



11-3-2016

## November 3, 2016

University of North Dakota

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Minutes of the University Senate Meeting  
November 3, 2016

1.

The November meeting of the University Senate was held at 4:05 p.m. on Thursday, November 3 2016 in Room 113, Education. Chair Dana Harsell presided.

2.

The following members of the Senate were present:

Andert, Blake	Gedafa, Daba	Neubert, Jeremiah
Balgamwalla, Sabrina	Gjellstad, Melissa	Noghanian, Sima
Barbu, Simona	Grijalva, James	Petros, Tom
Bateman, Connie	Harsell, Dana	Petschen, Chris
Beyer, Brandon	Higgins, James	Poochigian, Don
Betting, Laurie	Hong, Doojin	Rand, Kathryn
Blackburn, Royce	Jendrysik, Mark	Schindler, Gary
Borboa-Peterson, Stacey	Jeno, Susan	Sens, Donald
Brekke, Alice	Johnson, Peter	Stofferahn, Curt
Casler, James	Jorgenson, Terra	Todhunter, Paul
Christopherson, Anne	Juntunen, Cindy	Vogeltanz-Holm, Nancy
DiLorenzo, Thomas	Kalbfleisch, Pamela	Walker, Stephanie
Doze, Van	Kennedy, Mark	Weaver-Hightower, Rebecca
Du, Guodong	Liang, Lewis	Williams, Margaret
Dunnigan, Gerri	Lindseth, Glenda	Wood, Robert
Fazel-Rezai, Reza	Lindseth, Paul	Zerr, Jessica
Ferraro, Richard	Miller, Charles	Zhao, Julia
Flynn, Amber	Munski, Doug	Zimmerman, Sonia
Gabriel, Holly	Murphy, Eric	

3.

The following members of the Senate were absent:

Correll, Scott	Hyder, Muneeb	Ostadhassan, Mehdi
El-Rewini, Hesham	Kenville, Kim	Quinn, Andrew
Enger, Tracy	Laguetta, Soizik	Ray, Linda
Faruque, Saleh	Lerma, Sam	Roux, Gayle
Flynn, Seth	McGimpsey, Grant	Souvannasacd, Eric
Glidden, Ethan	McGinniss, Mike	Storrs, Debbie
Gupta, Surojit	Mikulak, Marcia	Tanaka, Tomohiro
Halgren, Cara	Nelson, Blair	Tang, Clement
Hanson, Nicholas	Nguyen, David	VanderBush, Ashley
Henderson, Pam	Nickum, Annie	Walch, Tanis
Hill, Shane	Ocken, Jake	Wynne, Joshua

4.

The following announcements were made:

- a. Upcoming University Senate fora are planned:
  - Update on Initiatives, November 7, 3:30 p.m., Lecture Bowl, Memorial Union
  - 2<sup>nd</sup> forum to discuss new center idea - November 15, 3:00 p.m., Room 113, Education
  - Update, November 17, 3:30 p.m., Room 7, Education
  - Update, December 7, 3:30 p.m., Lecture Bowl, Memorial Union
- b. Ryan Zerr, Essential Studies Director, provided the following outcomes from the program review recommendations:
  - A refined list of program/course goals was identified.

- Potential changes could be made to some special emphasis requirements, i.e., advanced communication and diversity.
  - The revalidation process has resumed.
  - A Capstone Showcase is planned for December 8 in the Ballroom at the Union.
  - The Interstate Passport, a multi-institution articulation agreement was formed.
  - Mr. Zerr reported that the following are coming soon: an Essential Studies (ES) newsletter on the web; and an ES course list tool for choosing classes/advising.
  - Mr. Zerr also requested the senators' help regarding ES Assessment Week. Two ES program assessment performance tasks need to be developed, a scoring session of performance tasks from last year will be held on December 12 from 9:00 - 1:00, and recruitment of ES Capstone students is needed to complete performance tasks. Please contact Mr. Zerr if you can help with any of the above.
- c. Mr. Murphy provided a report on the work of the Council of College Faculties:
- A change to the sick leave policy is proposed, with a unified policy due by December 15.
  - Proposed academic calendar changes regarding a J-term or 4/1/4 term calendar are in the discussion stage.
  - A proposed change to the policy regarding the dismissal of tenured faculty during financial exigency has been suggested, with a change from 12 months to 6 months for the lead time.
  - A special appointment grievance opportunity is proposed and, hopefully, a policy will be formed sometime this year.
- d. Mr. Murphy reported on the Intercollegiate Athletics Committee's work regarding their recommendation to the President to retain all athletic teams.

5.

Mr. Harsell called attention to the minutes of the October 6, 2016, meeting. There were no additions or corrections to the minutes. There was a motion of approval by Mr. Munski. Mr. Jendrysik seconded and the minutes were approved as distributed.

6.

The question period was opened at 4:40 p.m.

Mr. Petros asked how much it costs UND to rent the Ralph Engelstad and Alerus Center arenas for our athletic events. Mr. Murphy replied, citing information from the President's and the Vice President for Finance & Operations offices.

Mr. Vogeltanz-Holm questioned why football was taken off the table during the deliberations on which athletic teams should be discontinued. President Kennedy replied, stating that subsidizing the sport is in return for the recognition the team brings to the school and recruitment of students.

The question period closed at 5:00 p.m.

7.

Mr. Harsell called attention to the annual report of the Senate University Assessment Committee. It was moved to approve and file the report. Mr. Poochigian seconded and the motion carried.

8.

Mr. Harsell called attention the SETIC 2.0 report. It was moved to approve and file the report. Mr. Murphy seconded and the motion carried.

9.

Mr. Harsell called attention to the SPEA Report. Mr. Gedafa moved to approve and file the report. Ms. Weaver-Hightower seconded and the motion carried.

10.

Mr. Harsell called attention to the University Curriculum Committee report. It was moved to approve the report. Mr. Munski seconded and the motion carried.

11.

Shari Nelson, Chair, University Assessment Committee, presented a proposed revision to the University Assessment Committee membership which would add the Essential Studies Director as a voting, concurrent, ex-officio member. Mr. Murphy motioned to approve this change and Ms. Gjellstad seconded. Discussion ensued. Friendly amendments were offered to make two changes to the University Assessment Committee charge; first, to change a reference to "faculty senate" to "University Senate," and second, to clean up the language regarding the Vice President for Academic Affairs/designee. Mr. Murphy and Ms. Gjellstad accepted the friendly amendments. The motion carried.

12.

Mr. Harsell called attention to the proposed SELF SETIC 3.0 charge. Mr. Stofferahn moved to approve the charge. Ms. Weaver-Hightower seconded and the motion carried.

13.

The meeting adjourned at 5:20 p.m.

Lori Hofland for Scott Correll, Secretary  
University Senate

**Senate University Assessment Committee  
Annual Report for  
Academic Year 2015-2016**

The Senate University Assessment Committee (UAC) provides faculty guidance and oversight to the Office of the Vice President of Academic Affairs and Provost in developing and implementing the University Assessment Plan. In addition, the committee analyzes and interprets assessment results, develops appropriate reports, and disseminates assessment results to the Office of Vice President of Academic Affairs and Provost, the University Senate, and the community.

The University Assessment Committee was able to accomplish the tasks and responsibilities charged to it by the University Senate, in part due to the support provided by Joan Hawthorne, Director of Assessment & Regional Accreditation. The Committee is grateful for her continued support and expertise.

Much of the work of assessment has been, and is, conducted outside the University Assessment Committee. The UAC wishes to thank the Essential Studies Committee, the Office of Institutional Research (OIR), and the University community for their assessment efforts. Every contribution is vital to the assessment process at the University of North Dakota. Special thanks are also offered to Carmen Williams and Jodi Steiner who willingly shared their research expertise and UAC experience with the University Assessment Committee on an ongoing basis.

The Senate University Assessment Committee for the 2015-2016 academic year was chaired by Shari Nelson (VPSA Designee). Committee members for the 2015-2016 year included:

Mary Askim-Lovseth (BPA)  
James Casler (JDO)  
Kenneth Flanagan (Nursing & Professional Disciplines)  
Surojit Gupta (CEM)  
Devon Hansen (A&S)  
Debra Hanson, MED  
Joan Hawthorne (Director of Assessment & Regional Accreditation)  
Bradley Myers (Law)  
Shari Nelson (VPSA Designee)  
C. Casey Ozaki (Graduate Studies Designee)  
Deborah Worley (EHD)  
Ryan Zerr (Director, Essential Studies)  
Joseph Appianing, Graduate Student  
Jodi Steiner (Recorder; Institutional Research)  
Carmen Williams (VPAA Designee; Institutional Research)

One undergraduate student was asked to serve on the Assessment Committee but he did not participate.

#### Functions and Responsibilities of the University Assessment Committee

The University Senate has identified six areas of responsibility for the University Assessment Committee. The responsibilities of the Committee and its accomplishments during the 2015-2016 academic year are addressed as follows:

I. Address all issues regarding assessment of student achievement and development.

*The University Assessment Plan recognizes the role of the Academic Curriculum (implicit and explicit) in student learning and development. Through a review process of annual assessment reports, assessment plans, previous assessment reviews, and departmental documents, the assessment activities of departments and programs within the College of Education & Human Development, College of Nursing & Professional Disciplines, School of Medicine & Health Sciences, and School of Graduate Studies were reviewed in 2015-2016. The results were communicated to the department chairs through the Assessment Director.*

*The University Assessment Committee also conducted reviews of six non-academic units including: Dean of Students Office, Disability Services for Students, McNair Program (TRiO), Student Success Center,*

*Women's Center, and Writing Center. The Committee recognizes their contributions in the achievement of Institutional, Essential Studies, and Program goals relative to student learning and development. Finally, the committee reviewed four OIR (Office of Institutional Research) tools regularly used by various University stakeholders: (1) EDUCAUSE Center for Applied Research (ECAR) Undergraduate Students and Information Technology Survey, (2) ECAR Faculty and Information Technology Survey, (3) First Year Seminars Survey, and (4) the National Survey of Student Engagement (NSSE).*

- II. Develop, review, and evaluate the University Assessment Plan in conjunction with the Assessment Director.

*This document is to be reviewed every other year. The University Assessment Plan was reviewed in fall 2015. Minimal revisions were made to the document at that time. The plan should be reviewed again in fall 2017. To access the most recent version of the University Assessment Plan (November, 2015), please visit: [http://und.edu/university-senate/committees/assessment/\\_files/docs/univ-asmt-plan.pdf](http://und.edu/university-senate/committees/assessment/_files/docs/univ-asmt-plan.pdf)*

- III. Oversee and evaluate the implementation of the University Assessment Plan, evaluate assessment activities and the interpretation of assessment results, and evaluate the overall effectiveness of the Plan.

*Assessment of Student Learning and Development: Program Level*

*As previously indicated, the UAC reviewed the assessment documents for the departments and programs within the College of Education & Human Development, College of Nursing & Professional Disciplines, School of Medicine & Health Sciences, and School of Graduate Studies in Spring, 2016. The committee reviewed assessment plans and reports for 17 College of Education & Human Development programs, 4 College of Nursing & Professional Disciplines programs, and 16 School of Medicine & Health Sciences programs, including certificate, undergraduate, and graduate degree programs. The School of Graduate Studies was reviewed as a whole, as individual programs are reviewed when their host department is reviewed. Findings were documented and forwarded to departments through the Assessment Director.*

*The Assessment Director and the UAC continue to provide guidance to departments as they develop, implement, and make use of their assessment plans. Taken collectively, the reviews help determine the state of assessment for the University as a whole. In general, departments and programs have specific plans for assessment in place, and there are many programs where student learning goals are well-articulated in those assessment plans. Moreover, appropriate methods of assessment are implemented. However, the committee reviewed several programs where assessment methods need further description. A small number of programs did not provide any results of assessment activities or evidence of actions taken on the basis of assessment results.*

*Assessment of Student Learning and Development: Institutional Level*

*The University has many assessment tools at its disposal. As noted in section I, four tools were reviewed in the 2015-2016 academic year.*

*Tools that are administered by the Office of Institutional Research are a combination of national surveys, such as the National Survey of Student Engagement (NSSE) and surveys that have been developed by UND for internal purposes, such as the First Year Seminars Survey. Many of the surveys do not directly measure student learning; they do address the infrastructures, conditions, and environmental components that promote and enhance student learning. Thus, even though survey findings are of special importance to administration, academic departments may also find results noteworthy in further understanding student learning.*

*Full reports of the OIR tools were directed to the Office of Institutional Research. UAC reviews were also forwarded to the respective administrative or academic departments via the Assessment Director and/or the Office of Institutional Research. Departmental chairs and individual faculty are encouraged to access survey results at <http://und.edu/research/institutional-research/survey-timelines.cfm> or by contacting the Assessment Director or the Office of Institutional Research.*

*In addition, information specifically for students about the findings of the surveys is available online: <http://und.edu/university-senate/committees/assessment/for-students.cfm>*

Assessment of Non-Academic Units

*It is recognized that many non-academic units have a direct involvement in student learning and development. As noted in section I, six non-academic units were reviewed during the 2015-2016 academic year. UAC committee members noted that non-academic programs do have assessment plans in place, and some programs include student learning goals in their plans. More and more non-academic departments are including student learning goals but there is still room for improvement. For many programs, a single type of assessment method also predominates. Strides are being made to tie the results in annual reports directly to decision-making within the unit. UAC reviews were forwarded to the respective units via the Assessment Director.*

- IV. Make recommendations regarding how to address any deficiencies that are revealed by assessment activities.

