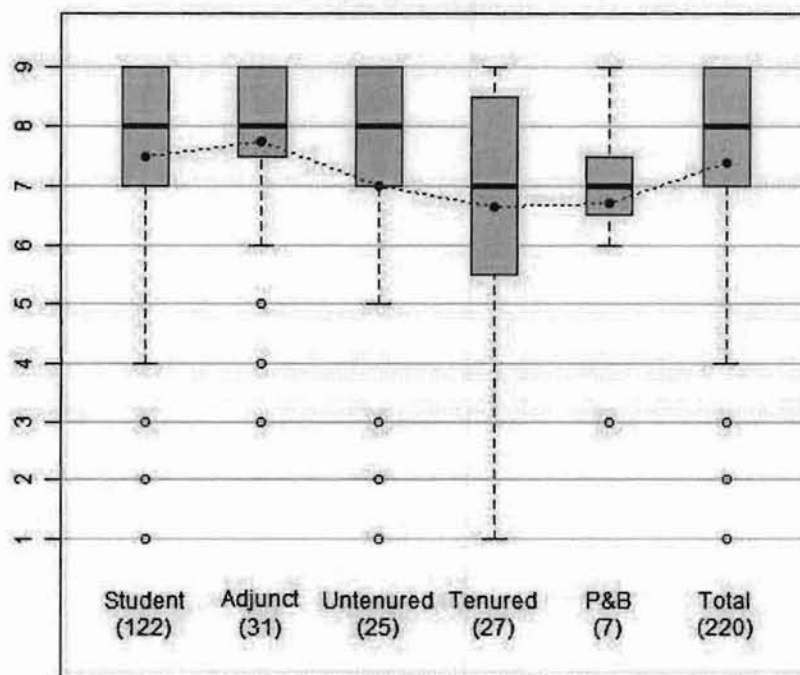
3g. Efforts are made to clarify difficult points of the lesson.



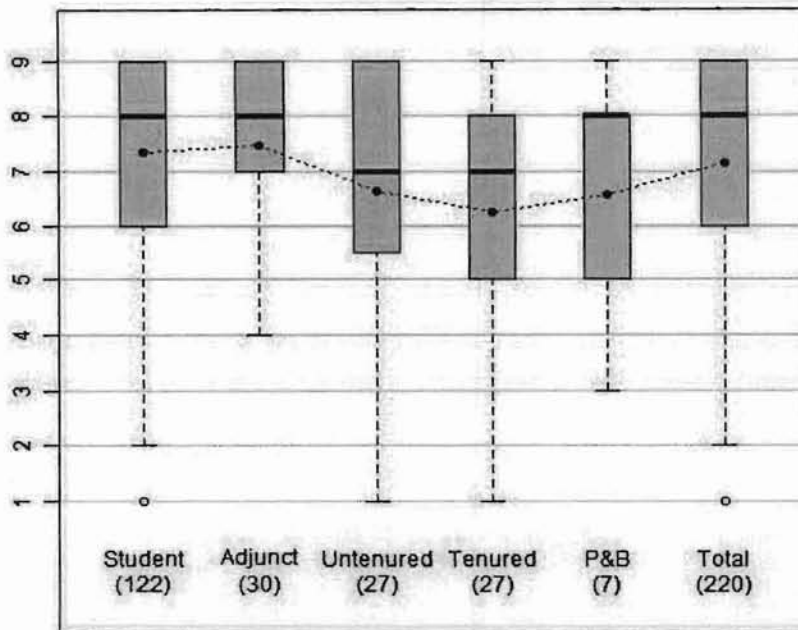
3h. The instructor is enthusiastic about teaching.



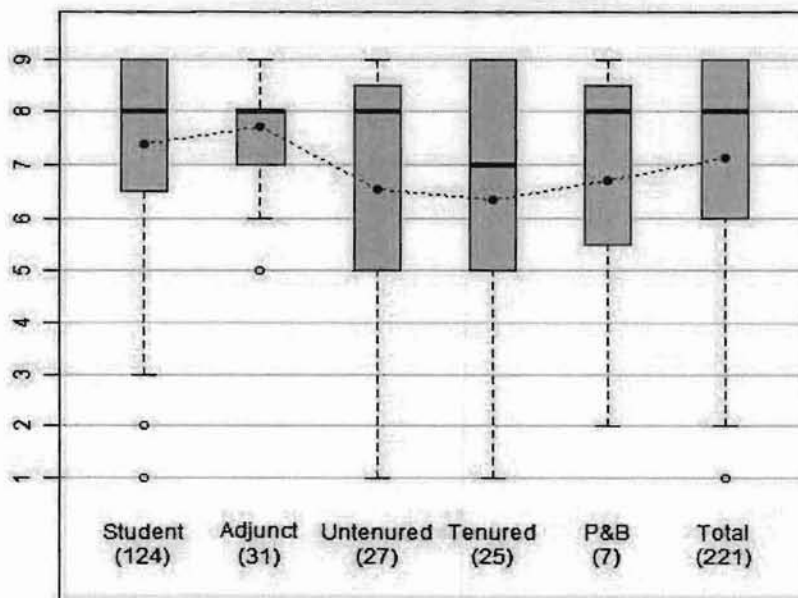
3i. The instructor treats students respectfully.



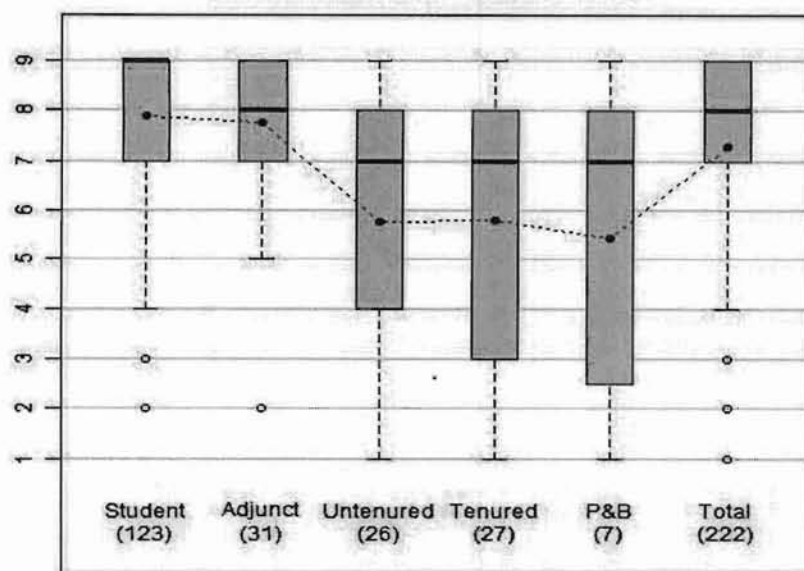
3j. The instructor deals fairly with different points of view.



