

FACULTY FORWARD



DRAFT

Loyola Faculty Forward /
SEIU 73
NTT Faculty Union
Teaching Evaluations Survey

Findings
EMC 03/08/23
UPDATE 4/2/23
DRAFT

Background and Methodology

- In February of 2023, Loyola Faculty Forward/ SEIU 73 invited NTT faculty members to participate in a survey about their experiences with teaching evaluations
- The survey was open to adjunct and “super adjunct” faculty, and FTNTT faculty on a one-year, 3- , or 5- year contract.
- The survey went live via Qualtrics on February 17, 2023 and closed on March 8, 2023. A total of 79 unique responses were recorded (N= 79).
 - Response rate of XX% (79/322 ? How many are we up to)
- This document serves as a report of the findings.
 - *Methodological note: totals for some questions are less than 79 because of non-response. All percentages are based on valid responses only (# of completes for that question).*

Roadmap

- Topline
- Data and Findings
 - *When appropriate FT/PT comp*
 - LUC role and length of service
 - Evaluation awareness
 - Frequency of evaluation
 - Modes and methods of evaluation
 - Demotion, denial or rescindment of promotion
- Summary and Implications

Topline

- **Majority of respondents identify as FTNTT**
 - Unlike previous surveys in which majority of respondents were adjunct , suggesting evaluations a less salient topic
- **While most faculty have had their teaching evaluated, there are significant differences by role and reason**
 - Frequency, type of evaluation uneven across roles
 - FTNTT most likely to be observed, especially when up for promotion
 - Concerns among PT faculty that lack of in-person evaluation could hinder opportunities.
- **Across the board over-reliance on student evaluations of teaching**
 - Over-reliance on student evaluations at odds with research, recommendations of CAS Gender Equity Task Force

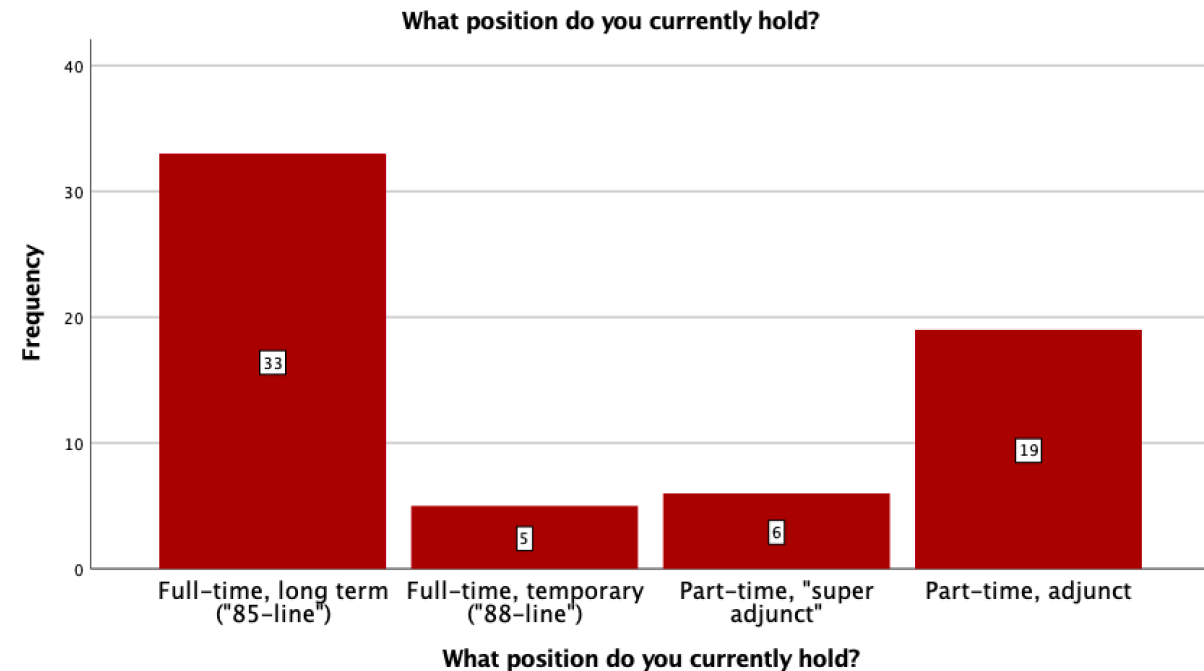
Data and Findings

Who participated

Q1 - What position do you currently hold?