*A process for providing feedback from the Committee to administrators and departments continues to be provided by the institution's Assessment Director. Changes in the process continue as appropriate.*

*Additionally, a luncheon for Department Chairs and the Deans of those schools and colleges being reviewed is traditionally held during May of each year. Many members of the Assessment Committee attend and provide general comments about the assessment plans that were reviewed. Typically, three selected departments make brief presentations on developing and/or maintaining successful assessment systems. This year, however, due to budget constraints, this event did not occur. Attendees find this luncheon particularly helpful and it is hoped that funding will be reinstated in the near future.*

*It should be noted that the Assessment Committee review is viewed as advisory to departments and programs. Program review is the place where action should occur if deficiencies noted in the Assessment Committee reviews are not addressed.*

- V. Review University Accreditation Report when issued and advise the Senate regarding the Report and its implications.

*The Assessment Committee continues to support institutional efforts related to accreditation and will contribute as needed to help the institution prepare for the HLC focused visit in 2017.*

- VI. Work with Institutional Research to keep the Assessment Committee's website current.

*The Office of Institutional Research continues to maintain the Assessment Committee's website. Several key features of the site include: a section on the basic steps of writing an assessment plan, a section for students that describes key findings from OIR tools, resources for campus constituents about assessment, and resources for committee members who conduct reviews of assessment plans, including posting of the most up to date assessment review templates. In addition, the assessment plans of academic departments and non-academic units that attend to student learning and development are available to the campus and to the public on the Assessment Committee website. For more information, please visit: <http://und.edu/university-senate/committees/assessment/>*

**Summary:** During 2015-2016, the University Assessment Committee fulfilled its purpose, function and responsibilities including annual reviews of academic and non-academic assessment activities, and OIR (Office of Instruction Research) tools, and a review of templates for assessment reviews.

Respectfully Submitted,

Shari Nelson University Assessment  
Committee

October 11, 2016



**New UND Student Evaluation of Teaching  
Instrument Development: USAT to SELFI**

**Student Evaluation of Teaching Implementation Committee (SETIC)  
An Ad-hoc Committee of the University Senate  
Final Report**

September 26, 2016

Andrew Quinn, Chair (Social Work)  
Melissa Gjellstad (Modern & Classical Languages & Literatures)  
Dana Harsell (Political Science & Public Administration)  
Linda Ray (Medical Laboratory Science)  
Jane Sims (Center for Instructional & Learning Technologies)  
Rob Stupnisky (Educational Foundations & Research)  
Carmen Williams (Institutional Research)  
Blake Andert (Political Science student, Chief of Staff for Student Government)

## **New UND Student Evaluation of Teaching Instrument Development: USAT to SELFI**

### **USAT Committee Background and Charge**

In May 2014, the UND University Senate appointed an Ad-hoc Student Evaluation of Teaching Committee chaired by Joan Hawthorne, Director of Assessment and Region Accreditation, with the charge 'To review the content and administration of the student evaluation of teaching forms and their application.' At the Feb 5, 2015 University Senate meeting, committee members presented the findings and final report, including a list of recommendations of which the first was "UND should adopt a new set of quantitative (closed, Likert style) questions for a portion of the UND student evaluation of teaching (SET) form."

The committee's recommendation was based, in part, on analysis of 32,648 USAT responses from Spring 2013 (see **USAT Data Analysis Report, Oct. 2014**). The summary of the results was as follows: "Overall, the results revealed a number of issues with the USAT form: non-normal distributions, a lack of multi-dimensionality, and evidence of repetitive/redundant questions. The most troubling result was that the instructor/course quality items did not combine into meaningful subgroups that represent high quality teaching... With these results in mind, the psychometric quality of the USAT form is best described as poor or unsatisfactory."

Following the committee's presentation on February 5, 2015, the University Senate voted to appoint a second committee charged to continue the work and "conduct open forums, select a new form and conduct a pilot... and plan for a pilot next fall (fall 2015) with possible implementation in fall 2016." The appointed Student Evaluation of Teaching Implementation Committee consists of Andrew Quinn, Chair (Social Work), Melissa Gjellstad (Languages), Dana Harsell (Political Science & Public Administration), Linda Ray (Medical Lab Science), Jane Sims (Center for Instructional & Learning Technologies), Rob Stupnisky (Educational Foundations & Research), Carmen Williams (Institutional Research), and Blake Andert (Political Science student, Chief of Staff for Student Government).

### **SET Instrument Selection**

Based on the previous USAT committee's recommendation to use "an existing, publicly available SET form", the SETIC identified and reviewed 12 SET forms that had been empirically tested:

- Instructional Dev. & Effectiveness Assess (IDEA; Cashin & Perrin, 1978)
- Student Instructional Report (SIR II; Centra, 1998; ETS)
- Teaching Proficiency Item Pool (Barnes et al., 2008)
- SET37 (Mortelmans & Spooren, 2009)
- Exemplary Teacher Course Questionnaire (ECTQ; Kember & Leung, 2008)
- Teaching Behavior Checklist (Keeley et al., 2010; 2006)
- eVALUate (Oliver et al., 2014)
- Student Course Experience Questionnaire (SCEQ; Ginns, Prosser, & Barrie, 2007)
- Course Experience Questionnaire (CEQ; Ramsden, 1991)
- Students' Evaluation of Education Quality (SEEQ; Marsh, 1982)
- Student Perceptions of Teaching Effectiveness (SPTE; Burdsal & Bardo, 1986)
- Students' Eval of Teaching Effectiveness (SETERS; Toland & De Ayala, 2005)

SETIC discussed the list of SETs and did not select several because they were proprietary (IDEA, SIR II), had poor psychometrics (Teaching Proficiency Item Pool), were for specific student populations (e.g., graduates; CEQ) or specific academic units (eVALUate), and were deemed less valid evaluation tools of teaching for UND.

The selected established SET instrument was the ‘Student Evaluation of Educational Quality’ (SEEQ, see below) questionnaire developed by Herbert Marsh (1982). It is generally regarded as the most valid and reliable student evaluation of teaching instrument developed to date. The dimensions and questions were developed from other instruments, interviews with teachers and students, and psychometric analyses of empirical data. In 1991, Marsh and colleagues examined nearly 1 million surveys from 50,000 classes to consistently find the 9 factors ultimately selected. The instrument has been found to be highly internally consistent during individual administrations (Cronbach’s alpha  $\approx$  .95) and longitudinally over a 13-year period. In terms of validity, SEEQ ratings significantly correlate with faculty evaluations of own teaching, student performance on exams, and trained external observers. Communication with Dr. Marsh confirmed that this form is publically available for use.

### Focus Group Procedure

Focus groups were conducted on the UND campus to obtain feedback on the proposed new instrument for the Student Evaluation of Teaching at UND. The SETIC conducted 8 focus groups (Oct-Nov 2015) that asked participants their thoughts on the new proposed instrument. SETIC members transcribed and took notes on focus groups’ feedback during sessions, and sessions were audio recorded if confirmation of any comments was needed. Five of these focus groups consisted of faculty, two of the groups consisted of administrators, and the one final group consisted of students. The sessions begin by sharing a background on the SETIC history and the proposed new SET instrument – the SEEQ. After participants reviewed the instrument (as well as the existing USAT), each participant had an opportunity to provide his/her general impressions of the new form. Thereafter the moderator open the floor for discussion on several additional questions to evoke other comments and impressions. The focus group questions were:

- “Please share your thoughts on the proposed new instrument.”
- “Examining each factor (Learning, Enthusiasm, etc.), do you think these adequately represent the important dimensions of teaching? If not, please explain.”
- “Examining each factor (Learning, Enthusiasm, etc.), do you think each of the questions validly represent these factors? In other words, do the questions measure the dimension of teaching they are intended to measure? If not, please explain.”
- “Are there questions that are not on the instrument that you would like to see added? Are there questions on the instrument that you feel should not be asked? If so, please identify them.”
- “How do you foresee the effectiveness of this instrument for: (a) Formative feedback for instructors? (b) Summative feedback for tenure, promotion, and annual reviews?”
- “This Fall (2015), we are planning to pilot a new SET form in a select number of classes on campus. Would you be willing to allow us to administer a pilot SET form such as this in your class?”
- (Psychometric group only) “What analyses would you like to see conducted on data generated by this instrument to test its validity, reliability, and psychometric quality?”
- (Students only) “A recommendation made by the Ad-hoc USAT committee was that ‘UND should adopt a small set (5-6 questions) of quantitative (closed, Likert style) questions for students to use to inform other students of their perceptions of the course. The responses to these questions should then be made publicly available.’ What do you think would be the best questions for this purpose?”

### Focus Group Findings

Focus group results were highly informative to the SETIC in terms of the development of the next UND SET. Focus group transcripts and notes were read and discussed by SETIC members. Andrew Quinn compiled the participants’ responses and coded them to generate emerging themes: *general positives and negatives about the form, the form doesn’t work for all disciplines/styles, how the form will be used, issues with the questions, what is missing/suggestions for improving the form, and students’ capabilities.*

- **General positive and negative comments on the form.** On the positive side, many faculty expressed that they liked the form. There were some comments that portrayed an ambiguous tone, such as that the new form was a reasonable first pass, an improvement but still had issues, and it was better than the old form but not much better. A faculty member commented on the committee's decision to choose an existing form with literature on best practices backing it. Other positive comments about the SEEQ form included that it was a better attempt at specific areas, that it was grouped into areas, that it went more in-depth, and it was much clearer for the students. Also, many faculty members thought that the factors (Learning, Enthusiasm, etc.) captured many of the key elements of teaching that should be evaluated, although they had suggestions for revisions and additions (see below).

There were several negative statements made about the SEEQ including its length, the use of neutral in the Likert set, it did not capture what the students bring to the course, and that it was not much different than the original USAT form.

- **The form doesn't work for all disciplines/styles.** This overarching theme described how the form did not appear to be applicable to different styles of teaching or learning or to all the various disciplines offered at UND. One of the biggest concerns was that the form had questions that did not take into account the fact that not all classes are lecture-based (some might be active learning, lab based, or skill building) (Question 12), not all classes require students to take notes (Question 12), not all classes require students to form groups (Questions 13-16), and not all classes require students to use theories (Question 21). A redundant concept captured during the focus groups was that SEEQ did not capture the active learning trends and best practices in current class design. Another redundant idea captured was that the SEEQ also did not take into account the online synchronous or asynchronous delivery that is becoming more commonplace at UND. Respondents found that concepts like humor, note taking, and group interaction might not occur in the same way in an online learning environment. Finally, participants did not think the form did a good job of capturing the different learning styles of our students.
- **How the form will be used.** There was a fairly robust discussion about how the form will be used. Interestingly, the value of its use was split, with some participants seeing how it can be used for summative and formative feedback, while others were concerned about how the university will use these forms and whether or not they will be used in a punitive manner. In fact, one comment expressed a concern that faculty were scared of these forms and how they were being used at present. There was discussion throughout the focus groups on how chairs would focus on a set of specific questions from the old USAT form and use some sort of aggregate score for promotion, tenure, and annual evaluations. Focus group participants wondered about this same thing for the new form. One participant wanted to know if the new form could discriminate between a good teacher and a bad one. There were discussions on whether the SEEQ was evaluating the teaching or the instructors. Finally, there was concern expressed that faculty would begin "teaching to the form" to ensure high ratings.
- **Issues with the questions.** Several participants raised issues with the various questions on the SEEQ. For example, the psychometric group picked up on the fact that several of the questions were double barreled. Some faculty found it to be very subjective. Other participants expressed concerns with the use of the term humor in the questions, the insistence of the form to rate lecture delivery, group interaction, and workload difficulty. Other concerns expressed were related to the

idea that the questions within factors appeared to be redundant. Several participants mentioned that some question pairs were redundant, such as Questions 5 & 6, Questions 13 & 14, Questions 30 & 32, and Questions 28 & 29. Others had concerns about the use of specific qualifiers within questions throughout the form. For example, terms like genuine interest, or the notion of fair grading, or the term value were seen as too subjective. There was also concern expressed that the header workload difficulty was not an appropriate header (in fact, one participant found the comparison between classes to be problematic). Similar concern was expressed regarding the group interaction header; participants felt that the questions did not reflect group interaction at all. Finally, breadth of coverage was a header that was indicated by many as problematic as it did not also allow for reflection on depth of coverage also.

- **What is missing from the form and suggestions for the form.** Perhaps the largest concern that was expressed was that faculty, in general, wanted the demographic type questions retained from the original USAT. These questions included the student's year, reason for taking the course, and expected grade. Mainly, these questions were discussed in terms of being used to offer some discrimination between the types of students answering the questions. In addition, a general feeling that the SEEQ was not capturing the newer pedagogical approaches and also not pointing in the direction that UND is going with teaching and learning excellence. Other concepts missing were questions about the effort put forth, the use of technology or other innovative teaching approaches, the use of timely feedback, the use of learning outcomes, the effectiveness of the instructor to reach various learning styles, the appropriate workload, the respect for diversity and values, and the access to the instructor (office hours).

There were several suggestions given to improve the form. Several suggestions indicated that the form could better reflect some existing frameworks, such as Bloom's taxonomy, the goals of Essential Studies, and the Council for the Advancement of Standards in Higher Education Learning and Development Outcomes. Other suggestions included to group factors together, such as enthusiasm and group interactions. In a similar vein, it was suggested to consolidate the categories to form one big category. Other suggestions included to cut one question from each section to shorten the length, to drop the workload/difficulty category all together, and perhaps to rename the factors to be more reflective of the questions. An example of the latter would be to call it learning environment instead of enthusiasm.