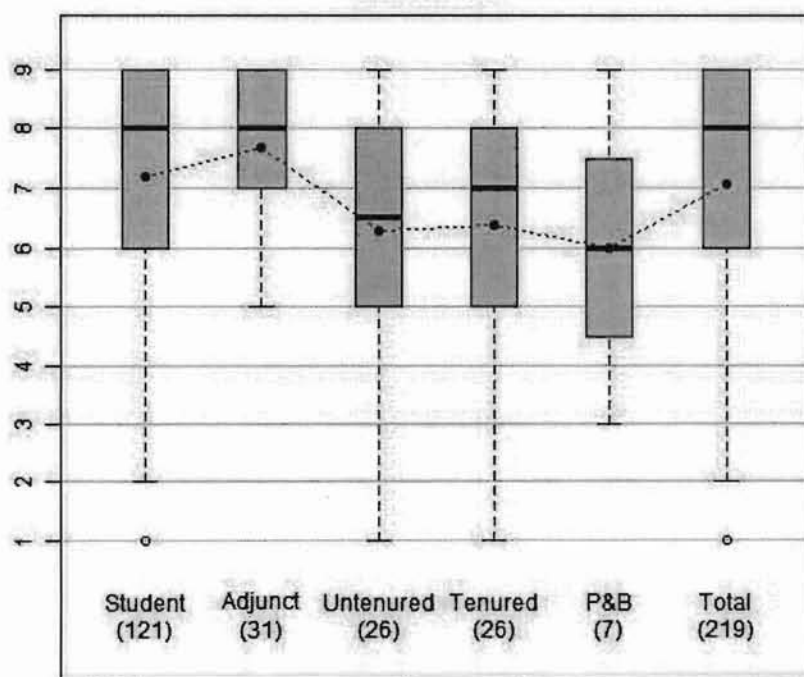
3k. The instructor attempts to motivate student interest in the course material.



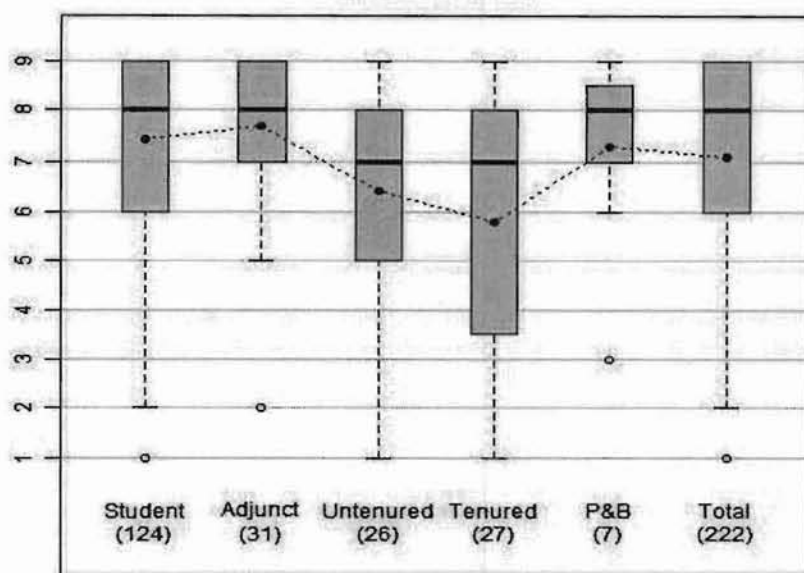
3l. The instructor demonstrates a thorough knowledge of the subject matter.



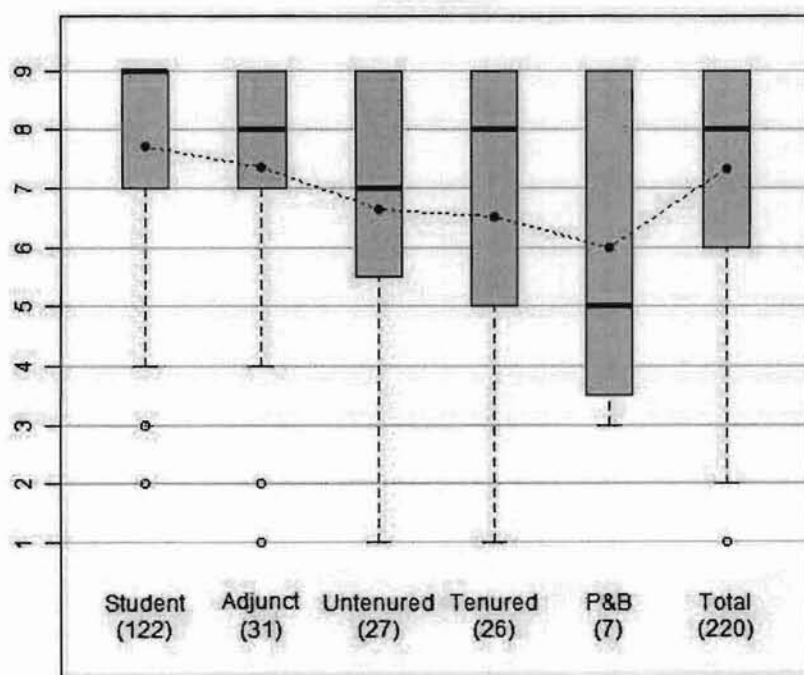
3m. The instructor maintains proper order in the classroom.



3n. The instructor encourages students to reason for themselves.



3o. Overall, the instructor is an effective teacher.



Finding 5: Overall, the respondents believed that the feedback on “the instructor treats students respectfully” (mean 7.38 on a scale of 1 to 9) is the most useful item in assessing teaching effectiveness, followed by the items “overall, the instructor is an effective teacher” (mean 7.33) and “The instructor demonstrates a thorough knowledge of the subject matter” (mean 7.28).