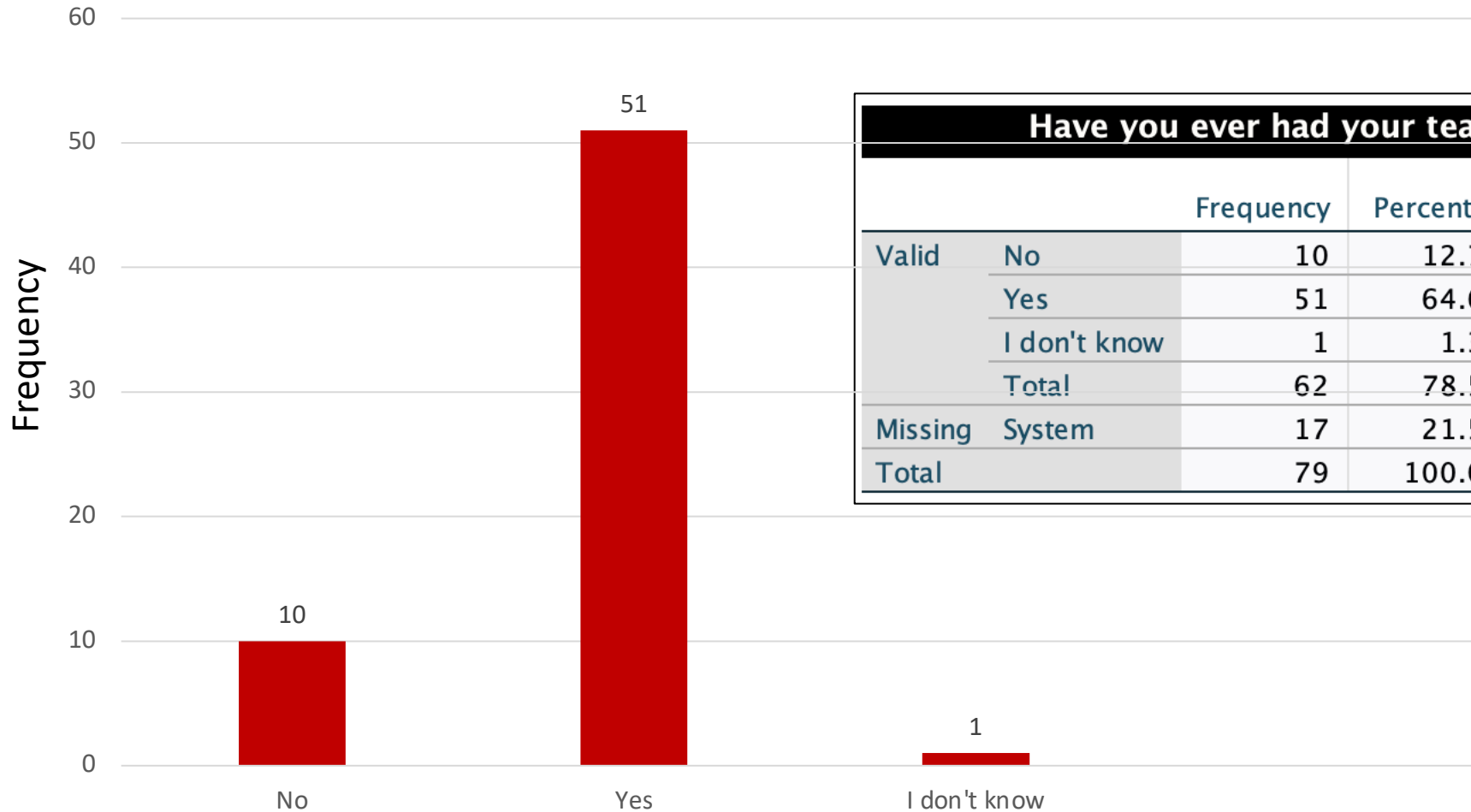
What position do you currently hold?				
		Frequency	Percent	Valid Percent
Valid	Full-time, long term ("85-line")	33	41.8	52.4
	Full-time, temporary ("88-line")	5	6.3	7.9
	Part-time, "super adjunct"	6	7.6	9.5
	Part-time, adjunct	19	24.1	30.2
	Total	63	79.7	100.0
Missing	System	16	20.3	
Total		79	100.0	