- **Student capabilities.** A final theme that emerged demonstrated a genuine concern about the students' ability to comprehend the form and complete in such a way that produces meaningful data. One redundant idea was that students did not understand how to best use the N/A category. Another concern expressed was that there will be an association between how the students filled out the form and where they were in their pursuits of degrees. For example, it was expressed that a freshman might find some of the questions harder to answer than a junior. Another concern expressed was that students would not really understand the nature of the course and its objectives in order to provide meaningful feedback to the instructor.

### **Revisions to SEEQ**

The SETIC reviewed the findings of the focus groups and discussed next steps. The committee agreed that the existing SEEQ, although rigorously empirically validated, contained too many issues to be used at UND for student evaluation of teaching. The SETIC worked together to revise the SEEQ based on the findings from the focus groups. The result was the SEEQ-R1 (see below).

**[Provided to Focus Group Participants]  
SEEQ (Marsh, 1982)**

**Instructions:** For each of the following statements select the response that most closely expresses your opinion. Please mark NA if the item does not apply to you or your instructor.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	NA
<b>Learning/Value:</b>						
1. I have found the course intellectually challenging and stimulating.	1	2	3	4	5	NA
2. I have learned something which I consider valuable.	1	2	3	4	5	NA
3. My interest in the subject has increased as a consequence of this course.	1	2	3	4	5	NA
4. I have learned and understood the subject materials of this course.	1	2	3	4	5	NA
<b>Enthusiasm:</b>						
5. Instructor was enthusiastic about teaching the course.	1	2	3	4	5	NA
6. Instructor was dynamic and energetic in conducting the course.	1	2	3	4	5	NA
7. Instructor enhanced presentations with the use of humor.	1	2	3	4	5	NA
8. Instructor's style of presentation held my interest during class.	1	2	3	4	5	NA
<b>Organization/Clarity:</b>						
9. Instructor's explanations were clear.	1	2	3	4	5	NA
10. Course materials were well prepared and carefully explained.	1	2	3	4	5	NA
11. Proposed objectives agreed with those actually taught so I knew where course was going.	1	2	3	4	5	NA
12. Instructor gave lectures that facilitated taking notes.	1	2	3	4	5	NA
<b>Group Interaction:</b>						
13. Students were encouraged to participate in class discussions.	1	2	3	4	5	NA
14. Students were invited to share their ideas and knowledge.	1	2	3	4	5	NA
15. Students were encouraged to ask questions and were given meaningful answers.	1	2	3	4	5	NA
16. Students were encouraged to express their own ideas and/or question the instructor.	1	2	3	4	5	NA
<b>Individual Rapport:</b>						
17. Instructor was friendly towards individual students.	1	2	3	4	5	NA
18. Instructor made students feel welcome in seeking help/advice in or outside of class.	1	2	3	4	5	NA
19. Instructor had a genuine interest in individual students.	1	2	3	4	5	NA
20. Instructor was adequately accessible to students during office hours or after class.	1	2	3	4	5	NA
<b>Breadth of Coverage:</b>						
21. Instructor contrasted the implications of various theories.	1	2	3	4	5	NA
22. Instructor presented the background or origin of ideas/concepts developed in class.	1	2	3	4	5	NA
23. Instructor presented points of view other than his/her own when appropriate.	1	2	3	4	5	NA
24. Instructor adequately discussed current developments in the field.	1	2	3	4	5	NA
<b>Examinations/Grading:</b>						
25. Feedback on examinations/graded materials was valuable.	1	2	3	4	5	NA
26. Methods of evaluating student work were fair and appropriate.	1	2	3	4	5	NA
27. Examinations/graded materials tested course content as emphasized by the instructor.	1	2	3	4	5	NA
<b>Assignments/Readings:</b>						
28. Required readings/texts were valuable.	1	2	3	4	5	NA
29. Readings, homework, laboratories contributed to appreciation and understanding of subject.	1	2	3	4	5	NA
<b>Workload/Difficulty</b>						
	Very Poor	Poor	Average	Good	Very Good	NA
30. Compared with other courses I have had at the UND, I would say this course is:	1	2	3	4	5	NA
31. Compared with other instructors I have had at the UND, I would say this instructor is:	1	2	3	4	5	NA
32. As an overall rating, I would say this instructor is:	1	2	3	4	5	NA

Open-ended Questions (retained from current USAT):

- 33. Describe some aspects of this course that promoted your learning.
- 34. What specific, practical changes can you recommend that might improve the learning in this course?
- 35. If a student asked whether you would recommend this course from this instructor, what would you recommend and why?

Revisions to SEEQ based on Focus Groups and SETIC Discussions

Changes to items and scale themes from original SEEQ	Explanation of change
<b>Learning/Value:</b>	Value subjective; will students know the value if learning it for first time?
1. I have found the course intellectually challenging and stimulating.	Double barreled
2. I have learned something which I consider valuable.	Value subjective; will students know the value of learning the content?
3. My interest in the subject has increased as a consequence of this course.	OK
4. I have learned/gained knowledge/skills and understood that reflect the learning outcomes the subject materials of this course.	"gained knowledge/skills" so not redundant with "learning outcomes", double barreled
28. Required Course readings/texts were valuable contributed to my learning.	Moved from "Graded Materials" removed value as too subjective, replaced with learning
<b>Enthusiasm Engagement:</b>	"Enthusiasm comes off as entertainment"
5. Instructor was enthusiastic about engaged while teaching the course.	Double barreled; enthusiasm implies entertaining
6. Instructor was dynamic and energetic in conducting the course.	Double barreled; "comes off as entertainment"
7. Instructor enhanced presentations with the use of humor.	"Are we to be comedians?"
8. Instructor's style of presentation teaching held my interest during class.	Not just presentation (e.g., online)
<b>Organization/Clarity:</b>	OK
9. Instructor's explanations of course content were clear.	OK, added "of course content"
10. Course materials were well prepared/organized and carefully explained.	Double barreled, split into two items – well prepared and materials well organized
11. Proposed objectives agreed with those actually taught so I knew where course was going. Instructor made it clear how each topic fit with the course learning objectives.	"Do they understand what the proposed objectives of the course are?" Modified
12. Instructor gave lectures that facilitated taking notes.	"What if I don't lecture?"; "UND is moving towards problem-based, participatory learning"
SETIC. Assignment expectations were clearly explained.	Added
<b>Group Interaction Engagement</b>	Combined above to form "Engagement". Label unfair for online; Encouraged for actual
13. Instructor Students were encouraged promoted active student participation in class discussions.	Participation includes activities beyond discussions
14. Instructor Students were invited students to share their ideas and knowledge.	Made instructor focused; Double barreled
15. Instructor encouraged students were to ask questions by the instructor and were given meaningful answers.	Made instructor focused; Double barreled
16. Students were encouraged to express their own ideas and/or question the instructor.	Captured by other items.
<b>Individual Rapport:</b>	OK.
17. Instructor was friendly towards individual students.	"Unfair, can increase evals just by doing this"
18. Instructor made students feel welcome in seeking help/advice in or outside of class fostered a supportive learning community.	Double barreled; moved to "Classroom environment"
19. Instructor had a genuine interest in individual students.	"too open to interpretation"
20. Instructor was adequately accessible to students during office hours or after outside of class.	Gives more flexibility to professor
USAT. The instructor treated students and their ideas and opinions with respect.	Requested by many; Double barreled
FocGrp. Instructor recognized/integrated diverse student perspectives (race, gender, age, etc.).	"from an eval perspective (PTE), how effective is instructor in reaching a variety of students?"
SETERS. Instructor helped with my individual learning needs when asked.	OK, added.
<b>Breadth of Coverage: Depth and Breadth:</b>	"Will students be able to competently evaluate the instructor on this?"
21. Instructor contrasted the implications of various viewpoints theories.	"Not all courses are based on theory"; "some classes are skill-building rather than theory"
22. Instructor presented the background/context or origin of contextualized ideas/concepts developed covered in class.	"Don't always have time for this."; Double barreled
23. Instructor presented multiple points-of-viewpoints/theories other than his/her own when appropriate.	"Might have to come up with questions for more practical disciplines"
24. Instructor adequately discussed current developments in the field.	"in math things are well-established and have been for 100s of years..."
USAT. The instructor connected real world situations to the course when appropriate.	Added, requested by focus group
<b>Examinations/Grading:</b> Graded materials (exams, tests, assignments, etc.):	More inclusive single term
25. Feedback on examinations/graded materials was valuable timely.	"timely important to include there"; value subjective
26. Methods of evaluating student work were fair and appropriate.	"Students not qualified to judge"; Double barreled
27. Examinations/Graded materials tested course content as emphasized by the instructor.	More inclusive single term
USAT. Instructors provided useful/meaningful feedback to assist learning.	Added based on focus groups.
<b>Assignments/Readings:</b>	Combined with Breadth & Depth
28. Required readings/texts were valuable contributed to my learning.	Moved to Breadth & Depth
29. Readings, homework, laboratories contributed to "doing/applying of the task" appreciation and understanding of subject.	Double barreled; redundant with 28
<b>Classroom Environment</b>	New theme developed by SETIC
SETIC. The class environment was conducive to my learning.	Added by SETIC
USAT. Instructor used technology effectively when appropriate.	Requested by many in focus groups
SETIC. When provided, educational technology (e.g., computer exercises, multi-media, presentations) contributed to my learning.	Extends beyond text/readings.
SETIC. Instructor used the resources of the classroom appropriately.	Added by SETIC
<b>Workload/Difficulty Overall:</b>	"Title doesn't seem appropriate"
30. Compared with other courses I have had at the UND, I would say this course is:	Change in response scale
31. Compared with other instructors I have had at the UND, I would say this instructor is:	Change in response scale
32. As an overall rating, I would say this instructor is:	Change in response scale
USAT. Overall, the course has been a worthwhile addition to my university experience.	Requested by many in focus groups
USAT. Overall, the instructor was effective in promoting my learning in this course.	Requested by many in focus groups

**SEEQ-R1**  
**Item Origins Identified**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	NA
<b>Learning:</b>						
1. I have gained knowledge/skills that reflect the learning outcomes of this course. (4 SEEQ)	1	2	3	4	5	NA
2. My interest in the subject has increased as a consequence of this course. (3 SEEQ)	1	2	3	4	5	NA
3. I have found the course intellectually challenging. (1 SEEQ)	1	2	3	4	5	NA
4. Course readings contributed to my learning. (28 SEEQ)	1	2	3	4	5	NA
<b>Engagement:</b>						
5. Instructor promoted active student participation. (13 SEEQ)	1	2	3	4	5	NA
6. Instructor's style of teaching held my interest during class. (8 SEEQ)	1	2	3	4	5	NA
7. Instructor invited students to share their ideas. (14 SEEQ)	1	2	3	4	5	NA
8. Instructor was engaged while teaching the course. (5 SEEQ)	1	2	3	4	5	NA
9. Instructor encouraged students to ask questions. (15 SEEQ)	1	2	3	4	5	NA
<b>Organization/Clarity:</b>						
10. Instructor's explanations of course content were clear. (9 SEEQ)	1	2	3	4	5	NA
11. The course was well organized. (10 SEEQ)	1	2	3	4	5	NA
12. Course materials were well prepared. (10 SEEQ)	1	2	3	4	5	NA
13. Instructor made it clear how each topic fit with the course learning objectives. (11 SEEQ)	1	2	3	4	5	NA
14. Assignment expectations were clearly explained. (SETIC)						
<b>Depth and Breadth:</b>						
15. Instructor presented the background/context of ideas covered in class. (22 SEEQ)	1	2	3	4	5	NA
16. Instructor adequately discussed current developments in the field. (24 SEEQ)	1	2	3	4	5	NA
17. Instructor presented multiple viewpoints/theories when appropriate. (23 SEEQ)	1	2	3	4	5	NA
18. Instructor connected real world situations to the course when appropriate. (11 USAT)	1	2	3	4	5	NA
<b>Classroom Environment:</b>						
19. The class environment was conducive to my learning. (SETIC)	1	2	3	4	5	NA
20. Instructor used technology effectively. (15 USAT)	1	2	3	4	5	NA
21. When provided, educational technology (e.g., computer exercises, multi-media, presentations) contributed to my learning. (SETIC)	1	2	3	4	5	NA
22. Instructor fostered a supportive learning community. (18 SEEQ)	1	2	3	4	5	NA
23. Instructor used the resources of the classroom appropriately. (SETIC)	1	2	3	4	5	NA
<b>Individual Rapport:</b>						
24. Instructor treated students with respect. (16 USAT)	1	2	3	4	5	NA
25. Instructor recognized/integrated diverse student perspectives (e.g., race, gender, age).(FG)	1	2	3	4	5	NA
26. Instructor was adequately accessible to students outside of class. (20 SEEQ)	1	2	3	4	5	NA
27. Instructor helped with my individual learning needs if asked. (SETERS)	1	2	3	4	5	NA
<b>Graded materials (e.g., exams, tests, assignments):</b>						
28. Feedback on graded materials was timely. (25 SEEQ)	1	2	3	4	5	NA
29. Methods of evaluating student work were fair. (26 SEEQ)	1	2	3	4	5	NA
30. Graded materials tested course content as emphasized by the instructor. (27 SEEQ)	1	2	3	4	5	NA
31. Instructor provided useful/meaningful feedback to assist learning. (15 USAT)	1	2	3	4	5	NA
<b>Overall:</b>						
32. Overall, the course has been a worthwhile addition to my university experience. (22 USAT)	1	2	3	4	5	NA
33. Overall, the instructor was effective in promoting my learning in this course. (21 USAT)	1	2	3	4	5	NA



### **Data Collection of SEEQ-R1**

A full description of the results appears in the “*SEEQ-R1/R2 Fall 2015: Data Analysis Report*”, which is summarized below.