Finding 6: Across all respondents, the items rated as least useful were “grades are determined fairly” (mean 6.52), followed by “class lessons are well organized” (mean 6.83) and “instructional class time is well used” (mean 6.84).

Finding 7: From the perspectives of individual types of respondents, assessment of the top three useful items on the form slightly varies:

---Students:

The instructor demonstrates a thorough knowledge of the subject matter
Overall, the instructor is an effective teacher
The instructor treats students respectfully.

---Adjuncts:

The instructor is enthusiastic about teaching
The instructor demonstrates a thorough knowledge of the subject matter
The instructor treats students respectfully.

---Untenured faculty members:

The instructor is enthusiastic about teaching
The instructor treats students respectfully
Course material is presented clearly.

---Tenured faculty members:

The instructor is enthusiastic about teaching
The instructor treats students respectfully
Graded materials are returned soon enough to be helpful.

---P&B Committee members:

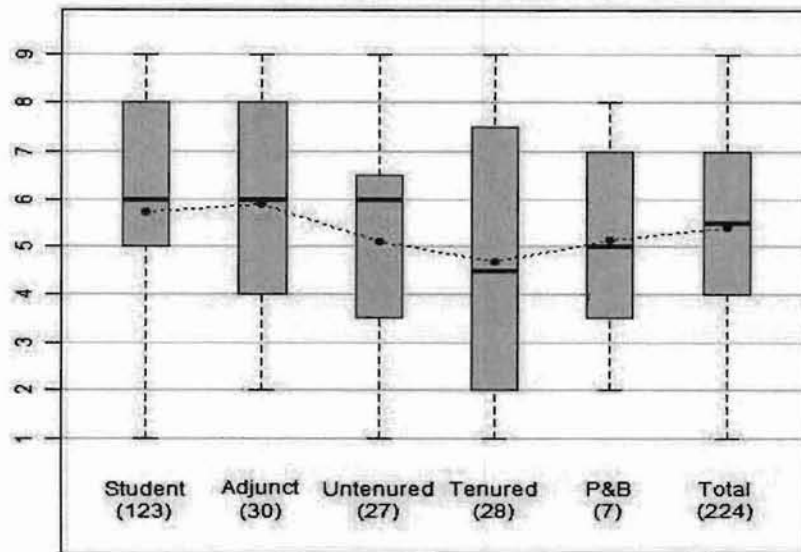
The instructor encourages students to reason for themselves.
The instructor is enthusiastic about teaching
The instructor attempts to motivate student interest in the course material.

Survey Question: Please rate how effective you consider the current student evaluation of faculty FORM.

Very Ineffective 1 2 3 4 5 6 7 8 9 Very Effective

Finding 8: The effectiveness score of the current student evaluation of faculty form is 5.42 on a scale of 1 to 9 with the adjuncts providing the highest average score of 5.9 and the tenured faculty members providing the lowest average score of 4.68.

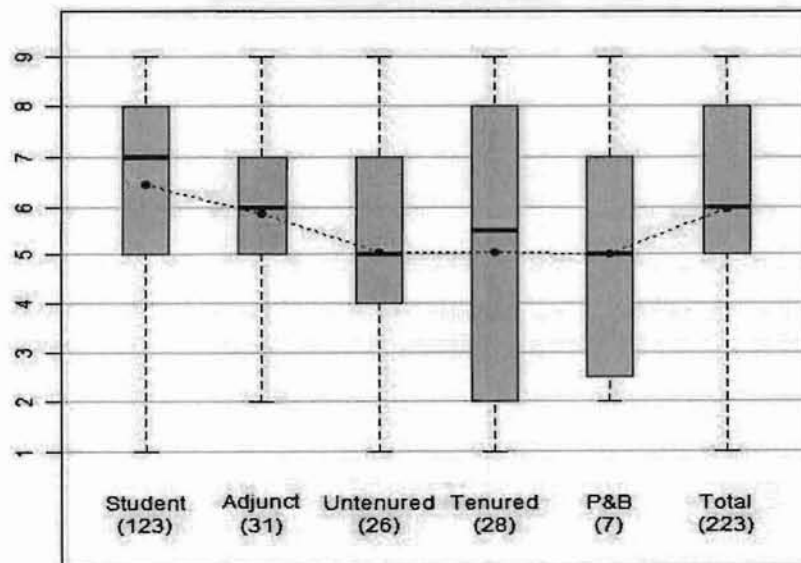
4. Please rate how EFFECTIVE you consider the current student evaluation of faculty FORM.



Survey Question: Please rate how fair you consider the current student evaluation of faculty FORM.

Very Unfair 1 2 3 4 5 6 7 8 9 Very Fair

5. Please rate how FAIR you consider the current student evaluation of faculty FORM.



Finding 9: The fairness score of the current student evaluation of faculty form is 5.95 on a scale of 1 to 9 with the students providing the highest average score of 6.46 and the P & B Committee members providing the lowest average score of 5.

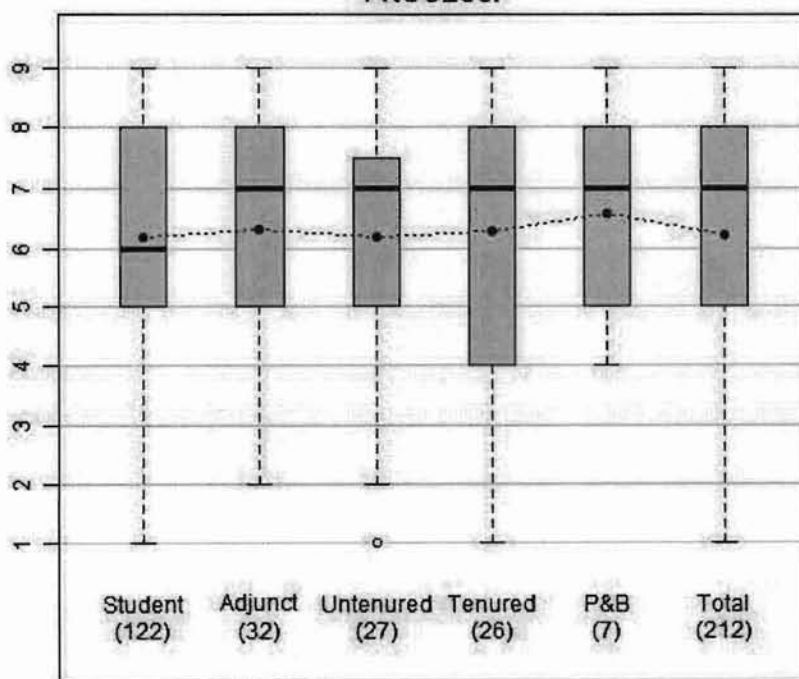
Section 3: Collection Process

Survey Question: The next questions concern the student evaluation of faculty collection process. Currently, a memo goes out to all faculty from the Provost announcing the two week evaluation period. Faculty collect forms and pencils from their department offices and distribute the forms in class. A student volunteer deposits the forms in a secure drop box and that box is emptied every hour during the collection period.

a. Please rate how effective you consider the current student evaluation of faculty COLLECTION PROCESS.

