

Memorandum of Agreement Regarding Procedures for Use of Instruments for the Student Evaluation of Teaching

Preamble

Prior Memoranda of Agreements (MOA) have governed the procedures for conducting student evaluations of teaching at Stockton. Those MOAs specified a commitment to foster best practices in the use of student evaluations while taking the University's procedures and timetables for personnel review into account.

Stockton has used the commercial IDEA Legacy Instrument, hereafter called IDEA (see <http://www.ideaedu.org/>), for the student ratings of instruction since 2006. In the fall of 2016, a campus survey of teaching faculty sought feedback on the IDEA Instrument and the Stockton-designed Small Class Instrument (SCI), modeled on IDEA. Teaching faculty rated these two instruments very favorably.

As a result of input from the Faculty Senate, the SFT, and the Administration, the University and the SFT agree to the following newer procedures for the use of the IDEA Diagnostic and the Small-Class Instruments for student evaluation of instruction.

In the fall of 2018, Stockton will transition to online delivery of student evaluations. The IDEA Diagnostic and online-selected Small-Class Instruments will be administered through the Campus Labs digital platform. In addition, the IDEA Center offers three additional optional tools through the Campus Labs digital platform: Teaching Essentials, Learning Essentials, and Just-In-Time instruments, which faculty members may opt to use for various types of feedback. The IDEA Diagnostic Instrument delivered through the Campus Labs digital platform can only be administered online (synchronously or asynchronously). Faculty are advised to consult with the Faculty IDEA Liaison and Institute for Faculty Development before deciding whether to administer IDEA Diagnostic Instrument and SCI synchronously or asynchronously.

The following procedures govern the use of IDEA Diagnostic Instrument and SCI.

Definitions

The following definitions apply for the purposes of this Memorandum of Agreement only.

Academic Year: At Stockton, the academic year consists of two semesters: fall semester and spring semester.

IDEA Diagnostic Instrument: The commercial evaluation instrument, which is administered online.

Small-Class Instrument: The Stockton-designed evaluation instrument which is administered online in courses with 15 or fewer students on the Census Date. Stockton has received permission to use IDEA's objectives on the SCI; however, IDEA requires that all SCIs acknowledge IDEA's copyright. Below the list of objectives, the following language should appear: Used by Permission, Copyright, The IDEA Center, 2018, <http://www.ideaedu.org>.

Objectives Selection Form: An IDEA form that lists objectives with instructions that read:

As a general rule, prioritize what you want students to learn by selecting no more than 3-5 objectives as either Important or Essential. When calculating progress on Relevant Objectives, IDEA weighs Minor/Not Relevant "0"; Important Objectives "1"; Essential Objectives "2." (Scale: M = Minor or No Importance; I = Important; E = Essential)

Student Optional Comments: An area at the end of the IDEA Diagnostic Instrument and the SCI for optional comments.

Course: A course is a credit-based instructional experience valued at two (2) or more credits (SCH), and includes the following five (5) options:

1. *Regular Course:* A course in which two-thirds or more instructional time is face-to-face.
2. *Online/Distance Course:* A course in which more than two-thirds of the course instructional time, content delivery, and/or communication between student and professor and among students is facilitated via technology that allows students to be physically separate from the instructor and each other. Communication may take place asynchronously (such as via online discussions) or synchronously (such as via Blackboard Collaborate live videoconference).
3. *Hybrid Course:* A course in which between one-third and two-thirds of course instructional time, content delivery, and/or communication between student and professor and among students is facilitated via technology that allows students to be physically separate from the instructor and each other.
4. *Off-Site Course:* A course in which a majority of class sessions are offered at an instructional site other than the main (Galloway) campus of Stockton University.
5. *Non-Classroom Course:* A credit-based course with faculty supervision of students in an internship, independent study, tutorial, thesis, dissertation, practicum, clinical fieldwork, or equivalent.

1. Selected Evaluation Instrument(s)

- Courses (defined as one of the five options above) with 15 or fewer students enrolled on Census Day (10 days after the first day of a semester) shall use the SCI. Survey enrollment will not include students who have withdrawn from a course.
- Courses (defined as one of the five options above) with more than 15 students enrolled on Census Day (10 days after the first day of a semester) shall use the IDEA Diagnostic Instrument. Survey enrollment will not include students who have withdrawn from a course.
- Courses with more than 15 students on Census Day (10 days after the first day of a semester)

that fall to below 10 students by the deadline for withdrawal will use the SCI rather than the IDEA Diagnostic Instrument. The Staff IDEA Liaison will notify affected faculty within 48 hours after the deadline for withdrawal.