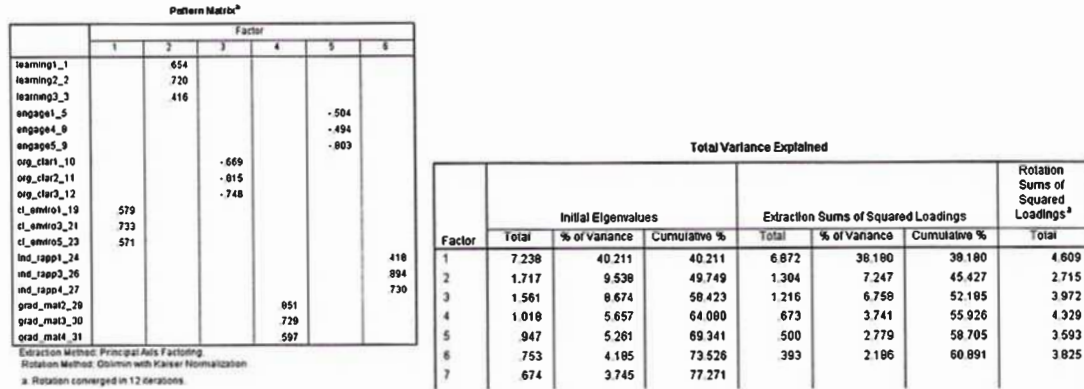
Near the end of the Fall 2015 semester (December), data was collected from UND students on the SEEQ-R1. Faculty members who participated in the SETIC focus groups, as well as other faculty members on campus selected by the SETIC for diversity and breadth in courses taught, were contacted to ask for volunteers to administer the SEEQ-R1 in their classes. The SETIC attempted to recruit classes from a variety of disciplines, class sizes, undergraduate/graduate, and online/face-to-face. The SEEQ-R1 was administered electronically and in print. Students completed in-class paper-and-pencil forms, which were placed in sealed envelopes and mailed to the SETIC. Data was also collected online using the Qualtrics survey program (Qualtrics used only for the pilot SEEQ-R1). Students were told that this was a data collection for a new SET form, that their responses were anonymous, and that the usual USAT form would still be provided at the end of the course. The initial dataset included 955 responses to the SEEQ-R1. An initial 24 participants were dropped from the data since they responded to no or very few questions, leaving 931 participants total. In addition to the SEEQ-R1 scales, students were also asked to respond to a number of questions about the new form, as well as questions about themselves. The full instrument used to collect data is below.

### **Data Analysis of SEEQ-R1**

After completing the SEEQ-R1, students were asked how they would “rate the proposed new form’s effectiveness in gathering students’ evaluations of instructors”. Students’ responses were generally positive, with 70.5% indicating they thought the new form was “Good” or “Very Good”.

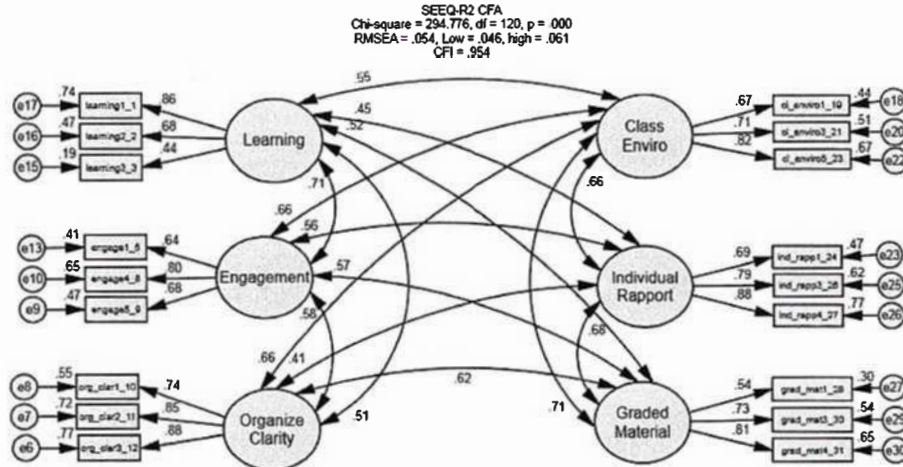
For the **SEEQ-R1**, the majority of scale items showed normal distributions and most of the subscales had adequate to good reliability. Some scale questions were slightly non-normal (e.g., learning1\_1) and one subscale had less than adequate reliability (Learning). Based on feedback that a reduced number of items would be preferred, but desiring to maintain at least 3 items per subscale for validity, the SETIC reviewed the SEEQ-R1 analyses and dropped items to create the **SEEQ-R2**.

**Exploratory factor analyses** were conducted to determine how items may freely combine based on similarity of responses by participants (SPSS Principle Axis Factoring, extracted factors with eigenvalues greater than 1.00 and using scree plot, direct oblimin [oblique] rotation, only loadings > .30 displayed). Results for the SEEQ-R2 supported the six meaningful factors were present. **The remainder of the analyses focused on the SEEQ-R2.**



A **Confirmatory Factor Analysis (CFA)** was conducted using the AMOS Structural Equation Modeling program on the SEEQ-R2. In a CFA, items are loaded onto hypothesized factors (as opposed to an EFA where items are free to combine based on intercorrelations) and then the overall model is tested for “good fit” to the data on several criteria: RMSEA  $\leq$  .06 great,  $\leq$  .08 good (narrow confidence interval within that range); CFI  $\geq$  .95 great,  $\geq$  .90 good. It is also desirable that factor loadings (path coefficients on lines between rectangular measured variable and circular latent variables) that are high and positive, preferably  $\geq$  .70. Double headed arrows between latent variables represent correlations. The CFA results for the SEEQ-R2 suggested the model fits the data very well. There were many factors loadings great than .70, but some low loadings were present (e.g., learning3\_3 = .44). This result suggests the SEEQ-R2 has good construct validity.

Figure. *Confirmatory Factor Analysis of SEEQ-R2*



**Convergent validity** tests if the items of each latent variable (scale/circle) share a significant amount of variance (i.e., they are sufficiently intercorrelated). Convergent validity is supported when for a given latent variable, the average variance extracted (AVE or average item R<sup>2</sup>; e.g., engagement AVE = (.41 + .65 + .47)/3 = .51) exceeds .50. The latent variable AVEs are presented along the grey diagonal of the table below. All latent variables showed good convergent validity with AVEs  $\geq$  .50, with the exception of learning which was close at .47. Thus, overall the scales exhibited good convergent validity.

**Divergent validity** tests if latent variables are significantly distinct/different/unique from other latent variables in the analysis. Divergent validity is supported when the average “average variance extracted

(AVEs) values for any two constructs is greater than the square of the correlation between these two constructs (Discriminant validity = average AVE > squared correlation). The correlations among the latent variables are in the lower diagonal, the square of the correlations are in the upper diagonal in the table below, and AVEs in grey diagonal. Overall, the scales all showed discriminant validity from each other, with the exception of learning and engagement (average AVE .49 < squared correlation .55).

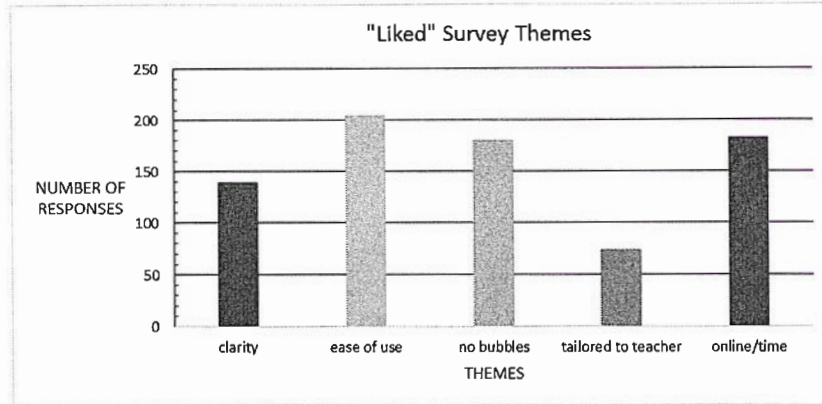
**Descriptive statistics** were examined for normal distributions of data (normal/ideal skewness and kurtosis = between +1 and -1; severely non-normal skewness > 2.3, kurtosis > 7.0). Cronbach's alpha ( $\alpha$ ) reliability tested for internal consistency of the subscales (>.70 adequate, > .80 good, > .95 redundant). Overall, all scales approximated a normal distribution but were slightly negatively skewed and peaked. The scales also all had adequate to good reliability, with the lowest being learning.

Table. *SEEQ-R2 Latent Variable Correlations, Squared Correlations, AVEs, and Descriptive Statistics*

	1	2	3	4	5	6	M (SD)	skew	kurtosis	$\alpha$
1. Learning	.47	.55	.26	.30	.20	.27	3.91 (.72)	-1.01	2.34	.68
2. Engagement	.74	.51	.34	.44	.31	.32	4.14 (.75)	-1.38	2.87	.76
3. Org/Clarity	.51	.58	.68	.44	.17	.38	4.14 (.81)	-1.12	1.53	.86
4. Class Enviro	.55	.66	.66	.73	.44	.50	4.10 (.72)	-0.97	1.41	.77
5. Rapport	.45	.56	.41	.66	.62	.46	4.36 (.69)	-1.25	2.08	.83
6. Graded Material	.52	.57	.62	.71	.68	.50	4.06 (.78)	-0.94	1.01	.83

**Qualitative Findings.** An analysis was conducted on the qualitative question "Please list up to three things you LIKED about the proposed new Student Evaluation of Teaching form." The qualitative responses contained a great deal of missing data and most answers were very short (1-10 words), thus this limited the findings to basically a summary of common responses. Open coding began with searching for common statements and phrases that could be identified as codes. Five codes were identified and the remainder of the responses were coded for these.

The most common code was "Ease of use", which included statements such as "Easy to read and understand". Another code was "No bubbles", which related to responses such as "Was not Scantron" and "No filling in bubbles-this is much easier and less time consuming". The third code was "Online", which yielded statements such as "It was online", "Much more comfortable and can take my time without feeling rushed by other students being done in 2 minutes". A fourth code was "Clarity", which was tied to statements such as "The questions are more clear than the old form" and "I liked the questions asked. They are more to the point! Very nice!" Finally, another code was called "Tailored to teacher", which included responses such as "Finally more areas related to the teacher!" and "Covered everything needed to be a good teacher". A content analysis was also conducted in which the number of times each code was found was tabulated. Overall, the students had many positive responses about the form. An analysis of the question "Please list up to three things you did NOT LIKE about the proposed new Student Evaluation of Teaching form." was conducted; however, the codes/findings were redundant with the LIKE questions and thus are not presented here.



**Conclusions of SEEQ-R1 Data Collection.** Results strongly supported the SEEQ-R2 instrument as a valid and reliable measure of student evaluation of teaching at UND. Moreover, the SEEQ-R2 represented a significant improvement over the USAT, SEEQ, and SEEQ-R1. The SETIC next gathered qualitative feedback from the campus community on the SEEQ-R2 instrument below.

**[Actual Data Collection Instrument]**  
**UND Student Evaluation of Teaching: Fall 2015 Data Collection**

Dear students,

In an effort to improve the quality of feedback from students regarding teaching at UND, the University Senate Ad-Hoc Student Evaluation of Teaching Implementation Committee (SETIC) is collecting preliminary data on a proposed new Student Evaluation of Teaching (SET) form. Please answer the questions below in regards to the course in which you received this form. Please also respond to the questions on the reverse side. Your responses are anonymous and of great importance in continuing to develop this new evaluation form, so please answer thoughtfully and honestly.

Thank you, the SETIC

Course (e.g., BIO 111): \_\_\_\_\_ Instructor: \_\_\_\_\_

**Instructions:** For each of the following statements, circle the response that most closely expresses your opinion. Please circle NA (Not Applicable) if the statement does not apply to you or your instructor.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	NA
<b>Learning:</b>						
1. I have gained knowledge/skills that reflect the learning outcomes of this course.	1	2	3	4	5	NA
2. My interest in the subject has increased as a consequence of this course.	1	2	3	4	5	NA
3. I have found the course intellectually challenging.	1	2	3	4	5	NA
4. Course readings contributed to my learning.	1	2	3	4	5	NA
<b>Engagement:</b>						
5. Instructor promoted active student participation.	1	2	3	4	5	NA
6. Instructor's style of teaching held my interest during class.	1	2	3	4	5	NA
7. Instructor invited students to share their ideas.	1	2	3	4	5	NA
8. Instructor was engaged while teaching the course.	1	2	3	4	5	NA
9. Instructor encouraged students to ask questions.	1	2	3	4	5	NA
<b>Organization and Clarity:</b>						
10. Instructor's explanations of course content were clear.	1	2	3	4	5	NA
11. Course was well organized.	1	2	3	4	5	NA
12. Course materials were well prepared.	1	2	3	4	5	NA
13. Instructor made it clear how each topic fit with the course learning objectives.	1	2	3	4	5	NA
14. Assignment expectations were clearly explained.	1	2	3	4	5	NA
<b>Depth and Breadth:</b>						
15. Instructor presented the background/context of ideas covered in class.	1	2	3	4	5	NA
16. Instructor adequately discussed current developments in the field.	1	2	3	4	5	NA
17. Instructor presented multiple viewpoints/theories when appropriate.	1	2	3	4	5	NA
18. Instructor connected real world situations to the course when appropriate.	1	2	3	4	5	NA
<b>Classroom Environment:</b>						
19. The class environment was conducive to my learning.	1	2	3	4	5	NA
20. Instructor used technology effectively.	1	2	3	4	5	NA
21. When provided, educational technology (e.g., computer exercises, multi-media, presentations) contributed to my learning.	1	2	3	4	5	NA
22. Instructor fostered a supportive learning community.	1	2	3	4	5	NA
23. Instructor used the resources of the classroom appropriately.	1	2	3	4	5	NA
<b>Individual Rapport:</b>						
24. Instructor treated students with respect.	1	2	3	4	5	NA
25. Instructor recognized/integrated diverse student perspectives (e.g., race, gender, age).	1	2	3	4	5	NA
26. Instructor was adequately accessible to students outside of class.	1	2	3	4	5	NA
27. Instructor helped with my individual learning needs when asked.	1	2	3	4	5	NA
<b>Graded Materials (e.g., exams, tests, assignments):</b>						
28. Feedback on graded materials was timely.	1	2	3	4	5	NA
29. Methods of evaluating student work were fair.	1	2	3	4	5	NA
30. Graded materials tested course content as emphasized by the instructor.	1	2	3	4	5	NA
31. Instructor provided useful/meaningful feedback to assist learning.	1	2	3	4	5	NA
<b>Overall:</b>						
32. Overall, the course has been a worthwhile addition to my university experience.	1	2	3	4	5	NA
33. Overall, the instructor was effective in promoting my learning in this course.	1	2	3	4	5	NA