- Majority of respondents identify as FTNTT (60% combined)
 - Unlike previous surveys in which majority of respondents were adjunct
 - Evaluations less salient topic for adjuncts generally?
 - "Super adjunct" fewest
 - Reflecting relative novelty of role



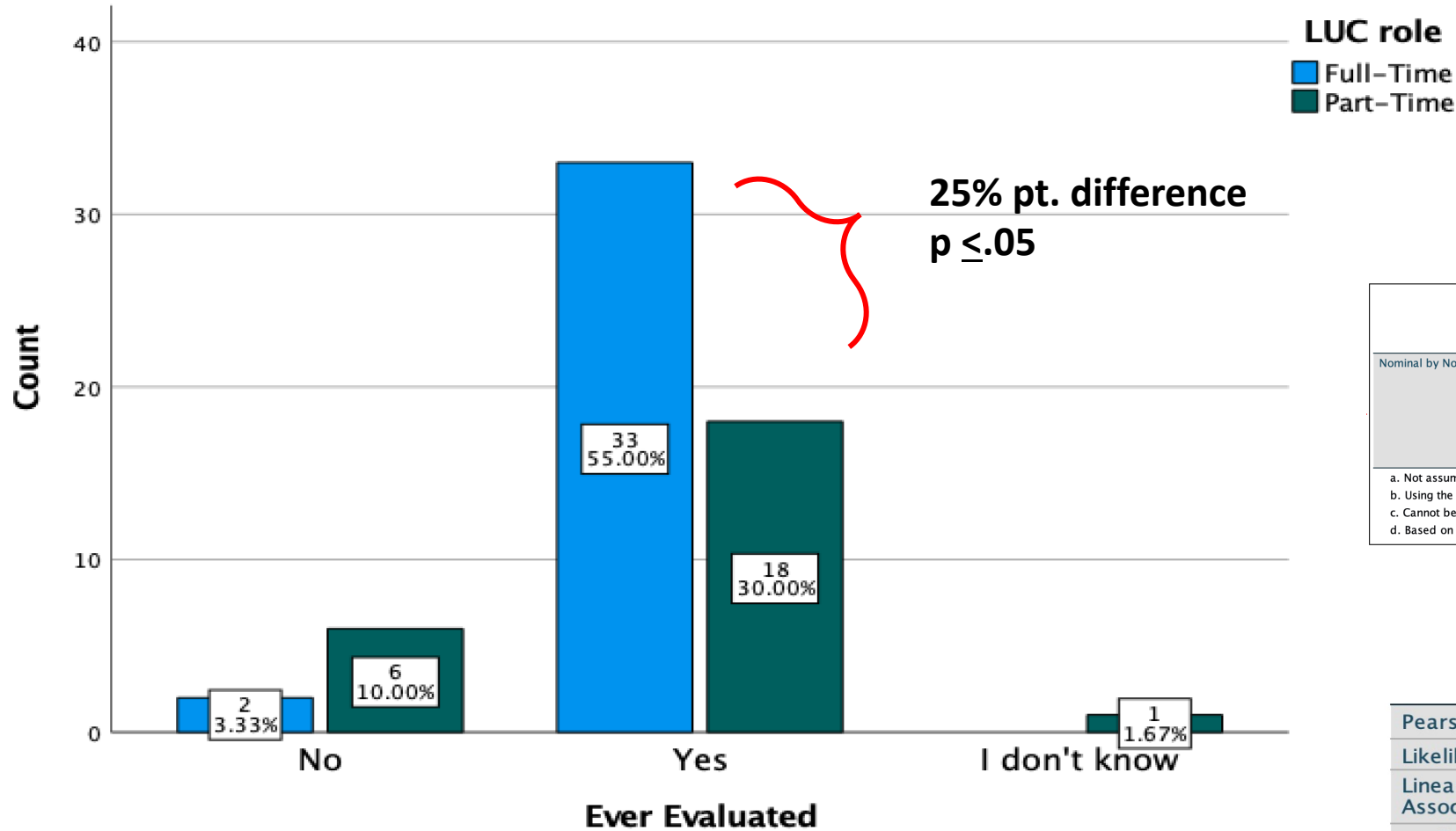
Majority overall have had their teaching evaluated

