

MEMORANDUM OF AGREEMENT

REGARDING USE OF IDEA FOR EVALUATION OF TEACHING

In order to better foster best practices in the use of IDEA and taking the College's Procedures and timetables for personnel review into account, the College and SFT agree to the following changes in the use of IDEA and the Revised Alternative Instrument for Small Classes (hereinafter referred to as the "SMALL CLASS INSTRUMENT") to evaluate teaching. These changes will be in effect beginning with the 2010-2011 academic year.

1. FREQUENCY OF COURSE EVALUATION:

(a) Non-tenured faculty will evaluate all of their classes using IDEA or the Revised Alternative Instrument for Small Classes.

(b) Beginning in their sixth year of teaching at Stockton, tenured faculty will have the right to elect to forego student evaluations of teaching using IDEA in some of their courses. During the academic year preceding a tenured faculty member's scheduled five-year post tenure review, and again every five years, the faculty member shall administer IDEA in all of his/her classes, including tutorials with enrollment of five or more students. At the beginning of other academic years, those tenured faculty choosing this option will identify at least one program course each semester (Fall and Spring) and at least one general education course each year to be evaluated using IDEA. In a year in which the faculty member will not be teaching a general education course, he/she will select an additional program course in which to use IDEA. Faculty should select a pattern of courses that will demonstrate effectiveness across the full range of their teaching responsibilities.

2. SMALL CLASS INSTRUMENT

(a) **SMALL CLASSES:** Any class with fourteen or fewer students enrolled at the withdrawal deadline shall be considered a "small class" for purposes of student evaluation of teaching. Beginning Fall 2010, all faculty teaching small classes will use the SMALL CLASS INSTRUMENT attached to this MOA.

(b) **NON-CLASSROOM COURSES:** Beginning Fall 2010 in order to protect the anonymity of students, faculty teaching independent studies, internships and tutorials with enrollments of fewer than five students will not participate in formal course evaluations using either IDEA or the SMALL CLASS INSTRUMENT.

3. ONLINE, HYBRID and OFF-SITE COURSES

The following definitions are adapted from those used by the Faculty Assembly Task Force on Distributed Education for the purposes of this Memorandum of Agreement only:

(a) **ONLINE/DISTANCE** class is one 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 physically separate from the instructor and each other. Communication may take place asynchronously (such as via online discussions) or synchronously (such as via live videoconference).

(b) A **HYBRID COURSE** is one 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.

(c) **OFF_SITE COURSES** include any course offered at a campus other than the Main Campus of Richard Stockton College, including but not limited to the Carnegie Library Campus in Atlantic City, the St. Joseph's campus in Hammonton, and county college sites.

(d) **ON LINE ADMINISTRATION OF ONLINE, HYBRID,**

- i. Faculty teaching **ONLINE/DISTANCE** courses shall administer IDEA online.
- ii. Faculty teaching **HYBRID** courses may elect to administer the course evaluations in-person or online.
- iii. Faculty teaching **Off-Site** or **Saturday** classes shall administer course evaluations online where it is impractical to administer them in person.

4. TEAM TAUGHT CLASSES

Student evaluations of each instructor of a team-taught course will be administered unless a tenured instructor elects to opt out in accordance with this agreement.

5. LOGISTICS OF ADMINISTRATION

- (a) **DEADLINE FOR OPTIONS:** The parties agree that a single deadline for the following options is desirable. In the interest of simplicity, that date shall be the second precepting date in the Fall and Spring Semesters. During Summer Sessions, the deadline will be the end of the middle week of the session,

except that during a five-week Summer Session the deadline will be the end of the second week of the session.

- i. Faculty must finalize their FIF forms no later than the DEADLINE FOR OPTIONS. IDEA forms for faculty who miss this deadline will not specify FIF course objectives.
- ii. Tenured faculty who elect to opt out of administering student evaluations in one or more of their classes must opt out by the DEADLINE FOR OPTIONS. Student evaluations will be administered in all classes for faculty who do not elect to opt out by this deadline.
- iii. Tenured faculty who wish to administer IDEA or the SMALL CLASS INSTRUMENT via online administration during the PILOT described in this MOA must elect that option no later than the DEADLINE FOR OPTIONS. FACULTY who do not opt out by this deadline will be expected to administer IDEA or the SMALL CLASS INSTRUMENT in class.
- iv. Faculty who teach hybrid courses must select the mode of administration of their course evaluations by the DEADLINE FOR OPTIONS. If no selection is made, course evaluations will be administered in-person.