1. Overall, how would you rate the proposed new form's effectiveness in gathering students' evaluations of instructors?  
 Very poor (1)      Poor (2)      OK (3)      Good (4)      Very good (5)

2. Please list up to three things you **LIKED** about the proposed new Student Evaluation of Teaching form?

Like 1: \_\_\_\_\_  
 Like 2: \_\_\_\_\_  
 Like 3: \_\_\_\_\_  
 \_\_\_\_\_

3. Please list up to three things you did **NOT LIKE** about the proposed new Student Evaluation of Teaching form?

Dislike 1: \_\_\_\_\_  
 Dislike 2: \_\_\_\_\_  
 Dislike 3: \_\_\_\_\_  
 \_\_\_\_\_

4. I think future students interested in taking this course would most like to know my responses to the following questions (please identify questions by number on reverse side of page): \_\_\_\_\_

5. Are you taking this course to fulfill... a major/minor program requirement: Yes No

6. Are you taking this course to fulfill... an Essential Studies/General Education requirement: Yes No

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	NA
<b>Other reasons for taking course:</b>						
7. Interest - I had a strong desire to take this course.	1	2	3	4	5	NA
8. Reputation of instructor – I really wanted to take a course from this instructor.	1	2	3	4	5	NA
9. Reputation of course – I really wanted to take this course, regardless of who taught it.	1	2	3	4	5	NA
<b>Questions about yourself:</b>						
10. I participated in the course when appropriate.	1	2	3	4	5	NA
11. I completed all of my homework and reading to prepare for class, unless excused.	1	2	3	4	5	NA
12. I attended all class sessions and related, required meetings, unless excused.	1	2	3	4	5	NA
13. I asked the instructor for feedback when I needed it.	1	2	3	4	5	NA
14. Overall, I put forth a full effort for this course.	1	2	3	4	5	NA

15. Gender (circle one): Female Male Other Choose not to identify

16. Age in years: \_\_\_\_\_

17. Year of study: Freshman Sophomore Junior Senior Graduate/Professional

18. Are you an international student: Yes No

19. Is English your first language: Yes No

20. Comments:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Thank you once again for your important contribution to improving the quality of the student evaluation of teaching form on the UND campus.

Sincerely, SETIC

**SEEQ-R2**  
**SEEQ-R1 Items Dropped Based on Analysis & SETIC Discussion in Grey**

Name	Learning:	
learning1_1	1. I have gained knowledge/skills that reflect the learning outcomes of this course.	
learning2_2	2. My interest in the subject has increased as a consequence of this course.	
learning3_3	3. I have found the course intellectually challenging.	
learning4_4	4. Course readings contributed to my learning.	Low reliability, CFA loading
	<b>Engagement:</b>	
engage1_5	5. Instructor promoted active student participation.	
engage2_6	6. Instructor's style of teaching held my interest during class.	Dropped to reduce # of items
engage3_7	7. Instructor invited students to share their ideas.	Redundant with 9
engage4_8	8. Instructor was engaged while teaching the course.	
engage5_9	9. Instructor encouraged students to ask questions.	
	<b>Organization and Clarity:</b>	
org_clar1_10	10. Instructor's explanations of course content were clear.	
org_clar2_11	11. Course was well organized.	
org_clar3_12	12. Course materials were well prepared.	
org_clar4_13	13. Instructor made it clear how each topic fit with the course learning objectives.	Dropped to reduce # of items
org_clar5_14	14. Assignment expectations were clearly explained.	Dropped to reduce # of items
	<b>Depth and Breadth:</b>	Scale made optional
dep_bre1_15	15. Instructor presented the background/context of ideas covered in class.	
dep_bre2_16	16. Instructor adequately discussed current developments in the field.	
dep_bre3_17	17. Instructor presented multiple viewpoints/theories when appropriate.	
dep_bre4_18	18. Instructor connected real world situations to the course when appropriate.	
	<b>Classroom Environment:</b>	
cl_enviro1_19	19. The class environment was conducive to my learning.	
cl_enviro2_20	20. Instructor used technology effectively.	Dropped to reduce # of items
cl_enviro3_21	21. When provided, educational technology contributed to my learning.	
cl_enviro4_22	22. Instructor fostered a supportive learning community.	Dropped to reduce # of items
cl_enviro5_23	23. Instructor used the resources of the classroom appropriately.	
	<b>Individual Rapport:</b>	
ind_rapp1_24	24. Instructor treated students with respect.	
ind_rapp2_25	25. Instructor recognized/integrated diverse student perspectives (e.g., race, gender, age).	Overlaps 24, poor psychometrics
ind_rapp3_26	26. Instructor was adequately accessible to students outside of class.	
ind_rapp4_27	27. Instructor helped with my individual learning needs when asked.	
	<b>Graded Materials (e.g., exams, tests, assignments):</b>	
grad_mat1_28	28. Feedback on graded materials was timely.	Timely is subjective
grad_mat2_29	29. Methods of evaluating student work were fair.	
grad_mat3_30	30. Graded materials tested course content as emphasized by the instructor.	
grad_mat4_31	31. Instructor provided useful/meaningful feedback to assist learning.	
	<b>Overall:</b>	
overall1_32	32. Overall, the course has been a worthwhile addition to my university experience.	
overall2_32	33. Overall, the instructor was effective in promoting my learning in this course.	

## SEEQ-R2 Focus Group

**Procedure.** Two focus groups were conducted in March of 2016 to update the campus community on the SETIC progress and findings to date, but more importantly to generate feedback on the SEEQ-R2. SETIC members took notes during the sessions. The groups consisted of 14 faculty members, staff, and administrators from across campus. The sessions begin by sharing a background on the SETIC progress and the proposed new SET instrument – the SEEQ-R2. After participants reviewed the existing USAT, the SEEQ-R1, revisions to SEEQ-R1, and results summary of SEEQ-R1. Each participant had an opportunity to provide their general impressions of the results and the new form, responded to several questions below, and had general discussion to allow for more comments. Focus group questions were as follows:

1. Do you think the SEEQ-R2 questions capture the essence of teaching at UND? Please explain.
  - a. How well does the instrument capture the teaching and learning that occurs in UND classes?
  - b. Do you believe the questions fit the factors/categories of teaching effectiveness?
2. Would you be satisfied with these questions for the campus overall, with the option to add specific questions for your program, department, or course?
  - a. Is there anything missing or overlooked in the SEEQ-R2?
3. Should we retain any of the demographic and reason for taking course questions (e.g., interest, etc.) from the original USAT (Note: Year and major will be collected from PeopleSoft)
4. If averages of the SEEQ-R2 categories and the two overall questions (#19 and #20) could be made public for student enrollment decisions, would you be in favor of posting these for students?

**Findings.** Overall, focus group participants provided positive feedback on the SEEQ-R2 instrument. Comments included “I think it is very good”, “I like it better than what we are currently using”, “It is a little bit shorter. I think it is more precise”, and “I think we are ready to move this to the campus.” Several participants provided comments on specific items. For instance, “the question actually asks the instructor if the teacher uses the room effectively. What if we are teaching in a horrible room – are we responsible for this?” These issues were discussed during the sessions and generally agreement was reached that all the scales and items were valid and useful.

Participants expressed concerns about making the results from the form public. Some comments were, “What if there is a faculty member with poor ratings and it is the only person who teaches that class? What does it say about us as an institution if that person continues to teach that class?” and “I think for incoming faculty it will add pressure to get as high ratings as they can, so they will lower the difficulty of their courses – they will give lots of As. We also have professors on campus who have held their standards for 30+ years and give almost no As.”

**Conclusions.** The SETIC took the current focus group findings, combined with the prior quantitative results, as confirmation to proceed with a slightly modified SEEQ-R2 for the proposed new instrument for student evaluation of instruction on the UND campus. Based on the feedback, the committee made some minor modifications to individual items and inserted one additional Overall item. The new instrument was named the **Student Evaluation of Learning and Feedback for Instructors (SELF)**.



**SEEQ-R2**  
**Presented to Focus Groups for Discussion – March 2016**  
**Changes made after Focus Group Findings for SELFI in Grey**

**Directions:** Students are an important source of information about the effectiveness of a course and instructor. Please respond candidly to the following questions. The results are used by faculty to make improvement in their own courses and by departments in faculty performance evaluations and in tenure and promotion decisions. (retained introductory language from current USAT)

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	NA
<b>Learning:</b>						
1. I have gained knowledge/skills that reflect the learning outcomes of this course.	1	2	3	4	5	NA
2. My interest in the subject has increased as a consequence of this course.	1	2	3	4	5	NA
3. I have found the course intellectually challenging.	1	2	3	4	5	NA
<b>Engagement:</b>						
4. Instructor promoted active student participation.	1	2	3	4	5	NA
5. Instructor was engaged while teaching the course.	1	2	3	4	5	NA
6. Instructor encouraged students to ask questions.	1	2	3	4	5	NA
<b>Organization and Clarity:</b>						
7. Instructor's explanations of course content were clear.	1	2	3	4	5	NA
8. Course was well organized.	1	2	3	4	5	NA
9. Course materials were well prepared.	1	2	3	4	5	NA
<b>Classroom Learning Environment:</b>						
10. The class environment was conducive to my learning.	1	2	3	4	5	NA
11. When provided, educational technology (e.g., computer exercises, multi-media, presentations) contributed to my learning.	1	2	3	4	5	NA
12. Instructor used the resources of the classroom appropriately.	1	2	3	4	5	NA
<b>Individual Rapport:</b>						
13. Instructor treated students with respect.	1	2	3	4	5	NA
14. Instructor was adequately accessible to students outside of class.	1	2	3	4	5	NA
15. Instructor helped with my individual learning needs when asked.	1	2	3	4	5	NA
<b>Graded Materials (e.g., exams, tests, assignments):</b>						
16. Methods of evaluating student work were fair.	1	2	3	4	5	NA
17. Graded materials tested course content as emphasized by the instructor.	1	2	3	4	5	NA
18. Instructor provided useful/meaningful feedback to assist learning.	1	2	3	4	5	NA
<b>Overall:</b>						
19. Overall, the course has been a worthwhile addition to my university experience.	1	2	3	4	5	NA
20. Overall, the instructor was effective in promoting my learning in this course.	1	2	3	4	5	NA
21. I would recommend this course to other students.	1	2	3	4	5	NA

**Open-ended Questions:** (retained from current USAT)

1. Describe some aspects of this course that promoted your learning.
2. What specific, practical changes can you recommend that might improve the learning in this course?
3. If a student asked whether you would recommend this course from this instructor, what would you recommend and why?

### Spring 2016 SELFI Data Collection

In late April to early May of 2016, data on the SELFI instrument was collected from students with the aim of examining its reliability and validity. In total, 354 students provided suitably complete responses to the survey. The majority of students complete the form online (89.5%), which was intentional by design, as that is how the data will be collected with the SELFI when it is officially adopted. Regarding the student demographics in the sample, 52.4% were male, the average age was 24 (SD = 8.17), and 93.1% were domestic (not international) students. Freshman made up 12% of the sample, sophomores 22.5%, juniors 21.3%, seniors 28.7%, and graduate/professional students 15.6%.

In regards to the question, “Overall, how would you rate the proposed new form’s effectiveness in gathering students’ evaluations of instructors?”, 80.4% of participants responded “Good” or “Very good” while only 3.0% of the students responded “Poor” or “Very poor”.

**Descriptive statistics** were examined for normal distributions of data (normal/ideal skewness and kurtosis = between +1 and -1; severely non-normal skewness > 2.3, kurtosis > 7.0). Overall, all scales approximated a normal distribution but were slightly negatively skewed and peaked (note, straight lined responses were not controlled for as in the SEEQ-R1 data analysis report, making this data more negatively skewed). Cronbach’s alpha ( $\alpha$ ) **reliability** tested for internal consistency of the subscales (>.70 adequate, > .80 good, > .95 redundant). The scales also all had adequate to good reliability.

**Exploratory factor analyses** were conducted to determine how items may freely combine based on similarity of responses by participants (SPSS Principle Axis Factoring, extracted factors with eigenvalues greater than 1.00 and using scree plot, direct oblimin [oblique] rotation, only loadings > .30 displayed). Results for the SELFI supported the seven meaningful factors were present, supporting the validity of this instrument.