Q2 - Have you ever had your teaching evaluated?



Have you ever had your teaching evaluated ?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	10	12.7	16.1	16.1
	Yes	51	64.6	82.3	98.4
	I don't know	1	1.3	1.6	100.0
	Total	62	78.5	100.0	
Missing	System	17	21.5		
Total		79	100.0		

But statistically significant differences by status/role



Directional Measures						
			Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Nominal by Nominal	Lambda	Symmetric	.147	.075	1.707	.088
		Ever Evaluated Dependent	.000	.000	.	. ^c
Goodman and Kruskal tau		LUC role Dependent	.200	.107	1.707	.088
		Ever Evaluated Dependent	.079	.063		.009 ^d
		LUC role Dependent	.098	.064		.055 ^d

a. Not assuming the null hypothesis.
 b. Using the asymptotic standard error assuming the null hypothesis.
 c. Cannot be computed because the asymptotic standard error equals zero.
 d. Based on chi-square approximation

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.909 ^a	2	.052
Likelihood Ratio	6.282	2	.043
Linear-by-Linear Association	2.146	1	.143
N of Valid Cases	60		

a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is .42.

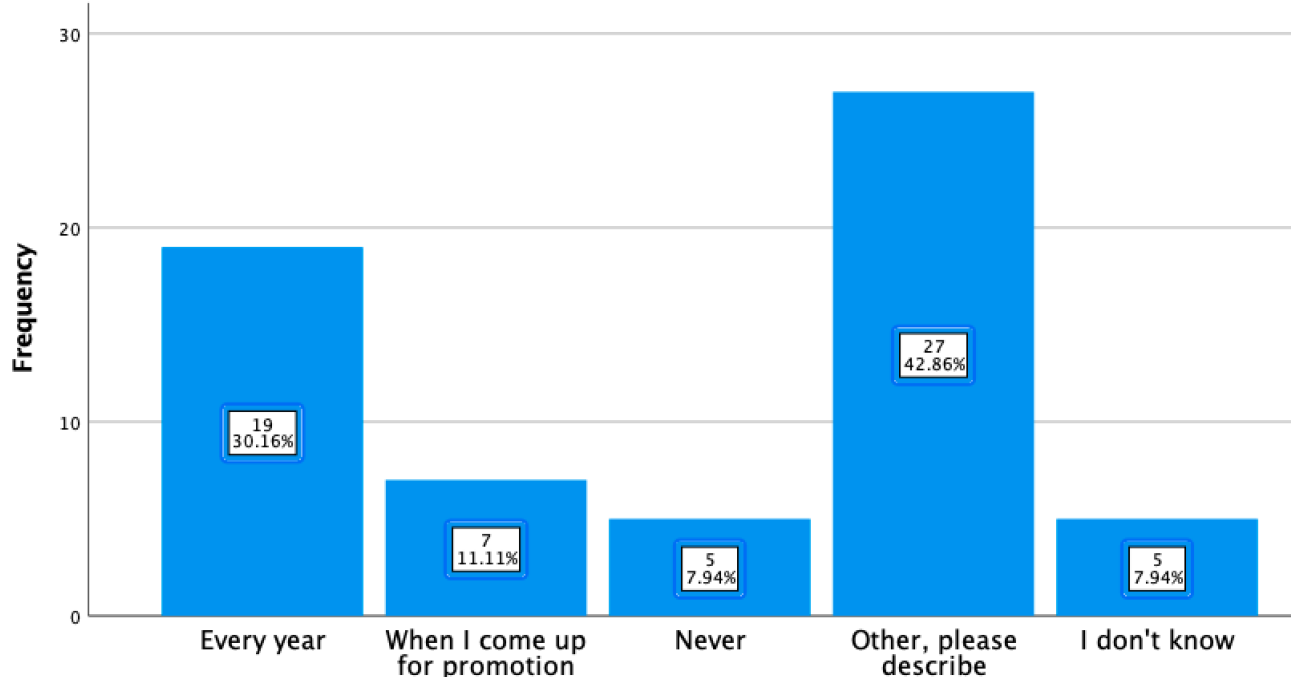
Those who've never been evaluated
 overwhelmingly part-time—contributing to
perpetual precarity