- All courses evaluated shall use the IDEA Diagnostic Instrument or the SCI that has an area at the end of the form for optional comments.

The IDEA Center recommends using the Learning Essentials instrument as a small-class instrument. Although Stockton faculty currently use the SCI as their small-class instrument, if at any point during the term of this Memorandum of Agreement, the Faculty Senate adopts the Learning Essentials instrument, or a small-class instrument other than the SCI, to replace or supplement the SCI, this Memorandum of Agreement will not need to be renegotiated.

2. Frequency of Course Evaluation

All Faculty

All faculty should select a pattern of courses that will demonstrate effectiveness across the full range of their teaching responsibilities. For most faculty, this will mean at least one program course each semester (fall and spring) and at least one General Studies course each year. Faculty members who are not teaching a General Studies course will instead evaluate an additional program course over the course of the year; faculty members who teach more than two General Studies courses in a year may evaluate more General Studies courses than program courses.

Non-Tenured Faculty

Non-tenured faculty (including adjunct faculty, part-time faculty, and visiting faculty hired pursuant to XIII-D and XIII-0) will evaluate all of their courses every semester, term, and sub-term during the academic year. Non-tenured faculty may opt to administer either the IDEA Diagnostic Instrument or SCI in the summer session/term, but the faculty member owns the results and may choose to include or exclude them from their faculty evaluation file. Thus, the default option for the summer session/term is to opt out.

Tenured Faculty

Tenured faculty are required to evaluate at least half of their courses/course load within an academic year. Examples that meet the intention of evaluating half are: (1) A faculty member teaching full-time (24 TCH) would evaluate at least 12 TCH. (2) A full-time faculty member teaching 12 TCH with release time would evaluate at least 6 TCH. In cases where all courses are 4 TCH each, this would result in 2 courses (8 TCH) being evaluated. (3) A part-time faculty member teaching 12 TCH would evaluate at least 6 TCH. In cases where all courses are 4 TCH, this would result in 2 courses (8 TCH) being evaluated.

Tenured faculty need to be mindful to have sufficient course evaluations if they plan to assemble a file for promotion or range adjustment. In other words, all faculty should select a pattern of courses that will demonstrate effectiveness across the full range of their teaching responsibilities.

Team-Taught Courses and Courses with Module Sections

At the current time, IDEA does not have a mechanism for a team-teaching administrative protocol. Until such time as they do, the evaluation instrument shall be the SCI. In addition, students will be supplied a cover sheet of instructions that includes specific directions about how to complete the SCI to include

comments about each instructor. The instructions will be drafted by the University with feedback from the SFT. In team-taught semester-long or term-long courses instructed by two faculty members, the SCI needs to list both faculty names and be administered as one survey, with the same instructional objectives selected. In cases where an untenured faculty member is team-teaching with a tenured faculty member, both must opt in. In cases where a tenured faculty member is teaching with another tenured faculty member, each decide separately to either opt in or opt out; if one opts in, then students will evaluate the course for that professor only.

For team-taught courses, the University shall replicate the SCI and amend it in the following manner. The first page or pages will contain questions about the objectives and the course. The following page or pages will contain questions about the instructor, with separate pages attached for each instructor/faculty name. This modified Team-Teaching Instrument (TTI) will be approved by the Provost and the SFT.

In courses with modules or units taught by more than two faculty members (e.g., DPT courses), the intent of this MOA is to use the SCI as the instrument for instructors completing a particular unit that they taught, with proper instructions provided to students. This could mean students are surveying a faculty member as early as the first month of the course. Administrative protocol must allow this to happen (e.g., with objectives selected by DPT faculty as a whole). Instructional faculty must always have the ability to add optional questions to the instrument, and it must include a Student Optional Comments page. Academic programs are advised to consider the course objectives and learning objectives collaboratively.

Cross-Listed Courses

Cross-listed courses are defined as two sections with different course acronyms taught by a single instructor in a single classroom. This type of course, or similar ones, such as stacked or linked courses will be evaluated as a single course. The faculty member teaching the cross-listed course will select a single instrument and a single set of objectives for both sections.

Non-Classroom Courses, with Exceptions

To preserve the anonymity of students, non-classroom courses or instructional experiences with fewer than 2 SCH (2 credits) shall not participate in the formal evaluation process under this agreement unless expressly covered by exceptions outlined by the approval process below.