Table. Descriptive Statistics and Reliabilities

	M (SD)	skew	kurtosis	$\alpha$
1. Learning	4.05 (.95)	-1.37	2.03	.87
2. Engagement	4.27 (.94)	-1.81	3.72	.90
3. Org/Clarity	4.14 (1.04)	-1.50	1.86	.94
4. Learn Environment	4.27 (.88)	-1.61	3.42	.91
5. Rapport	4.50 (.88)	-2.15	5.57	.88
6. Graded Material	4.30 (.92)	-1.81	3.94	.91
7. Overall	4.17 (1.02)	-1.53	2.24	.95

Figure. Exploratory Factor Analysis

Pattern Matrix<sup>a</sup>

	Factor						
	1	2	3	4	5	6	7
learn1				.728			
learn2				.721			
learn3				.598			
engage4	.575						
engage5	.767						
engage6	.640						
orgclar7					.663		
orgclar8					.879		
orgclar9					.894		
learnenviro10						.557	
learnenviro11						.504	
learnenviro12						.597	
rapport13		-.349					
rapport14		-.897					
rapport15		-.724					
gradedm16					-.822		
gradedm17					-.763		
gradedm18					-.597		
overall19			-.826				
overall20			-.679				
overall21			-.866				

Extraction Method: Principal Axis Factoring.  
Rotation Method: Oblimin with Kaiser Normalization.

## UND Student Evaluation of Teaching: SELF Spring 2016 Data Collection

Dear students,

In an effort to improve the quality of feedback from students regarding teaching at UND, the University Senate Ad-Hoc Student Evaluation of Teaching Implementation Committee (SETIC) is collecting preliminary data on a proposed new Student Evaluation of Teaching (SET) form. Please answer the questions below in regards to the course in which you received this form. Please also respond to the questions on the reverse side. Your responses are anonymous and of great importance in continuing to develop this new evaluation form, so please answer thoughtfully and honestly.

Thank you, the SETIC

Course (e.g., BIO 111): \_\_\_\_\_ Instructor: \_\_\_\_\_

**Instructions:** For each of the following statements, circle the response that most closely expresses your opinion. Please circle NA (Not Applicable) if the statement does not apply to you or your instructor.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	NA
<b>Learning:</b>						
1. I have gained knowledge/skills that reflect the learning outcomes of this course.	1	2	3	4	5	NA
2. My interest in the subject has increased as a consequence of this course.	1	2	3	4	5	NA
3. I have found the course intellectually challenging.	1	2	3	4	5	NA
<b>Engagement:</b>						
4. Instructor promoted active student participation.	1	2	3	4	5	NA
5. Instructor was engaged while teaching the course.	1	2	3	4	5	NA
6. Instructor encouraged students to ask questions/share ideas.	1	2	3	4	5	NA
<b>Organization and Clarity:</b>						
7. Instructor's explanations of course content were clear.	1	2	3	4	5	NA
8. Course was well organized.	1	2	3	4	5	NA
9. Course materials were well prepared.	1	2	3	4	5	NA
<b>Learning Environment:</b>						
10. Instructor fostered a class environment that was conducive to my learning.	1	2	3	4	5	NA
11. When provided, educational technology contributed to my learning.	1	2	3	4	5	NA
12. Instructor used the resources of the classroom appropriately.	1	2	3	4	5	NA
<b>Individual Rapport:</b>						
13. Instructor treated students with respect.	1	2	3	4	5	NA
14. Instructor was adequately accessible to students outside of class.	1	2	3	4	5	NA
15. Instructor helped with my individual learning needs when asked.	1	2	3	4	5	NA
<b>Graded Materials (e.g., exams, tests, assignments, projects):</b>						
16. Methods of evaluating student work were fair.	1	2	3	4	5	NA
17. Graded materials matched course content emphasized by the instructor.	1	2	3	4	5	NA
18. Instructor provided useful/meaningful feedback to assist learning.	1	2	3	4	5	NA
<b>Overall:</b>						
19. Overall, the course has been a worthwhile addition to my university experience.	1	2	3	4	5	NA
20. Overall, the instructor was effective in promoting my learning in this course.	1	2	3	4	5	NA
21. I would recommend this course to other students.	1	2	3	4	5	NA

**Open-ended Comments:** (not being asked here, but feedback welcome below)

Written comments are particularly useful to instructors - especially when they are offered in the form of constructive suggestions that may help to improve both the course and the teaching of the instructor.

22. Describe some aspects of this course that promoted your learning.

23. What specific, practical changes can you recommend that might improve the learning in this course?

24. If a student asked whether you would recommend *this* course from *this* instructor, what would you recommend and why?

TURN OVER ↓

1. Overall, how would you rate the proposed new form's effectiveness in gathering students' evaluations of instructors?  
 Very poor (1)      Poor (2)      OK (3)      Good (4)      Very good (5)

2. Please list up to three things you **LIKED** about the proposed new Student Evaluation of Teaching form?

Like 1: \_\_\_\_\_  
 Like 2: \_\_\_\_\_  
 Like 3: \_\_\_\_\_

3. Please list up to three things you did **NOT LIKE** about the proposed new Student Evaluation of Teaching form?

Dislike 1: \_\_\_\_\_  
 Dislike 2: \_\_\_\_\_  
 Dislike 3: \_\_\_\_\_

4. What is your expected grade in this course?

A (1)      B (2)      C (3)      D (4)      F (5)      Don't know (6)

5. Are you taking this course to fulfill... a major/minor program requirement: Yes No

6. Are you taking this course to fulfill... an Essential Studies/General Education requirement: Yes No

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	NA
<b>Other reasons for taking course:</b>						
7. Interest - I had a strong desire to take this course.	1	2	3	4	5	NA
8. Reputation of instructor – I really wanted to take a course from this instructor.	1	2	3	4	5	NA
9. Reputation of course – I really wanted to take this course, regardless of who taught it.	1	2	3	4	5	NA
<b>Questions about yourself:</b>						
10. I participated in the course when appropriate.	1	2	3	4	5	NA
11. I completed all of my homework and reading to prepare for class, unless excused.	1	2	3	4	5	NA
12. I attended all class sessions and related, required meetings, unless excused.	1	2	3	4	5	NA
13. I asked the instructor for feedback when I needed it.	1	2	3	4	5	NA
14. Overall, I put forth a full effort for this course.	1	2	3	4	5	NA

15. Gender (circle one): Female Male Other Choose not to identify

16. Age in years: \_\_\_\_\_

17. Year of study: Freshman Sophomore Junior Senior Graduate/Professional

18. Are you an international student: Yes No

19. Is English your first language: Yes No

20. Comments:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Thank you once again for your important contribution to improving the quality of the student evaluation of teaching form on the UND campus.

Sincerely, SETIC

### **Summer 2016 Pilot**

The new instrument called the Student Evaluation of Learning & Feedback for Instructors, or SELFI, was launched using eXplorance Blue software to a small group of faculty over the 2016 summer term. The pilot consisted of 14 instructors across four colleges. There were a total of 21 sections, some of which were team-taught courses, with the majority of the courses being online. Of the 319 students who were invited to evaluate, 204 participated, resulting in a response rate of 64%. New to the online system, is the ability to view responses rates (no individual student data is viewable) and encourage participation accordingly.

Upon the close of the evaluation period, faculty, department chairs, contacts, and college deans were sent a link to see results. Instead of taking weeks to scan the data, compile and distribute the reports, the new SELFI reports were 'published' and available within a matter of minutes. Following the distribution of the SELFI reports, an instructor commented "Absolutely loved the quick availability to make improvements before the next semester began as well as the [report] visuals." Overall, the results supported previous findings that the SELFI, and the online eXplorance Blue software, are viable for implementation and should result in an improved student evaluations of teaching.

### **Marketing the SELFI**

Upon conclusion that the SELFI was a valid and reliable instrument, the SETIC committee sought to notify the UND campus community about the change in student evaluation of teaching in the following ways during the 2016 fall semester:

- Contact university marketing group to request assistance
- Inform deans and department chairs as campus leaders
- Contact provost and VPAA, requesting an email message be relayed to UND community
- Contact the Dakota Student newspaper, ask student member Blake Andert to speak to the new form
- Remind the university and staff senate of the change
- Update the focus group and survey faculty participants to voice appreciate of involvement and notify of the changes taking place due to their contributions
- Create a video with the assistance of CILT to explain the purpose and use of SELFI
- Notify those present at the upcoming graduate directors meeting
- Contact the Tenure and Promotion working group to inform SELFI is ready, build a crosswalk into new policies

### **Recommendation for the USAT-SELFI Crosswalk**

The SETIC Final Report documents how the committee and focus group members have never lost sight of how the new SELFI will be used by academic units in the promotion, tenure, and annual evaluation process across campus. SELFI will succeed the USAT as one data source to inform the evaluation of teaching. At this phase of the implementation process, one of the critical conversations we now need to resume is the role of the SELFI in faculty evaluation during the process of transition from USAT.

The SETIC recommends the following crosswalk steps to bridge the transition year from USAT to SELFI.

- Develop and implement required university-wide guidelines on the grandfathering process, supported by the VPAA Office, the Academic Deans, Chairs, and the University Senate. Such guidelines would at a minimum include the following terms
- Consider AY 2016-17 the Transition Year, in which:
  - Faculty will use the SELFI for end-of-term assessment of student ratings of teaching
  - Faculty will work with their department and dean's office to discuss the instrument at the college level (in program, department, and college meetings) and determine how best to use the SELFI in their respective disciplines for evaluation of teaching for promotion, tenure, and annual evaluation purposes, particularly in relation to the use of preexisting USAT data and the additional incorporation of new SELFI data
  - Faculty and administrators involved in all levels of PTE committees, as well as the Promotion, Tenure, and Evaluation Working Group, will discuss the instrument and alignment at the college and university level in conjunction with the above
  - Data obtained from the SELFI in AY 2017-18 will be used – as one decision rule – as supplemental, not determinative, for the evaluation of teaching for faculty coming up for promotion, tenure, and evaluation in that AY
- Collaborate with the VPAA Office, Deans, and Department Chairs to span the breadth of the institution as the SETIC and University Senate message the campus on the transition
- Educate campus on the SELFI
  - Engage students on the importance of their voice in improving the quality of education, including how to use the instrument and the results it captures
  - Engage staff on the implementation of the SELFI via Blue for all courses taught at UND
  - Engage faculty on the implementation of the SELFI using Blackboard, the flexibility for personalization of the SELFI, as well as the uses listed above for promotion, tenure, and evaluation processes

Visit the SELFI page (linked on the A-Z bar on the UND homepage)

<http://und.edu/research/institutional-research/selfi> for the full slate of information on the instrument itself and the process that generated it.

## Student Evaluation of Learning and Feedback for Instructors (SELI)

Students are an important source of information about the effectiveness of a course and instructor. Please respond candidly to the questions, based on the scale provided. The results are used by faculty to make improvement in their own courses and by departments in faculty performance evaluations and in tenure and promotion decisions.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	Not Applicable (NA)
<b>Learning:</b>						
1. I have gained knowledge/skills that reflect the learning outcomes of this course.	1	2	3	4	5	NA
2. My interest in the subject has increased as a consequence of this course.	1	2	3	4	5	NA
3. I have found the course intellectually challenging.	1	2	3	4	5	NA
<b>Engagement:</b>						
4. Instructor promoted active student participation.	1	2	3	4	5	NA
5. Instructor was engaged while teaching the course.	1	2	3	4	5	NA
6. Instructor encouraged students to ask questions/share ideas.	1	2	3	4	5	NA
<b>Organization and Clarity:</b>						
7. Instructor's explanations of course content were clear.	1	2	3	4	5	NA
8. Course was well organized.	1	2	3	4	5	NA
9. Course materials were well prepared.	1	2	3	4	5	NA
<b>Learning Environment:</b>						
10. Instructor fostered a class environment that was conducive to my learning.	1	2	3	4	5	NA
11. When provided, educational technology contributed to my learning.	1	2	3	4	5	NA
12. Instructor used the resources of the classroom appropriately.	1	2	3	4	5	NA
<b>Individual Rapport:</b>						
13. Instructor treated students with respect.	1	2	3	4	5	NA
14. Instructor was adequately accessible to students outside of class.	1	2	3	4	5	NA
15. Instructor helped with my individual learning needs when asked.	1	2	3	4	5	NA
<b>Graded Materials (e.g., exams, tests, assignments, projects):</b>						
16. Methods of evaluating student work were fair.	1	2	3	4	5	NA
17. Graded materials matched course content emphasized by the instructor.	1	2	3	4	5	NA
18. Instructor provided useful/meaningful feedback to assist learning.	1	2	3	4	5	NA
<b>Overall:</b>						
19. Overall, the course has been a worthwhile addition to my university experience.	1	2	3	4	5	NA
20. Overall, the instructor was effective in promoting my learning in this course.	1	2	3	4	5	NA
21. I would recommend this course to other students.	1	2	3	4	5	NA
<b>Open-ended Questions:</b>						
Written comments are particularly useful to instructors - especially when they are offered in the form of constructive suggestions that may help to improve both the course and the teaching of the instructor.						
22. Describe some aspects of this course that promoted your learning.						
23. What specific, practical changes can you recommend that might improve the learning in this course?						
24. If a student asked whether or not you would recommend this course from this instructor, what would you recommend and why?						

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# DRAFT Study of Practices for the Evaluation of Administration (SPEA)

**Submitted by: Tom Petros and Cheryl Hunter**

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## Introduction

This committee was created under the principle that regular, systematic, and professionally gathered feedback from a variety of constituents creates the best opportunity for useful input that can be formative in one's work performance and under the knowledge that administrators at the University of North Dakota have a commitment to excellence in their performance. This committee was charged to perform a study of current practices at the University of North Dakota for evaluating administrators, including the President, Vice Presidents, Associate Vice Presidents, and Deans and will provide a descriptive report to be presented to the University Senate for discussion, as part of an ongoing commitment to collaborative governance.