Very Ineffective 1 2 3 4 5 6 7 8 9 Very Effective

9. Please rate how EFFECTIVE you consider the current student evaluation of faculty COLLECTION PROCESS.

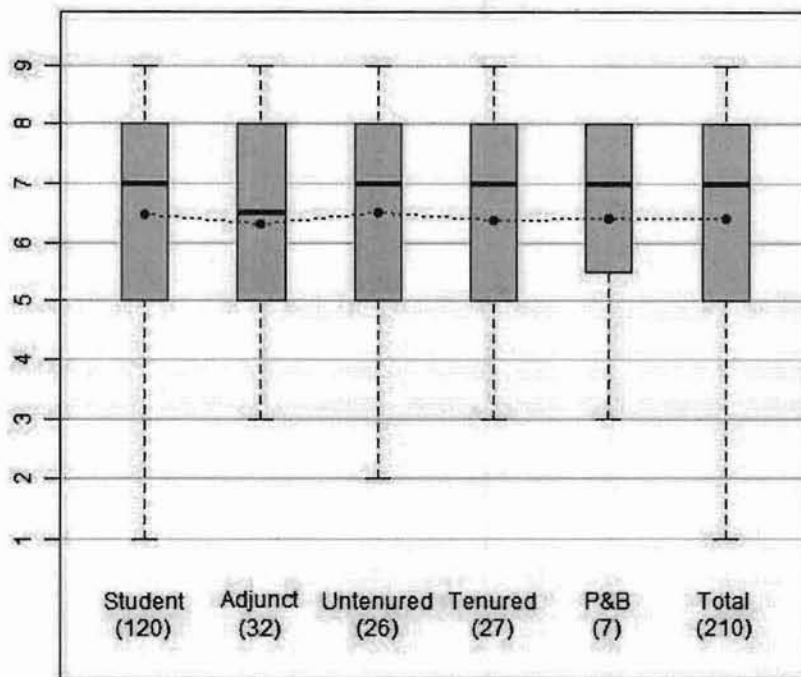


Finding 10: The effectiveness score of the current collection process is 6.20 on a scale of 1 to 9. We have similar average effectiveness scores across various types of respondents. Comparatively speaking, the collection process has a higher effectiveness score than the form.

b. Please rate how fair you consider the current student evaluation of faculty COLLECTION PROCESS.

Very Unfair 1 2 3 4 5 6 7 8 9 Very Fair

10. Please rate how FAIR you consider the current student evaluation of faculty COLLECTION PROCESS.

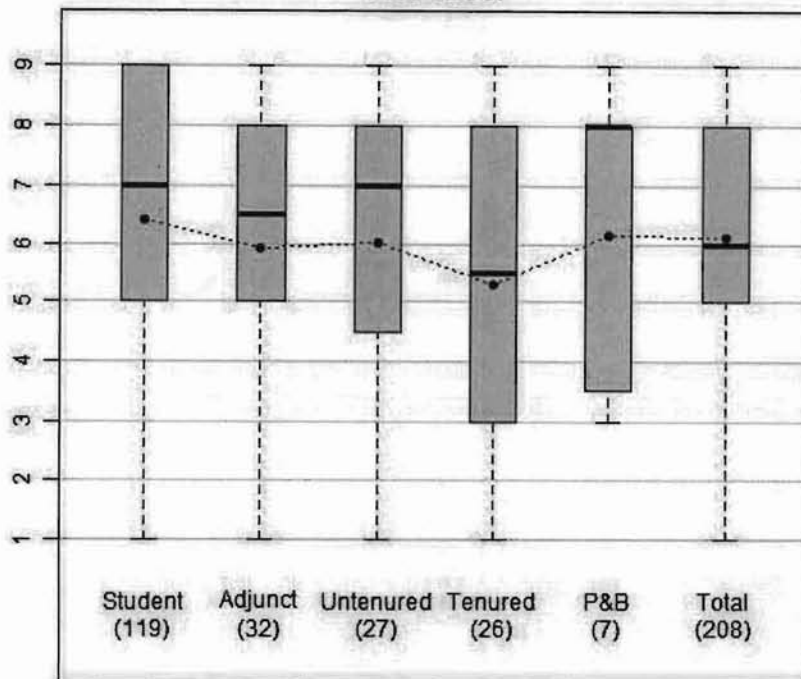


Finding 11: The fairness score of the current collection process is 6.42 on a scale of 1 to 9. We have similar average effectiveness scores across various types of respondents. The collection process has a higher fairness score than does the form.

c. Please rate how timely you consider the current student evaluation of faculty COLLECTION PROCESS.

Very Ineffective 1 2 3 4 5 6 7 8 9 Very Effective

11. Please rate how TIMELY you consider the current student evaluation of faculty COLLECTION PROCESS.



Finding 12: The timeliness score of the current collection process is 6.13 on a scale of 1 to 9. Among all types of respondents, tenured faculty members provided the lowest timeliness score (mean 5.31).