Ever Evaluated * LUC role Crosstabulation

		LUC role			
		Full-Time	Part-Time	Total	
Ever Evaluated	No	Count	2	6	8
		% within Ever Evaluated	25.0%	75.0%	100.0%
	Yes	Count	33	18	51
		% within Ever Evaluated	64.7%	35.3%	100.0%
	I don't know	Count	0	1	1
		% within Ever Evaluated	0.0%	100.0%	100.0%
Total	Count	35	25	60	
	% within Ever Evaluated	58.3%	41.7%	100.0%	

Fewer than 1/3 report yearly evaluations...

How often is your teaching evaluated ? - Selected Choice

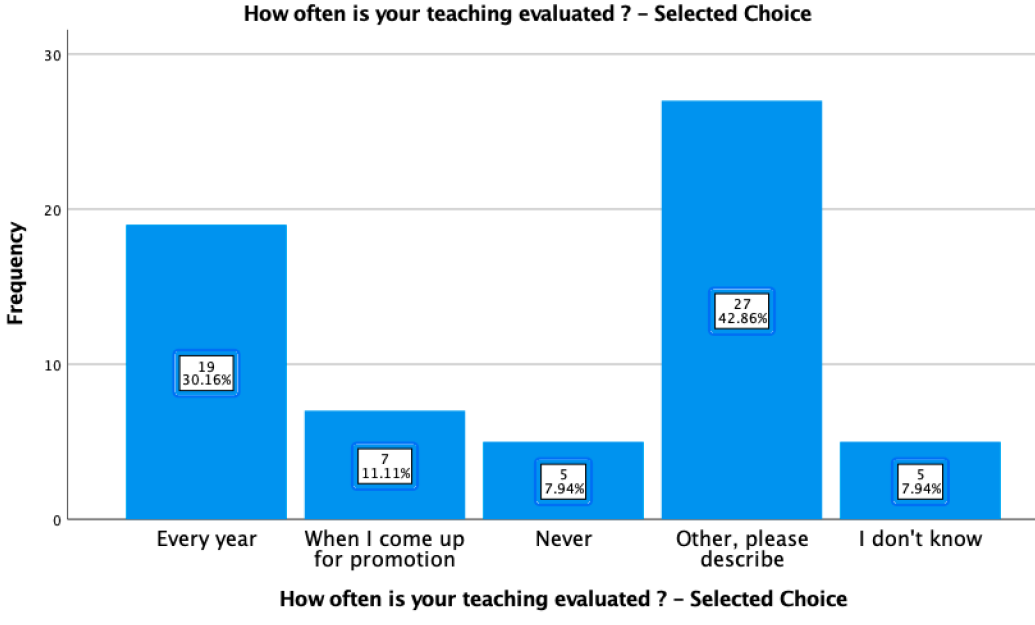


How often is your teaching evaluated ? - Selected Choice

How often is your teaching evaluated ? - Selected Choice

	Frequency	Percent	Valid Percent	Cumulative Percent
Every year	19	24.1	30.2	30.2
When I come up for promotion	7	8.9	11.1	41.3
Never	5	6.3	7.9	49.2
Other, please describe	27	34.2	42.9	92.1
I don't know	5	6.3	7.9	100.0
Total	63	79.7	100.0	
System	16	20.3		
	79	100.0		

Among those that do report yearly evals, majority are FTNTT



84% of respondents who report yearly evals are FT

How often is your teaching evaluated? - Selected Choice * LUC role Crosstabulation

		LUC role			
			Full-Time	Part-Time	Total
How often is your teaching evaluated? - Selected Choice	Every year	Count	16	3	19
		% within How often is your teaching evaluated? - Selected Choice	84.2%	15.8%	100.0%
		% within LUC role	42.1%	12.0%	30.2%
		Count	7	0	7
	When I come up for promotion	% within How often is your teaching evaluated? - Selected Choice	100.0%	0.0%	100.0%
		% within LUC role	18.4%	0.0%	11.1%
	Never	Count	1	4	5
		% within How often is your teaching evaluated? - Selected Choice	20.0%	80.0%	100.0%
		% within LUC role	2.6%	16.0%	7.9%
		Count	13	14	27
	Other, please describe	% within How often is your teaching evaluated? - Selected Choice	48.1%	51.9%	100.0%