## Committee Functions and Responsibilities

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- Meet regularly as necessary to conduct a thorough study of practices of evaluating administrators over the last ten years,.
  - Investigate SBHE policies and procedures as well as University level, and College level policies and procedures for administrative evaluation,
  - Investigate best practices in administrative evaluation nation-wide to provide a comparison point for our own practices,
  - Investigate any requirements for administrative evaluation mandated as part of accreditation bodies.

### **Committee Membership**

Cheryl Hunter—co-chair, Assistant Professor Educational Foundations and Research

Tom Petros—co-chair, Professor Psychology

Lori Reesor, Administrative representative, Vice President Student Affairs

Tyler Clauson, Staff representative

Renee Nilsen, Student representative, Department of Educational Leadership

Tami Carmichael, Faculty representative, Professor, Humanities and Integrated Studies

Eric Basile, Faculty representative, Assistant Professor Aerospace

Pam Henderson, Staff Senate President

Amber Flynn, Staff Senate Vice-President

Margaret Williams, Dean Business and Public Administration

### **Best Practices**

We consulted several faculty in the department of Education Leadership (College of Education and Human Development) regarding best practices for evaluation of administrators and two key sources were recommended: Heck, R., Johnsrud, L., & Rosser, V. (2000) Administrative effectiveness in higher education. *Research in Higher Education*, Vol 41, No. 6. pp 663-684. American Association of University Professors (AAUP) (YEAR?) Faculty evaluation of administrators, AAUP Policies and Reports. Retrieved from <http://www.aaup.org/report/faculty-evaluation-administrators>

We found the following points to be most relevant to our charge:

- Institutions should develop procedures for periodic review of the performance of presidents and other academic administrators. It should not be on an ad hoc basis

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- The purpose of such periodic reviews should be the improvement of the performance of the administrator during his or her term of office.
  - Senior administrators need to articulate clearly the job responsibilities, authority, goals, and expectations that go with the role, in order to assess subsequently the individual's effectiveness" (Heck, 2000, p.667)
  - Evaluation should be periodic, regular, and collaborative, and based on principles shared by all parties involved in the procedure.
  - Fellow administrators, faculty, students, and others should participate in the review according to their legitimate interest in the result, with faculty of the unit accorded the primary voice in the case of academic administrators.
  - The degree of faculty participation should be appropriate to the nature of the administrative office whose holder is under review. It should be focused on faculty interaction with administrators directly charged with the oversight of the educational program, of students, and of such personnel matters as salaries, promotion, and tenure.
  - The review should provide both for the orderly transmission of faculty concerns and for the fair and equitable treatment of the administrator equivalent to what we expect in the case of faculty members.
  - The review should, as far as possible, be constructive and provide the supervising administrator or body with adequate grounds for reaching an informed decision when continuance of the person being reviewed is at stake.
  - The consequences flowing from such a report should be understood by all parties and should allow for further exchange and feedback as the review may require for ensuring administrative effectiveness and responsiveness to the faculty voice.
  - Reviews should give supervisory administrators (that is, those at a level above the administrator who is the subject of a review) a rational basis for the decision whether or not to reappoint an individual, and at the same time, they should provide the person under review with guidance on improving his or her performance
  - There is merit to measuring the variability of response rates in the multiple facets being assessed. The variability shown -- or the lack thereof -- might provide helpful insight and, in an instance where there is little variability overall or in one particular constituency could indicate true problems or a particular area of problems.
  - The governing board or appointing administrator should publish a summary of the review, including a statement of actions taken as a result of the review.

**Recommendations from the literature include:**

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- The practice has developed of keeping the search committee in place for a year or so after the appointment has been made to serve as an informal advisory body to the administrative newcomer. This mechanism provides a reality check to both parties: the administrator can report to the faculty whether he or she was adequately prepared for on-campus realities, and the faculty can examine the relationship between the presumptions that lay behind the original offer of appointment and the actual results of the administrator's performance to date.

- Develop a measure for evaluation that includes the following categories: vision and goal setting, management of the unit, interpersonal relationships, communication skills, research/professional/campus endeavors, quality of education in the unit, support for institutional diversity.

- Consider when developing a evaluation system: 1. the objectives of the evaluation system to be put in place, 2. the purposes of the evaluation, 3. the standards for judging, the instrumentation, 4. the data collection procedures, 5. utilization of the information collected.

## **Nation-wide comparisons**

We consulted several faculty in the College of Education and Human Development regarding recommendations of other institutions known for established policies/practices for evaluation of administrators. Four institutions were suggested and their policies/procedures reviewed and summarized below.

### **University of Minnesota**

The University of Minnesota provides an overarching policy titled "Administrative policy for the performance management of academic professional and administrative employees." U of M then breaks down this policy in three categories: Conducting Annual Performance Reviews of Academic Professional and Administrative Employees; Reviewing and Evaluation Deans; and Assessing the Performance of Senior Leaders. U of M clearly outlines the steps at each level of evaluation, including timelines for Dean's evaluations.

Core performance criteria are identified, confidentiality of the assessment is described, three-year evaluation process is explained in terms of purpose, methodology, initiation of review, multiple source assessment process with clearly outlined steps and a timeline, participants in the assessment, the review committee, evaluation document, evaluation file, communication process at conclusion.

### **University of North Carolina**

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The University of North Carolina provides an overall process and also adjustments for vice chancellors (the equivalent at UND would be VPs) who have staff positions as opposed to faculty positions, yet still allows for faculty input. UNC provides a step-wise process for administrative reviews including: who initiates the review, the timeline for the review, the makeup of the committee, committee interactions with superiors and reviewees, timeline for review (to be completed within a 6-week period), reporting of committee results, and confidentiality of the review.

#### **University of Tennessee**

Two things were viewed as important in this policy. First, overseeing administrators agree to both participate in and honor the outcomes of the review (that the outcomes have consequences) as defined by the faculty. Second, there is both a self study by the evaluated administrator and that the results of the review are transparent- published and distributed to everyone. There seems to be a firm understanding of goals and a sense of cooperation inherent in this policy that I think is necessary for a review process like this to have "teeth."

#### **University of Alabama**

One element that stands out as a best practice is the requirement that administrators who are evaluated must provide "written or verbal feedback" to constituents within 120 days of the evaluation. I think the timeframe is appropriate - 120 days is approximately one academic semester. That should be enough time for an administrator to thoughtfully consider the evaluation and formulate a response. Stakeholders need to be able to see that individuals treat their evaluations seriously and are able to articulate what, if anything, they are doing differently in response to the evaluation. Requiring a response - and further, that the response be publicly disseminated - brings the process into the sunlight and avoids a situation where evaluations get buried and no substantive changes occur.

University of Alabama recognize the Faculty Senate as sharing responsibility with the President and Provost for periodic evaluations of academic administrators (chairs, deans, and library directors) and university administrators (the Provost and the President) by their constituents. The Senate evaluations are utilized by the immediate supervisor as a component of comprehensive reviews to assess performance of responsibilities. Full- and part-time regular faculty members of the University have the right to participate in these administrator evaluations.

One element we did not see discussed or outlined in this process was a job analysis. The rating scale will need to delineate categories for rating that are central to what the administrator actually does. These categories need to be well defined either in the beginning

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of the survey or by training all the respondents before completing the survey. This type of training for evaluators is called frame of reference training in IO psychology. One of the prerequisites in my opinion to a successful evaluation is that the evaluator prepares for the evaluation and knows the dimensions of the job. All evaluators need to be trained. All dimensions of the evaluation form need to be fully explained and fully understood by those completing the scales or an interview.

## **University level Administrative Positions**

Using the broadband job list provided by HR (in the 0000 Executive/ Administrative category there are 79 total) there are 24 administrators that would fall under the wording of this charge- 26 if you include Assistant Vice Presidents. This was determined by searching just for the specific job titles specified by the charge. With the diversity of responsibilities across these positions we found that recommending a two-pronged committee that could be adapted to diverse positions was appropriate. The only administrative evaluation policies we could find were policies at the College level. In October of 2004 the following evaluation policy was revised and accepted by the Dean's Council.

## **Committee Recommendations**

A permanent standing University Senate Committee (subsequently referred to as the Senate Committee) charged with evaluating all Deans, V.Ps., Associate V.Ps, and President at the end of the first year (after hire) and then every 3 years.

The Senate Committee would have two subsets. One subset would oversee academic administrators and the other would oversee non-academic administrators.

The Senate Committee would be comprised of both tenured faculty and staff.

The Senate Committee members would undergo training in criteria based evaluation.

A more in depth review of the literature on executive evaluation needs to be completed to insure that the salient categories for executive evaluation recommended from the literature are represented in our evaluation tools.

The Senate Committee is responsible for first establishing categories of evaluation for each level of administrator based on a clear understanding of the requirements of the position. A series of interviews need to be completed with faculty, administration and external constituents on the most salient dimensions of administrator's job. The intent of this

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analysis is to insure that the salient categories for executive evaluation are represented in our evaluation tools. Once these criteria are established they should be reviewed regularly to ensure job criteria reflects evaluation criteria.

The Committee is responsible for doing multiple-source evaluations for all administrators. Multiple-source evaluations are based on the administrator's job description and the evident stakeholders. This includes the collection of both quantitative data and qualitative data from all stakeholders relevant to job criteria.

The ad hoc SPEA committee decided that we would focus on presenting a mechanism for evaluation of Deans that could be empirically developed and validated and consistent with what other schools have implemented. Our assumption was that once the job dimensions were established for Deans, we could easily extrapolate to other executive positions within the university. Further, UND has a policy in place for evaluation of Deans so we chose to build upon that work already established and recommend the following changes:

Evaluation of College and School Deans-revised 4/15/16

I. Schedule

1. All deans reporting to the Provost & VPAA shall receive an evaluation every three years.

II. Procedure

1. The Senate Committee initiates the evaluation with an announcement of the procedure and time schedule for the administrator under review. The evaluation will be announced at the beginning of the evaluation semester and will be complete by the end of the semester. These evaluations will occur in the Fall or the spring to maximize campus wide participation. The evaluation will consist of four parts - the dean's self-study, a faculty/staff survey, peer input, and external constituent input.

2. The Senate Committee makes available the categories of evaluation based upon the job requirements of the position. Ideally these criteria are available to the administrator well in advance of the evaluation.

3. Data collected consists of four parts - the self-study, a faculty/staff survey, peer input, and external constituent input.

Self-Study - the dean will prepare a statement of his/her vision for the future of the school or college, together with a self-analysis of his/her performance as dean over the evaluation period. These documents will be posted with a current vitae on an intranet web site with full access for all participants in the evaluation.



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Faculty/Staff Survey - a survey form will be sent using Qualtrix (with identification protected), to all regular faculty and staff supervised by the dean being evaluated. The survey form will be developed to collect numerical data so results can be presented in aggregate form. The categories of questions on the survey will reflect the dimensions of the Dean's performance deemed most relevant. Those categories will be developed from a review of the literature and interviews conducted with current and Past Deans and subjected to qualitative analyses. A summary of the survey results will be produced by the Administrator evaluation Committee.

Peer Input - the Provost & VPAA will request UND deans review the intranet web site material and provide their individual input for the evaluation. A survey form will be sent to each Dean using Qualtrix (with identification protected). The survey form will be developed to collect numerical data so results can be presented in aggregate form. The categories of questions on the survey will reflect the dimensions of the Dean's performance deemed most relevant by other Deans. Those categories will be developed from a review of the literature and interviews conducted with current and Past Deans and subjected to qualitative analyses. Written feedback will be accepted by peer Deans but all of that information must be subjected to a qualitative analysis for summary and feedback purposes. A summary of the Peer Input will be produced by the Administrator evaluation Committee.

External Constituent Input - the Provost & VPAA will provide selected external constituents with access to the dean's self-study and current vitae, and will request their input. The input will be provided both quantitatively and qualitatively. The quantitative data will be obtained from responses to surveys that will be developed to collect numerical data so results can be presented in aggregate form. The categories of questions on the survey will reflect the dimensions of the Dean's performance deemed most relevant by other Deans. The categories will also reflect those areas in which the external constituent would have direct knowledge about the Dean. Written feedback will also be solicited from external constituents but all of that information must be subjected to a qualitative analysis for summary and feedback purposes.

4. The Committee will provide, to the respective supervisor, summaries in the four areas of data collected, areas of excellence, and areas identified for improvement. In the case of the President, this would be the Chancellor. A formal dissemination of a final report is posted for public consumption. The supervisor is expected to provide a response that describes how the report was used in the administrators final evaluation process.

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## RESOURCES

Heck, R., Johnsrud, L., & Rosser, V. (2000) Administrative effectiveness in higher education. *Research in Higher Education*, Vol 41, No. 6. pp 663-684

American Association of University Professors (AAUP) (YEAR?) Faculty evaluation of administrators, AAUP Policies and Reports. Retrieved from <http://www.aaup.org/report/faculty-evaluation-administrators>

### **State Board of Higher Education Policy**

We found in reviewing State Board of Higher Education (SBHE) Policy there are two entities identified for evaluation: Institution Presidents and benefitted employees.