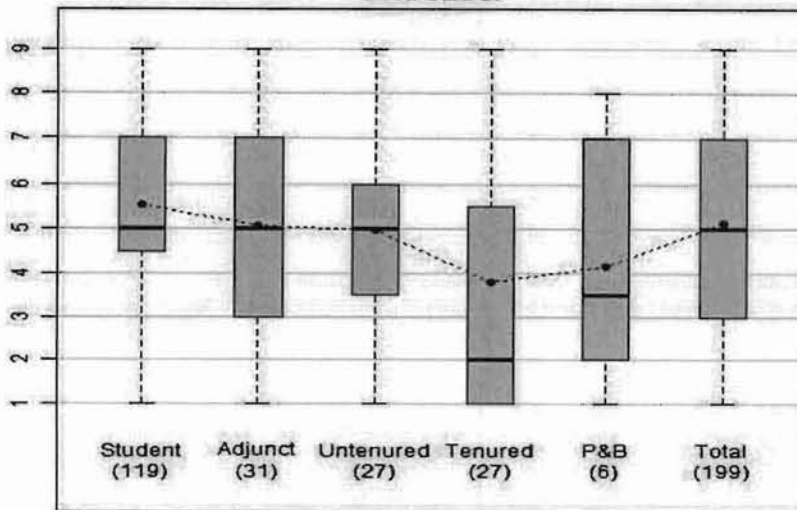
Section 4: Reporting Process

Survey Question: The next questions concern the reporting process. Currently, faculty with an active personnel file are asked to sign numeric summaries and written comments for each section that they teach before these go into their personnel files (items for non-responsive faculty members are placed into their files with a note indicating that they did not arrange to review and sign the materials). Printed copies of all numeric section summaries are sent to the chair of the department offering the section. Moreover, department chairs or deputy chairs may arrange with the Provost's Office to see cumulative summaries for individual faculty members. Finally, faculty members can arrange to see their own personnel files or request evaluation summaries as needed.

a. Please rate how effective you consider the current student evaluation of faculty REPORTING PROCESS.

Very Ineffective 1 2 3 4 5 6 7 8 9 Very Effective

14. Please rate how EFFECTIVE you consider the current student evaluation of faculty REPORTING PROCESS.

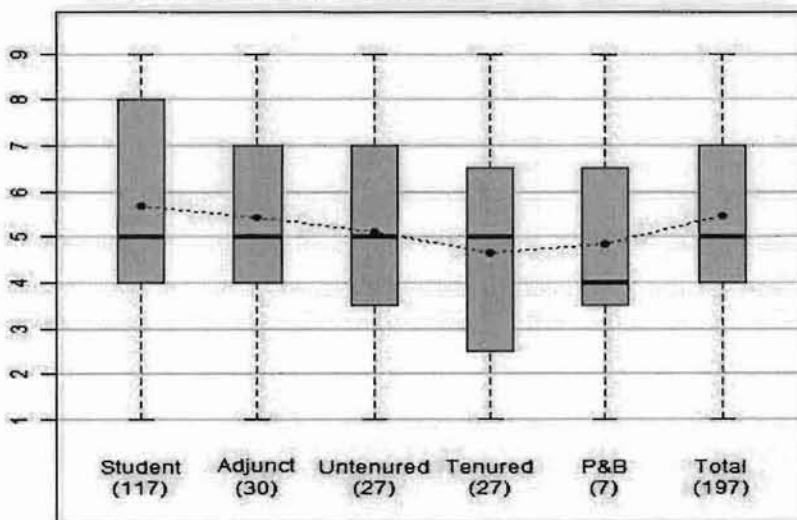


Finding 13: The effectiveness score of the current reporting process is 5.15 on a scale of 1 to 9.

b. Please rate how fair you consider the current student evaluation of faculty REPORTING PROCESS.

Very Unfair 1 2 3 4 5 6 7 8 9 Very Fair

15. Please rate how FAIR you consider the current student evaluation of faculty REPORTING PROCESS.



Finding 14: The fairness score of the current reporting process is 5.48 on a scale of 1 to 9.

c. Please rate how timely you consider the current student evaluation of faculty REPORTING PROCESS.

Very Untimely 1 2 3 4 5 6 7 8 9 Very Timely

Finding 15: The timeliness score of the current reporting process is 4.83 on a scale of 1 to 9.

Finding 16: Comparing the scores on reporting processes given by various types of respondents, a consistent pattern is that tenured faculty members provided the lowest effectiveness, fairness and timeliness scores.

Finding 17: The respondents are most satisfied with the collection process, followed by the evaluation form itself. And, they are least satisfied with the reporting process of the student evaluation of faculty.

Qualitative Analysis

Summary of Qualitative Analysis

Eight of the survey questions involved qualitative responses. These were:

- Question 6: Please use the text box below to share any thoughts you have about those things that DO work well in the current student evaluation of faculty FORM;
- Question 7: Please use the text box below to share any thoughts you have about those things that DO NOT work well in the current student evaluation of faculty FORM;
- Question 8: Please use the text box below to share any thoughts you have about things that are not currently included, but that you believe should be included in the student evaluation of faculty FORM;
- Question 12: Please use the text box below to share any thoughts you have about those things that DO work well in the current student evaluation of faculty COLLECTION PROCESS;
- Question 13: Please use the text box below to share any thoughts you have about those things that DO NOT work well in the current student evaluation of faculty COLLECTION PROCESS;
- Question 17: Please use the text box below to share any thoughts you have about those things that DO work well in the current student evaluation of faculty REPORTING PROCESS;
- Question 18: Please use the text box below to share any thoughts you have about those things that DO NOT work well in the current student evaluation of faculty REPORTING PROCESS; and
- Question 19: Please use the text box below to offer any further suggestions you might have about the proposed plan for re-evaluating the student evaluation of faculty process at the College.

Responses to these questions did not always directly reflect the wording in the questions and, instead, addressed the SEOF form and process in a more global way (though sometimes in quite concrete and specific terms). Accordingly, themes emerging from the qualitative responses will be discussed globally rather than in reference to specific questions. The summary of themes is discussed below, followed by a complete listing of all themes along with information about the number and percentage of respondents and respondent classes who endorsed each theme.

In the qualitative survey responses, the most commonly expressed themes related to the Student Evaluation of Faculty (SEOF) process rather than to the form itself. The most consistently endorsed theme, across all respondent classes, was the claim that the results of the evaluations need to be made more readily and quickly available. Faculty indicated that the process of receiving feedback on these forms is cumbersome and that they do not receive that feedback

quickly enough to take corrective actions in their teaching. Students expressed an interest in having some form of access to these results.