		% within LUC role	34.2%	56.0%	42.9%
I don't know	Count	1	4	5	
	% within How often is your teaching evaluated? - Selected Choice	20.0%	80.0%	100.0%	
	% within LUC role	2.6%	16.0%	7.9%	
	Count	38	25	63	
Total	% within How often is your teaching evaluated? - Selected Choice	60.3%	39.7%	100.0%	
	% within LUC role	100.0%	100.0%	100.0%	

How often is your teaching evaluated? - Selected Choice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Every year	19	24.1	30.2	30.2
	When I come up for promotion	7	8.9	11.1	41.3
	Never	5	6.3	7.9	49.2
	Other, please describe	27	34.2	42.9	92.1
	I don't know	5	6.3	7.9	100.0
	Total		63	79.7	100.0
Missing	System	16	20.3		
Total		79	100.0		

For many, no rhyme or reason to evaluation schedule

- *“I have not had an observation or any other method of evaluating my teaching in over a decade.”*
- *“Last time was probably 4 years ago.”*
- *“Someone sat in on a class and evaluated me my first semester teaching. I have taught five semesters since then, and I have not been evaluated.”*
- *“Rarely, sporadically. I've only had my teaching evaluated twice in 15 years”*
- *“I am in two departments. In one department, I am evaluated every year with someone visiting my classroom and we discuss student evaluations with the department chair. In the other department, I have no idea.”*
- *“Not sure I've ever been evaluated based on anything”*

How often is your teaching evaluated ? – Selected Choice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Every year	19	24.1	30.2	30.2
	When I come up for promotion	7	8.9	11.1	41.3
	Never	5	6.3	7.9	49.2
	Other, please describe	27	34.2	42.9	92.1
	I don't know	5	6.3	7.9	100.0
	Total	63	79.7	100.0	
Missing	System	16	20.3		
Total		79	100.0		