Some programs with credit-based clinical fieldwork, internships, or equivalents that employ faculty whose teaching responsibilities within their normal workload include such courses may wish to have those courses evaluated. This MOA specifies the following procedure for approving non-classroom courses or instructional experiences with fewer than 2 SCH (2 credits) for inclusion in the course evaluation process. Such inclusions will apply to non-classroom courses or instructional experiences with fewer than 2 SCH (2 credits) with at least a single enrolled student.

- Schools and/or programs with individualized needs to evaluate non-classroom courses or instructional experiences with fewer than 2 SCH (2 credits), including 0-credit labs, will specify those needs in a written memo addressed to the Provost, who will share the memo with the SFT President and Chief Negotiator. The memo will contain: information about the non-classroom course and its relationship to the curriculum; the justification for including the non-classroom course under this MOA; and the role of the faculty instructor for the non-classroom course.

- The Administration and the SFT will then negotiate an initial list of non-classroom courses/instructional experiences with fewer than 2 SCH (2 credits) to be covered by this agreement. The negotiated list will serve as an official Addendum to the Memorandum of Agreement Regarding Procedures for Use of Instruments for the Student Evaluation of Teaching. The negotiated and signed Addendum will be published alongside this MOA. This final agreed-upon list will be shared with the Deans and the Administrative IDEA Liaison and Faculty IDEA Advisor so that the faculty can be notified.
- In subsequent years, such applications for new additions as well as removals of non-classroom courses/instructional experiences with fewer than 2 SCH (2 credits) will be completed by December 31 of each year and will be negotiated, with an intention to take effect by the following September 1. The negotiated and signed Addenda will be published alongside others.

3. Notification, Liaisons, and Deadlines for Faculty in the Administration Process

There will be a designated Faculty IDEA Advisor to advise faculty regarding procedures and deadlines. The Faculty IDEA Liaison will work with the Director of the Institute of Faculty Development (IFD). It is to be noted that while the Faculty IDEA Advisor and IFD Director may write Peer Observations of Teaching, they are precluded from writing letters of recommendation for faculty files; however, both may participate in their respective program faculty evaluation processes and sign program letters.

The University agrees to designate a member of the University staff to serve as Staff IDEA Liaison. The Staff IDEA Liaison will oversee the administration of student evaluations and serve as the IDEA and Campus Labs administrative contact. The Staff IDEA Liaison will send and receive communications from IDEA and Campus Labs and share those communications with the University and individual faculty members.

All faculty, including adjunct faculty, shall be notified by e-mail of their obligation to elect their options (to opt in or opt out) and complete the Objectives Selection Form by the relevant deadlines. The Faculty and Staff IDEA Liaisons shall jointly communicate notifications and reminders to the faculty prior to the relevant deadlines.

Faculty teaching full-semester or sub-term B courses shall select which courses to evaluate, exercise their right to opt out, and identify the period for synchronous administration, if applicable, by the end of the first preceptorial advising day. Faculty teaching full semester or sub-term B courses shall select course objectives by the end of the second preceptorial advising day.

Faculty teaching sub-term A courses shall select which sub-term A courses to survey, exercise their right to opt out, and identify the date for synchronous administration, if applicable, 10 calendar days prior to the start of the sub-term A survey period. Faculty teaching sub-term A courses shall select course objectives within 5 calendar days of the start of the survey period.

In courses divided into 1- to 3-week modules where each module is taught by an individual faculty member, all faculty teaching a module in the course will choose to opt in or opt out of the survey administration in a given semester, elect synchronous or asynchronous survey administration, and select course objectives prior to the end of the second week of the semester.

Faculty who fail to make choices and/or select objectives by these deadlines shall receive default options defined as: (a) asynchronous survey administration and (b) where they exist, common objectives selected by the program for a program course or common General Studies objectives selected by the Committee on General Studies. When a program has not selected default objectives, all course objectives will default to "Important."

The faculty member(s) teaching an individual course, and only the faculty member(s), may change objectives, select a synchronous or asynchronous delivery option, and/or opt out by the deadline.

Programs (including General Studies programs) are encouraged to choose default objectives for program courses. In the rare case when a faculty member does not select course objectives, the program's default objectives will be used.

If faculty members teaching summer courses elect to opt in to evaluations (the default option is to opt out), they shall select the course(s) to evaluate and the delivery option (synchronous or asynchronous) by the end of the second week of the summer term and the course objectives by the end of the third week of the summer term.