Both students and faculty also expressed the concern that students are either not given enough time or simply don't take the time given them to complete the forms thoughtfully. Not unrelated to this concern is the perception, almost exclusive to students, that the administration does not read or act on evaluations (the primary reason given for this is the perception that some poorly reviewed professors suffer no consequences). A number of students also indicated that they did not believe that their professors read or acted on the evaluation results.

From the instructor perspective, some faculty, particularly adjuncts, expressed the belief that evaluations depend primarily upon either grading standards or students' personal feelings about the instructor, and not on teaching effectiveness. An often suggested solution for this concern was to assess evaluations in terms of grade or expected grade in the class.

Students, and some faculty, also indicated concern over the anonymity of the evaluation process. Quite a few students felt that the presence of the instructor inhibited their ability to complete the form honestly.

Across respondent classes, the most common recommendation for dealing with many of these perceived problems was to conduct the evaluations online. Reasons given for this suggestion included that it would provide more privacy, more opportunity to complete the evaluation thoughtfully and according to the student's schedule, easier and more secure form tracking, and that an online format would make it easier to provide results quickly and accessibly while saving both class time and paper.

Of those themes related to the form itself, the most commonly expressed, by both students and faculty, was the notion that the open-ended portion of the evaluation instrument is very important. A number of respondents suggested that this section could be improved with more precise questions.

Though a number of respondents suggested that the form required few, if any, changes, other respondents made concrete suggestions for improving the form. Suggestions endorsed by multiple respondents included providing open-ended questions following each scaled item, and adding to the form items that assess: whether a student would take the evaluated professor again, time that professors spend helping students outside of class, whether the professor responds to emails/calls in a timely manner, whether the text is appropriate, and whether the professor uses technology effectively. Students in particular also suggested that rating instructor attitude (including encouragement, enthusiasm, respect, and classroom order) is important. A number of respondents also suggested that the current form items are too vague, broad, or subjective.

Finally, some respondents argued that the current evaluation form asks students to make judgments about aspects of instruction that they cannot accurately assess, including instructor knowledge/expertise, ability to clarify difficult material, the appropriateness of assignments/grading, and organization.

Table I: Themes by the Percentage of Total Respondents who endorsed them



Table II: Number and Percentage of Respondent Type Endorsing Each Theme

#	Theme	Student		Adjunct		Un-tenured		Tenured		P&B		Un-known	Total	
		#	%	#	%	#	%	#	%	#	%	#	#	%
1	We need more precise/specific open-ended questions (suggestions: areas of effectiveness, areas to improve)	3	2.4	2	6.3	1	3.8	5	17.9	1	14.3	1	13	6
2	The evaluation process should take place online (reasons: means more privacy, students who are absent when the form was administered can still complete it, saves class time, students have more time to complete the form thoughtfully, forms can be tracked, faster turnaround, protects identity from instructor, easier, saves paper)	10	8.1	3	9.4	1	3.8	5	17.9	2	28.6	2	23	10.6
3	Open-ended questions are important/effective (there should be more)	14	11.3	4	12.5	3	11.5	8	28.6	1	14.3	1	31	14.3
4	Results should be more readily/quickly available (difficult to access, take too long to become available, should be online)	14	11.3	8	25	6	23.1	10	35.7	2	28.6	4	44	20.3
5	Anonymity is important/needs to be addressed more effectively (suggestions: instructor in the room is a problem, students can't express themselves honestly)	20	16.1	2	6.3	1	3.8	4	14.3	0	0	1	28	12.9
6	No, or few, changes are necessary in the form	8	6.5	0	0	2	7.7	3	10.7	1	14.3	1	15	6.9
7	Evaluations reflect personal feelings about the instructor and not teaching effectiveness	2	1.6	0	0	0	0	2	7.1	0	0	1	5	2.3
8	Students do not have/take sufficient time to complete forms thoughtfully (professors don't give enough time, students don't take the time)	14	11.3	1	3.1	0	0	2	7.1	0	0	1	18	8.3
9	Small samples skew the results (suggestions: use medians)	0	0	3	9.4	1	3.8	0	0	0	0	0	4	1.8
10	Instructors do not read/act on results	8	6.5	0	0	0	0	0	0	0	0	0	8	3.7
11	Students can't accurately judge some items (instructor knowledge/expertise, clarifying difficult parts, appropriateness of assignments/grading, organization,, motivation)	1	0.8	3	9.4	3	11.5	1	3.6	0	0	0	8	3.7
12	It is important to rate instructor attitude (specific elements mentioned: motivation, encouragement, enthusiasm, respect, classroom order/discipline)	6	4.8	0	0	2	7.7	1	3.6	0	0	0	9	4.1
13	The administration does not read/act on results	12	9.7	1	3.1	1	3.8	0	0	0	0	1	15	6.9
14	It is important to rate instructor knowledge	2	1.6	0	0	0	0	0	0	0	0	0	2	0.9
15	Global ratings are important/effective	2	1.6	0	0	0	0	1	3.6	0	0	1	4	1.8
16	Evaluations depend upon grading standards, not teaching effectiveness (creates a conflict of interest, grade inflation, student retaliation)	3	2.4	6	18.8	3	11.5	5	17.9	1	14.3	0	18	8.3
17	Not effective in all contexts (for evaluating adjuncts, for 10 week courses)	0	0	2	6.3	0	0	0	0	0	0	0	2	0.9
18	Numerical rating format is useful	1	0.8	0	0	0	0	1	3.6	0	0	0	2	0.9
19	The form does not provide sufficiently specific information (on teaching style, grading style, specific context of course)	2	1.6	2	6.3	0	0	0	0	0	0	0	4	1.8
20	Items are too vague/broad/subjective	7	5.6	4	12.5	0	0	0	0	0	0	0	11	5.1
21	Form should include an item concerning English proficiency	1	0.8	1	3.1	0	0	0	0	0	0	0	2	0.9
22	Include follow-up/clarifying open-ended questions following scaled items (by question or by section)	4	3.2	0	0	0	0	0	0	0	0	0	4	1.8
23	The form should include an n/a option	1	0.8	0	0	0	0	0	0	0	0	1	2	0.9
24	The form should include an item asking whether a student would take another course taught by the professor being evaluated	3	2.4	1	3.1	0	0	0	0	0	0	0	4	1.8
25	The form should include an item asking how much time the instructor spends with students outside of class	3	2.4	1	3.1	0	0	1	3.6	0	0	0	5	2.3
26	The form should include an item asking whether the instructor responds to student emails/calls in a timely manner	1	0.8	0	0	0	0	1	3.6	0	0	0	2	0.9
27	The form should include an item asking whether the text is appropriate to the course/appropriately used	2	1.6	1	3.1	0	0	0	0	0	0	0	3	1.4
28	Student grade/expected grade/class performance/effort is important information in interpreting evaluations	1	0.8	3	9.4	3	11.5	4	14.3	0	0	0	11	5.1
29	The form should include an item asking whether the instructor uses technology effectively	1	0.8	0	0	1	3.8	0	0	0	0	0	2	0.9
30	A student volunteer should distribute, collect, and return forms	4	3.2	1	3.1	0	0	0	0	0	0	0	5	2.3
31	Instructions for student administrators need to be clearer	2	1.6	1	3.1	0	0	1	3.6	0	0	0	4	1.8
32	Mid-semester evaluations would be useful	4	3.2	0	0	0	0	0	0	0	0	0	4	1.8
33	There should be more advanced notice of the evaluation period	0	0	0	0	2	7.7	0	0	0	0	1	3	1.4
34	Requiring faculty signatures is unnecessary	0	0	1	3.1	1	3.8	1	3.6	0	0	0	3	1.4