FTNTT evaluated in-person when up for promotion...beyond that, not so much

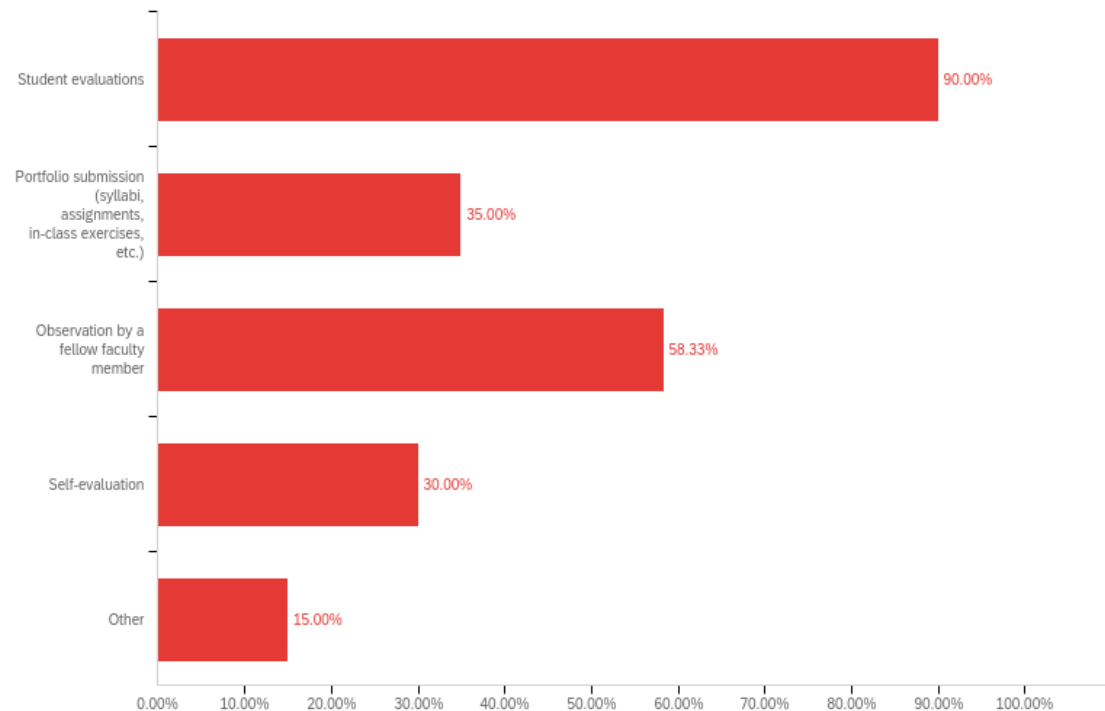
- *“The only time I was evaluated in person was when I needed letters of observation for my promotion materials from lecturer to advanced lecturer”*
- *“Used to depend on rank and whether I was interested in building my packet for promotion - then I had 3 classroom visits either every year or every other year. Now that I have maxed out at Senior Lecturer, it is only evaluated indirectly through student evaluations.”*

Concerns among PT faculty that lack of in-person evaluation could limit FT opportunity...

- *“I was evaluated in the Fall and Spring terms during the 2018-2019 academic year. But I have not been evaluated since. I don’t want that to be held against me if I go for a FT position.”*
- *“I have to specifically ask for an evaluation to be done. ...I worry if I don’t, I’ll never get FT”*

Along with over-reliance on student evaluations

Q4 - What methods have been used to evaluate your teaching? (Check all that apply.)



- *“Every year I have an evaluation in my performance review. **The section on teaching is based entirely on student feedback**, either student surveys or direct feedback from students, often solicited by the chair. There is no opportunity to review the direct feedback to even know what was said, other than what my chair wishes to share.”*
- *“I did not know that I could do a self-evaluation during my first annual faculty review. I did submit a self-evaluation for my second annual faculty review, after I learned that I could. **However, it seems that my faculty review is mainly based on student evaluations.**”*

Over-reliance on student evaluations at odds with research, recommendations of CAS Gender Equity Task Force