**Presidents:** SBHE Policy for President Evaluation (Section: 604.1 Performance Evaluations: Presidents (September 5, 2012)

Summarized below:

- The Chancellor shall evaluate the individual performance of the presidents on an annual basis. These evaluations are intended to provide (1) a means by which incumbents may review their own performances; (2) a procedure to establish new, short- and long-term goals for the ensuing months and years; and (3) an opportunity to receive comments and ideas as to possible ways in which the management and planning functions of the University System and its constituent institutions might be improved.
- Each president shall prepare for Chancellor review and approval an annual goals statement identifying a focused set of goals the president hopes to attain during the coming year, including implementation strategies and timelines, in support of the Board strategic direction. Each president shall have five goals, including three identified by the president and two identified by the Chancellor. One goal identified by each president shall address resource development, including fundraising, sponsored research, private-public partnerships and other entrepreneurial activities.
- The evaluation of present performance will form the basis for discussion between the Chancellor and the president of the revised goals statement and the relationship between present performance and the future direction of the institution. The outcome of this process

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will be a set of goals for the institution for the coming year which have been approved by the Chancellor. The Chancellor shall seek board input regarding presidential performance.

- After the results of the annual review have been separately shared with each president, the Chancellor shall review with the Board the results of the presidents' annual reviews.
- The Chancellor shall periodically complete a broad-based, comprehensive evaluation of each president, seeking input from key constituents. The Chancellor may utilize external consulting assistance for this purpose.

**Benefitted Employees:** SBHE Section: 604.3 Performance Evaluations: Benefitted Employees (June 21, 2001)

Full Policy below:

- All benefitted university system employees shall have an annual written and verbal performance development review that includes evaluation of performance based upon mutually agreed upon development plans or goals. Procedures governing faculty shall be consistent with requirements stated in Policy 605.1. Requirements for employees included within the broadbanding system are stated in Section 17 of the NDUS Human Resource Policy Manual; those requirements shall also apply to all other employees except faculty.
- All merit pay increases must be supported by current written performance reviews and consistent with a salary administration plan adopted under policy 702.4.

## **UND Policy**

We found in reviewing university documents ( Faculty Handbook)

- The faculty handbook outlines administrator responsibilities (Faculty Handbook 1.2) but does not mention evaluation procedures for administrators. Faculty evaluation procedures are outlined in section: UND PROCEDURES AND GUIDELINES FOR THE EVALUATION OF TENURED AND NON-TENURED FACULTY (Faculty Handbook 4.2). Performance evaluations are outlined in the section: PERFORMANCE EVALUATIONS: BENEFITED EMPLOYEES (Faculty Handbook 4.1; State Board of Higher Education Policy Manual, 06-21-01 , Section 604.3).
- Presidents and Vice Presidents are identified in the Organizational and Administration Chart but NOT Associate Vice Presidents (<http://und.edu/university-senate/faculty-handbook/organization-and-administration.cfm>).

## **College level Evaluation Policy and Practices**

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The only administrative evaluation policies we could find were policies at the College level. In October of 2004 the following evaluation policy was revised and accepted by the Dean's Council.

**Schedule**

1. All deans reporting to the Provost & VPAA shall receive an initial evaluation in the semester following the second anniversary of their appointment.
2. All deans reporting to the Provost & VPAA shall thereafter be evaluated on a five year cycle during the same semester as the initial evaluation.

**Procedure**

1. The Provost & VPAA shall initiate the evaluation with an announcement of the procedure and time schedule. The evaluation will be announced at the beginning of the evaluation semester and will be complete by the end of the semester. The evaluation will consist of four parts - the dean's self-study, a faculty/staff survey, peer input, and external constituent input.

- i) Dean's Self-Study - the dean will prepare a statement of his/her vision for the future of the school or college, together with a self-analysis of his/her performance as dean over the evaluation period. These documents will be posted with a current vitae on an intranet web site.

- ii) Faculty/Staff Survey - a survey form will be sent, where appropriate, to all regular faculty and staff, and all forms will be returned to the Office of the Provost & VPAA for review. The Office of the Provost & VPAA will generate a summary of the survey.

- iii) Peer Input - the Provost & VPAA will request UND deans review the intranet web site material and provide their individual input for the evaluation. The Office of the Provost & VPAA will generate a summary of the input received.

- iv) External Constituent Input - the Provost & VPAA will provide selected external constituents with a copy of the dean's self-study and current vitae, and request input. The Office of the Provost & VPAA will generate a summary of the survey.

2. The Provost & VPAA will meet with the faculty and staff of the school or college, and discuss the evaluation data and the activities identified for improvement.

3. The Provost & VPAA will meet with the dean under evaluation, and discuss the data generated by the four-part process and determine appropriate actions for performance enhancement.

**University Senate Curriculum Committee Report**  
**November 3, 2016**

**I New Course**

- GEOE 456 : Geomaterials Stabilization
- HUM 312 : Creative Inquiry
- HUM 325 : Interdisciplinary Global Human Rights
- LANG 101 : First Year Foreign Language I
- LANG 102 : First Year Foreign Language II
- LANG 201 : Second Year Foreign Language I
- LANG 202 : Second Year Foreign Language II
- ME 388 : Undergraduate Research in Mechanical Engineering
- MPH 505 : Public Health Data Management in SAS
- MPH 506 : Public Health Data Management in R
- MPH 596 : Public Health Internship
- N&D 250 : Consumer Food Issues

**II Course Deletion**

- THEA 130: The Art and Craft of Theatre
- THEA 272 : Intermediate Acting II: Script Analysis & Meisner
- THEA 320 : Voice and Movement III
- THEA 350 : Dramatic Production and Criticism
- THEA 420 : Voice and Movement IV
- THEA 422 : American Theatre History

**III Misc Request**

- Move the Non-Profit Leadership Minor and Certificate from the College of Arts and Sciences to the College of Business and Administration
- Move the BA with a major in Geology from the College of Arts and Sciences to the College of Engineering and Mines as a new program titled BS in Earth Science.

**IV Program Suspension**

- Nurs-BSN-Accel : Accelerated BSN
- Geol-BA : BA in Geology

**V Program Termination**

- Nurs-APH-MS : MS in Advanced Public Health Nurse
- Nurs-Cert-APH : Certificate in Advanced Public Health Nurs
- Nurs-Cert-FNP : Certificate in Family Nurse Practitioner
- Nurs-Cert-NA : Certificate in Nurse Anesthesia
- Nurs-Cert-PMHP : Certificate in Psychiatric Mental Health Nurse Practitioner

## **VI Program Reactivation**

- Master of Accountancy

## **VII Title Changes – Department, Major, and Minor**

- Department Name Change from “Communication Program” to “Department of Communication”

### **Senate Approval is not required for the following report items**

## **VIII Program Changes**

- EDUC-IDT-MS : MS in Instructional Design & Technology – Program Change
  - Change in program requirements
- Engl-Cert : Certificate in Writing & Editing –Program Change
  - Change in program requirements
- Engl-PhD : PhD in English – Program Change
  - Change in program requirements
- Lang-BAGer : BA with Major in German Studies
  - Change in program requirements
- Mgmt-BBA-OSCM : BBA with Major in Operations & Supply Chain Management
  - Change in program requirements
- N&D-BS-Diet : BS in Dietetics
  - Editorial change
- N&D-BS : BS in Community Nutrition
  - Editorial change
- N&D-Minor : Minor in Nutrition
  - Change in minor requirements
- N&D-MS : Master Degree & Dietetics
  - Editorial change in program title from “Masters Degree & Dietetics” to “Master of Science in Nutrition”
  - Change in program requirements
- Nurs-FNP-MS : MS in Family Nurse Practitioner
  - Change in admissions requirements
- Nurs-GERNP-MS : MS in Adult-Gerontology Primary Care Nurse Practitioner
  - Change in admissions requirements
- Nurs-MS : MS in Nursing
  - Change in admissions requirements
- Nurs-NA-MS : MS in Nurse Anesthesia
  - Change in admissions requirements
- Nurs-ND-MS : MS in Nurse Educator
  - Change in admissions requirements
- Nurs-PhD : Doctor of Nursing
  - Change in admissions requirements
- Nurs-PMNP-MS : MS in Psychiatric Mental Health Nursing Nurse Practitioner
  - Change in admissions requirements
- PH-MPH : Master of Public Health

- Change in program requirements within the Health Management and Policy Specialization and Population Health Analytics Specialization

#### **IX Course Changes: Undergraduate**

- CHEM 454: Inorganic Chemistry II
  - Prerequisite change
  - Terms offered: Fall
- CHEM 462 : Physical Chemistry Laboratory
  - Prerequisite and corequisite change
  - Terms offered: Spring
- CHEM 467 : Survey of Physical Chemistry Laboratory
  - Revise course description
  - Terms offered: Spring
- HUM 101 : Introduction to Humanities I
  - Title change to “The Human Experience”
  - Terms offered: Fall, Spring, Summer
  - Revise course description
- HUM 102: Introduction to Humanities II
  - Title change to “The Human Community”
  - Terms offered: Fall, Spring, Summer
  - Revise course description
- HUM 225 : Advanced Integrated Social Science
  - Terms offered: Fall and Spring
  - Revise course description
- HUM 270 : Integrated Studies Life Sciences
  - Terms offered: Fall and Spring
  - Revise course description
- HUM 271 : Integrated Studies General Science
  - Terms offered: Fall and Spring
  - Revise course description
- HUM 271L : Integrated Studies General Science Laboratory
  - Terms offered: Fall and Spring
  - Revise course description
- HUM 283 : Integrated Source Analysis
  - Title change to “Evidenced Based Reasoning Across Disciplines”
  - Terms offered: Fall and Spring
  - Revise course description
- MGMT 301 : Operations Management
  - Prerequisite change
  - Terms offered: Fall and Spring
- MGMT 302 : Human Resource Management
  - Prerequisite change
  - Terms offered: Fall and Spring
- MGMT 309 : Quantitative Methods for Managers
  - Prerequisite change
  - Terms offered: Fall and Spring

- MGMT 310 : Organizational Behavior
  - Prerequisite change
  - Terms offered: Fall and Spring
- MGMT 400 : Organizational Theory and Analysis
  - Prerequisite and corequisite change
  - Terms offered: Fall and Spring
- MGMT 407 : Wage and Salary Administration
  - Prerequisite change
  - Terms offered: Fall
- MGMT 408 : Issues in Human Resource Management
  - Prerequisite change
  - Terms offered: Spring
- MGMT 410 : Staffing: Recruitment and Selection
  - Prerequisite change
  - Terms offered: Spring
- MGMT 412 : Training and Development
  - Prerequisite change
  - Terms offered: Fall
- MGMT 431 : Supply Chain Management
  - Prerequisite change
  - Terms offered: Spring
- MGMT 432 : Supplier Relationship Management
  - Prerequisite change
  - Terms offered: Fall
- MGMT 433 : Logistics in the Supply Chain
  - Prerequisite change
  - Terms offered: Fall
- N&D 348 : Sports Nutrition
  - Prerequisite change
  - Terms offered: Fall and Summer
  - Revise course description
- THEA 204 : Introduction to Acting for Musical Theatre
  - Terms offered: Fall Even Years
- THEA 220 : Voice and Movement II
  - Terms offered: Spring Even Years
- THEA 250 : Readings in Dramatic Literature
  - Terms offered: On Demand
- THEA 300 : Play Direction I
  - Terms offered: Fall Odd Years
- THEA 344 : Musical Theatre Dance Style
  - Terms offered: Fall Odd Years
- THEA 404 : Acting for the Music Theatre
  - Terms offered: Spring Odd Years
- THEA 423 : History of the Theatre: Classical, Medieval and Renaissance
  - Terms offered: Fall Even Years
- THEA 424 : History of the Theatre: Seventeenth Century to the Present



- Terms offered: Spring Odd Years
- THEA 425 : Play Direction II
  - Terms offered: Spring Even Years
- THEA 450 : Musical Theatre History
  - Terms offered: Fall Even Years
- THEA 471 : Advanced Acting III: Shakespeare
  - Terms offered: On Demand
- THEA 488 : Playwriting
  - Terms offered: Fall Odd Years

**X Course Changes: Graduate**

- CE 562 : Graduate Seminar in Civil Engineering
  - Prerequisite change
- ENGL 525 : Studies in Composition and Rhetoric
  - Repeatable for credit from “No” to “Yes”
  - Total credits allowed 12
  - Terms offered: On Demand
- NURS 586 : Rural Health Programs and Research
  - Prerequisite change

### University Senate Ad-Hoc Student Evaluation of Teaching Committee (SETIC 3.0)

- Purpose:** To continue work with the Student Evaluation of Learning and Feedback for Instructors (SEIFI), to evaluate its implementation, to recommend the rollout of any unused features of eXplorance Blue and to recommend policy and best practices. These actions ought to be built on the recommendations and diligent work completed by the University Senate Ad-Hoc USAT Committee in 2014 and the University Senate Ad-Hoc Student Evaluation of Teaching Committee (SETIC 2.0) in 2016.
- Membership:** Previous Ad-Hoc USAT Committee members (seven)  
Dean's Council designee (one)
- Terms:** Fall 2016-Spring 2017
- Selection:** Appointed by University Senate Executive Committee
- Functions and Responsibilities:** Acting of its own volition, upon the request of the Senate and/or others, the Committee shall assume the following responsibilities:
1. Continue communication efforts for Fall 2016 rollout
  2. Monitor implementation of rollout efforts
  3. Work with colleges and Promotion, Tenure and Evaluation Working Group on
    - a. "grandparent" process
    - b. USAT-SEIFI crosswalk
    - c. PTE best practices
  4. Policy recommendations for use and distribution of SEIFI data
  5. Develop best practices for additional question use and software features
- Report to Senate:** Update the University Senate Executive Committee and the University Senate regularly on process. Prepare an annual report that addresses each function and responsibility and submit it to the Senate secretary two weeks before the May 2017 Senate meeting.
- Source of Information:** University Senate Minutes – February 5, 2015  
University Senate Executive Committee Minutes – March 24, 2015  
University Senate Minutes – October 6, 2016