Faculty who would like to add additional questions to the IDEA Diagnostic Instrument or the SCI should do so by the second preceptorial advising day of the semester. Individual faculty members may add questions and Coordinators may request additional program-specific questions by this deadline. The Staff IDEA Liaison will request additional questions from Coordinators prior to the second preceptorial advising day. For module-based courses, additional questions shall be added prior to the start of the module survey period.

Faculty members can encourage students to complete surveys; however, they should not provide any other type of incentive to students to complete surveys.

4. Logistics of Administration

Period of administration

Instructors may elect Option 1 or Option 2 for each evaluated course. The options must be selected by the faculty member by the deadline for choosing which course(s) to evaluate.

Option 1, Asynchronous Administration. Course evaluations shall be administered or available online during the last 14 calendar days of a full-term fall or spring semester course (not including the final exam week) and the last 7 calendar days of a sub-term course or summer session course. Course evaluations shall be administered or available online during the last 7 calendar days of a module-based course.

Option 2, Synchronous Administration. In the case of synchronous administration, the exact date(s) of administration shall be within the designated survey time period only, but at the discretion of the faculty member teaching the course. Faculty may choose one specific class meeting date within the weeks of the survey period. The faculty member will open up the survey in class with a radio button in the portal. There will be an open 50-hour window in case a student is absent on that date or some other event happens during class (e.g., a fire alarm).

Faculty who request exceptions to this administration period may appeal to both the Faculty and Staff IDEA Liaisons who shall reply to the faculty member's appeal within two business days and supply the reason.

Instructions for students shall appear in the e-mail text sent to students during the survey period, notifying them of their available surveys (IDEA Diagnostic Instrument and SCI). Since the SCI is a Stockton instrument, instructions will also appear in the header of the survey document. The language for the instructions shall be composed by the Faculty and Staff IDEA Liaisons and reviewed by the SFT.

Faculty choice of administration procedure

- Faculty using the IDEA Diagnostic Instrument in regular courses shall administer IDEA online using Option 1 (Asynchronous) or Option 2 (Synchronous).
- Faculty using the SCI in regular courses shall administer SCI online.
- Faculty teaching online courses shall administer the IDEA Diagnostic Instrument or SCI online.
- Faculty in hybrid courses shall administer the IDEA Diagnostic Instrument or SCI online.
- Faculty teaching at a Stockton instructional site that is not the main Galloway campus and faculty teaching weekend classes shall work with their Dean to ensure that their evaluation administration choice is honored and that the process complies with University procedures for protection of student anonymity.
- Faculty may choose to have their survey administered asynchronously or synchronously. Asynchronous administration will mean that a survey is available to students for the entire survey administration period. Synchronous administration will mean that the survey is only available to students during the 50-hour survey period, within the larger survey administration period. Faculty choosing synchronous administration must choose the administration date or group of dates by the deadline for making that choice.

5. Transmission and Use of Results

The University shall transmit IDEA Diagnostic Instrument and SCI results to faculty with all deliberate speed, provided that faculty members have submitted their final grades for the semester by the deadline for submitting final grades. Specifically:

- Summary results for each course using the IDEA Diagnostic Instrument or SCI shall be available to each faculty member electronically no more than 2 business days after the deadline to submit final grades.
- In team-taught courses, all faculty shall receive copies of their individual summary results along with any individual comments.

The University shall not use any analysis of the data derived from the IDEA Diagnostic Instrument or SCI results for the purposes of evaluating individual faculty members without consultation with and agreement of the SFT. The University agrees that it will notify the SFT of any other uses of data that

might bear on terms and conditions of employment.

TERM OF AGREEMENT

This Memorandum of Agreement shall remain in full force and will be in effect from this date until June 30, 2022 unless modified by changes in the Master Agreement. The MOA shall automatically be renewed from year to year thereafter, unless either party shall give to the other party written notice of its desire to terminate, modify, or amend this MOA. Said notice shall be given to the other party in writing no later than 30 days prior to June 30, 2022, or 60 days prior to June 30 of any succeeding year for which this MOA is automatically renewed.

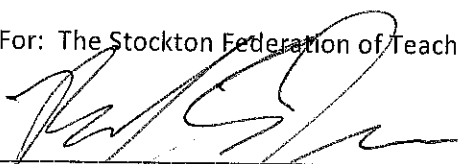
IN WITNESS THEREOF, the University and the Stockton Federation of Teachers have caused this Memorandum of Agreement to be executed this 14th day of September, 2018.

For: Stockton University



Harvey Kesselman, President

For: The Stockton Federation of Teachers



Rodger Jackson, President