Recommendations

Based on the survey's findings, the SEOF Committee recommends that throughout the revision process, we:

1. Acknowledge the diversity of views regarding SEOF within the college community. Responses from every category of respondents were very diverse. Variability within groups was more pronounced than differences between groups or differences between items. There is clearly no College-wide consensus view of SEOF. The survey reflects differing views of how well the current SEOF works and differing views of what a SEOF should ideally do. As a consequence of this lack of consensus within the College, care should be taken to avoid rushing the revision process.
2. Recognize that overall users are neither highly satisfied nor highly dissatisfied with the current SEOF. The current system is not obviously broken, but there is ample room for improvement in the eyes of users.
3. Investigate ways to improve timely availability of results. This includes changes in the SEOF collection and reporting processes. It might also include alternatives to paper administration of the forms.
4. Investigate the feasibility of multiple open-ended questions with respect to scanner technology. Suggestions related to separate and specific open-ended questions arose as a theme in the survey responses.
5. Consider returning at least some student demographic items to the SEOF instrument. These were originally included in the form for validation and monitoring purposes, but were removed after the first use of the new form at the request of the then Dean of Student Services. In light of concerns about the relationship between grades and ratings, restoration of the expected grade item warrants particular consideration.
6. Focus on items about which students can adequately and meaningfully comment (e.g., timely feedback) and not on those about which they cannot meaningfully comment (e.g., instructor expertise) in revising the SEOF instrument.
7. Consider items that assess: professor attitude (encouragement, respect, etc.), time that professors spend helping students outside of class, whether the professor responds to emails/calls in a timely manner, whether the text is appropriate, and whether the professor uses technology effectively in revising the SEOF instrument.

Appendix

Survey Instrument

Student Evaluation of Faculty Stakeholder Survey

Introduction

The purpose of this survey is to solicit input regarding the student evaluation of faculty procedures at the college. This information will be used as input in deliberations over changes to this process. The committee has not and will not make any decisions about the revised instrument prior to evaluating the input from this survey. The evaluation process covers all John Jay BA and MA courses offered by faculty on both adjunct and tenure-bearing lines.

This survey is being offered to all BA and MA students, all tenure track and non-tenure track faculty, and to all members of department and College personnel and budget committees. Please only complete the survey once.

You are free to skip any question that you prefer not to answer. Your answers are completely anonymous unless you choose to identify yourself at the end of the survey.

The survey takes about 10-15 minutes. Your opinions are highly valuable to the John Jay community. Thank you in advance for completing the survey! Should you have any questions, please feel free to contact the Student Evaluation of Faculty Committee at SEOF@LISTSERVER.JJAY.CUNY.EDU.

Student Evaluation of Faculty Stakeholder Survey

Purposes of Teaching Evaluation

1. The student evaluation of faculty is intended to serve four purposes listed below. Please rate how effective you find the current student evaluation of faculty to be in serving each purpose on a scale from 1 (Very Ineffective) to 9 (Very Effective).

	1 Very Ineffective	2	3	4	5	6	7	8	9 Very Effective
1a. Providing a statement of expectations for faculty with respect to teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1b. Providing feedback to faculty about their teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1c. Informing reappointment, promotion, and tenure decisions for tenure-track faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1d. Informing reappointment decisions for adjunct and substitute faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Please rate the following types of information in terms of potential value on the student evaluation form on a scale from 1 (No Value) to 9 (Very Valuable)

	1 No Value	2	3	4	5	6	7	8	9 Very Valuable
2a. Global ratings of faculty with respect to their teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2b. Ratings of specific teaching activities and behaviors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2c. Ratings of specific learning processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2d. Ratings of global learning outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2e. Ratings of individual student performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2f. Specific prompts for open-ended questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Evaluation of Faculty Stakeholder Survey

The Current Teaching Evaluation Form

3. The next several questions concern the current form. For reference, the wording of the questions from the current form is included below. Please rate how useful these items are in providing feedback on teaching effectiveness on a scale of 1 (not useful) to 9 (very useful).

	1 Not Useful	2	3	4	5	6	7	8	9 Very Useful
3a. Class lessons are well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3b. Course material is presented clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3c. Graded materials are returned soon enough to be helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3d. Grades are determined fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3e. Student questions or comments are handled effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3f. Instructional class time is well used.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3g. Efforts are made to clarify difficult points of the lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3h. The instructor is enthusiastic about teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3i. The instructor treats students respectfully.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3j. The instructor deals fairly with different points of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3k. The instructor attempts to motivate student interest in the course material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3l. The instructor demonstrates a thorough knowledge of the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3m. The instructor maintains proper order in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3n. The instructor encourages students to reason for themselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3o. Overall, the instructor is an effective teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please rate how EFFECTIVE you consider the current student evaluation of faculty FORM.