CAS Gender Equity Task Force Report 2/13/23

- **Recommendation #13 (p. 35)**
- **→ GETF recommends that limited weight be placed on student evaluations in merit raise assessments. Faculty teaching effectiveness and commitment should be evaluated based on criteria such as participation in university or professionally sponsored workshops, webinars, etc., which enhance classroom pedagogy and inclusive strategies, development of new course material or new courses, the number of students enrolled, number of course preps, etc.**

Research Literature

Doerer, K. "Colleges are Getting Smarter About Student Evaluations. Here's How." *The Chronicle of Higher Education*. January 13, 2019. <https://www.chronicle.com/article/colleges-are-getting-smarter-about-student-evaluations-heres-how/>

Clayson, D. (2020) *A Comprehensive Critique of Student Evaluation of Teaching: Critical Perspectives on Validity, Reliability, and Impartiality*. Routledge

Goos, Maarten, and Anna Salomons. "Measuring Teaching Quality in Higher Education: Assessing Selection Bias in Course Evaluations." *Research in Higher Education* 58, no. 4 (June 2017): 341–64. <https://doi.org/10.1007/s11162-016-9429-8>.

Rivera, Lauren A., and András Tilcsik. "Scaling Down Inequality: Rating Scales, Gender Bias, and the Architecture of Evaluation." *American Sociological Review* 84, no. 2 (April 1, 2019): 248–74. <https://doi.org/10.1177/0003122419833601>

Summary--draft

- **Majority of respondents identify as FTNTT**
 - Unlike previous surveys in which majority of respondents were adjunct
 - Evaluations less salient topic for adjuncts generally?
- **While most faculty have had their teaching evaluated, there are significant differences by status/role**
 - Those who've never been evaluated overwhelmingly part-time
- **Fewer than 1/3 report yearly evaluations**
 - among those that do, majority FTNTT
- **Uneven frequency, AND method of evaluation**
 - FTNTT evaluated in-person when up for promotion...beyond that, not much
- **Concerns among PT faculty that lack of in-person evaluation could limit FT opportunity.**
- **Along with over-reliance on student evaluations**
- **Over-reliance on student evaluations at odds with research, recommendations of CAS Gender Equity Task Force**

stuff

Directional Measures

			Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Nominal by Nominal	Lambda	Symmetric	.147	.075	1.708	.088
		Have you ever had your teaching evaluated ? Dependent	.000	.000	. ^c	. ^c
		Current Position Adjunct Combined Dependent	.200	.107	1.708	.088
	Goodman and Kruskal tau	Have you ever had your teaching evaluated ? Dependent	.075	.062		.014 ^d
		Current Position Adjunct Combined Dependent	.094	.063		.069 ^d

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Cannot be computed because the asymptotic standard error equals zero.

d. Based on chi-square approximation

Have you ever had your teaching evaluated ? * Current Position Adjunct Combined Crosstabulation

		Current Position Adjunct Combined		Total	
		FT all	PT all		
Have you ever had your teaching evaluated ?	No	Count	2	6	8
		% within Have you ever had your teaching evaluated ?	25.0%	75.0%	100.0%
		% within Current Position Adjunct Combined	6.1%	24.0%	13.8%
	Yes	Count	31	18	49
		% within Have you ever had your teaching evaluated ?	63.3%	36.7%	100.0%
		% within Current Position Adjunct Combined	93.9%	72.0%	84.5%
	I don't know	Count	0	1	1
		% within Have you ever had your teaching evaluated ?	0.0%	100.0%	100.0%
		% within Current Position Adjunct Combined	0.0%	4.0%	1.7%
Total	Count	33	25	58	
	% within Have you ever had your teaching evaluated ?	56.9%	43.1%	100.0%	
	% within Current Position Adjunct Combined	100.0%	100.0%	100.0%	

- Overall, majority of faculty have had their teaching evaluated
 - 85%
- Significant differences by role
 - 94% FTNTT; 72% PT
 - ¾ of never- evaluated faculty are adjunct
 - Can't move up if not, perpetual- Precariat