☐ 1 Very Ineffective
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5
 ☐ 6
 ☐ 7
 ☐ 8
 ☐ 9 Very Effective

5. Please rate how FAIR you consider the current student evaluation of faculty FORM.

☐ 1 Very Unfair
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5
 ☐ 6
 ☐ 7
 ☐ 8
 ☐ 9 Very Fair

6. Please use the text box below to share any thoughts you have about those things that DO work well in the current student evaluation of faculty FORM.

Student Evaluation of Faculty Stakeholder Survey

7. Please use the text box below to share any thoughts you have about those things that **DO NOT** work well in the current student evaluation of faculty FORM.

8. Please use the text box below to share any thoughts you have about things that are not currently included, but that you believe should be included in the student evaluation of faculty FORM.

Student Evaluation of Faculty Stakeholder Survey

Collection Process

The next questions concern the student evaluation of faculty COLLECTION PROCESS. Currently, a memo goes out to all faculty from the Provost announcing the two week evaluation period. Faculty collect forms and pencils from their department offices and distribute the forms in class. A student volunteer deposits the forms in a secure drop box and that box is emptied every hour during the collection period.

9. Please rate how EFFECTIVE you consider the current student evaluation of faculty COLLECTION PROCESS.

☐ 1 Very Ineffective ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 Very Effective

10. Please rate how FAIR you consider the current student evaluation of faculty COLLECTION PROCESS.

☐ 1 Very Unfair ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 Very Fair

11. Please rate how TIMELY you consider the current student evaluation of faculty COLLECTION PROCESS.

☐ 1 Very Untimely ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 Very Timely

12. Please use the text box below to share any thoughts you have about those things that DO work well in the current student evaluation of faculty COLLECTION PROCESS.

13. Please use the text box below to share any thoughts you have about those things that DO NOT work well in the current student evaluation of faculty COLLECTION PROCESS.

Student Evaluation of Faculty Stakeholder Survey

Reporting Process

The next questions concern the REPORTING PROCESS. Currently, faculty with an active personnel file are asked to sign numeric summaries and written comments for each section that they teach before these go into their personnel files (items for non-responsive faculty members are placed into their files with a note indicating that they did not arrange to review and sign the materials). Printed copies of all numeric section summaries are sent to the chair of the department offering the section. Moreover, department chairs or deputy chairs may arrange with the Provost's Office to see cumulative summaries for individual faculty members. Finally, faculty members can arrange to see their own personnel files or request evaluation summaries as needed.

14. Please rate how EFFECTIVE you consider the current student evaluation of faculty REPORTING PROCESS.

☐ 1 Very Ineffective ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 Very Effective

15. Please rate how FAIR you consider the current student evaluation of faculty REPORTING PROCESS.

☐ 1 Very Unfair ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 Very Fair

16. Please rate how TIMELY you consider the current student evaluation of faculty REPORTING PROCESS.

☐ 1 Very Untimely ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 Very Timely

17. Please use the text box below to share any thoughts you have about those things that DO work well in the current student evaluation of faculty REPORTING PROCESS.

18. Please use the text box below to share any thoughts you have about those things that DO NOT work well in the current student evaluation of faculty REPORTING PROCESS.

Student Evaluation of Faculty Stakeholder Survey

Proposed Plan

The Student Evaluation of Faculty Committee intends to complete the following steps in re-evaluating the student evaluation of faculty process.

1. Collect input from stakeholders (e.g., this survey).
2. Form an advisory group of stakeholders to provide consultation throughout the process.
3. Design a blueprint that specifies the properties that the evaluation instrument should have.
4. Pilot a preliminary instrument to test its success in fulfilling that blueprint using a small number of sections on a voluntary basis.
5. Conduct focus groups regarding the revised instrument to gather further input.
6. Modify the instrument as needed to ensure that it fulfills its stated purposes.
7. Forward the revised instrument for approval for operational use in the evaluation process.
8. Analyze the data from the first full administration of the new evaluation form in order to further assess the effectiveness of the revised instrument.

19. Please use the text box below to offer any further suggestions you might have about the proposed plan for re-evaluating the student evaluation of faculty process at the College.

Student Evaluation of Faculty Stakeholder Survey

About the Respondents

When interpreting feedback, it is often helpful to know a little bit about the perspective from which it is offered. The following items will only be used to describe the sample as a whole, and to examine broad trends in feedback. They will not be used in relation to individual responses.

20. Please mark all that apply:

- ☐ I am a student at John Jay College.
- ☐ I am an adjunct or substitute faculty member at John Jay College.
- ☐ I am an untenured tenure-track faculty member at John Jay College.
- ☐ I am a tenured faculty member at John Jay College.
- ☐ I am a member of a departmental or College Personnel and Budget Committee.

21. Rounded to the nearest half year, how many years have you either been employed by, or enrolled as a student at John Jay College of Criminal Justice?

- ☐ 0.5-2.5 years
- ☐ 3-4.5 years
- ☐ 5 to 9.5 years.
- ☐ 10 to 14.5 years.
- ☐ 15 to 19.5 years.
- ☐ 20 to 24.5 years.
- ☐ 25 to 29.5 years.
- ☐ 30 to 34.5 years.
- ☐ 35 to 39.5 years.
- ☐ 40 to 44.5 years.
- ☐ 45 to 49.5 years.
- ☐ 50 to 54.5 years.
- ☐ 55 to 59.5 years.
- ☐ 60 years or more.

Student Evaluation of Faculty Stakeholder Survey

22. What decade were you born?

- ☐ 1920's or before.
- ☐ 1930's.
- ☐ 1940's.
- ☐ 1950's.
- ☐ 1960's.
- ☐ 1970's.
- ☐ 1980's.
- ☐ 1990's or later.

23. What is your sex?

- ☐ Female.
- ☐ Male.

24. What is your census category (using the old census categories)?

- ☐ White, non-Hispanic.
- ☐ Black, non-Hispanic.
- ☐ Hispanic.
- ☐ Native American or Alaskan Native.
- ☐ Asian or Pacific Islander.
- ☐ Other.

25. Your responses to this survey are entirely anonymous. However, some of you may prefer to identify yourselves or provide contact information should we have questions about your input. If you want to keep your answers anonymous, please leave this question blank. If not, please provide your name and any contact information that you would like to provide in the box below.

Student Evaluation of Faculty Stakeholder Survey

Thank you very much for completing the survey!