- (b) **NOTIFICATION OF FACULTY:** All faculty, including adjunct faculty, shall be notified by email of their obligations to fill out FIF and the deadlines for the above-mentioned options. Such notification and reminders when the deadline nears shall come from the IDEA Administrative Liaison.
- (c) **TIMING OF ADMINISTRATION:** Course evaluations by IDEA and the SMALL CLASS INSTRUMENT shall be administered during the last week of a sub-term course or summer school course; and during the last two weeks of a Spring semester full-semester course. During the Fall semester, in-class course evaluations will be administered no later than five working days prior to the last official day of classes. The exact date shall be in the discretion of the faculty member teaching the course. During any semester, online administration shall be completed no later than the last day of semester.
- (d) **FIF FOR SMALL CLASSES:** Faculty using the SMALL CLASS INSTRUMENT will complete a form similar to the FIF for IDEA that lists the twelve objectives listed on the FIF for IDEA form with instructions that read: "Using the scale provided, identify the relevance of each of the twelve objectives to this course. As a general rule, prioritize what you want students to learn by selecting no more than 3-5 objectives as either Important or Essential. (Scale: M=Minor or No Importance; I=Important; E=Essential.)"

6. PILOT MODE OF ADMINISTRATION: During Fall 2010 and Spring 2011, tenured faculty may elect to administer IDEA and the SMALL CLASS INSTRUMENT online for any or all courses. After a year, the response rates for students shall be evaluated to determine whether online administration should be continued. The following steps are intended to help assure adequate response rates from student evaluators:

- (a) The SFT and Administration will work with the Student Senate to educate students as to the importance of IDEA feedback and to encourage response.
- (b) The following time periods shall be designated Course Evaluation Periods: The last week of Subterm A during Fall and Spring semester; two weeks preceding the last day of classes during the Spring semester; during the Fall semester, the period beginning two weeks before the last day of classes and ending the last day of classes.
- (c) The Administration and Faculty will agree to a moratorium on online student-surveys during the "Course Evaluation Periods."
- (d) Faculty participating in the pilot will include the following notice on their course syllabi:

Student evaluations of teaching are an important way to provide feedback to faculty and student input into whether or not faculty are reappointed, promoted, or tenured. During Academic Year 2010-2011, Stockton will be piloting the online administration of Student evaluations in some classes. This will take place during the last week/s of the semester. During that time, students will not be asked to take other online surveys as full participation is important to both students and to the faculty involved.

7. TRANSMISSION OF RESULTS: IDEA scores and analysis shall be forwarded to the individual faculty within five working days of the time the College receives the analysis from IDEA. Copies of the SMALL CLASS INSTRUMENT shall be forwarded to the individual faculty at the same time as IDEA results.

8. DATA COLLECTION: The College will not use any analysis of the data derived from IDEA results for the purposes of evaluating individual faculty members without consultation and agreement of the SFT. The College agrees that it will notify the SFT of any other uses of data that might bear on terms and conditions of employment.

9. LIAISONS:

- (a) The Director of the Institute for Faculty Development shall be designated a faculty liaison to provide expertise to faculty and evaluators on the uses and abuses of IDEA and the SMALL CLASS INSTRUMENT teaching portfolios, and other methods of evaluating teaching. The Director will not write evaluates for faculty files as Director, but may participate in his/her program faculty evaluation process and sign program letters.

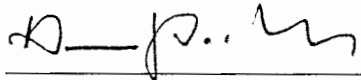
(b) The College agrees to designate a member of the College staff or administration to serve as official liaison with IDEA. It shall be the responsibility of the IDEA liaison to send and receive communications from IDEA to and from the College and individual faculty members, and to oversee the administration of IDEA evaluations.

10. SPECIAL APPEALS: In the event that any faculty member has an extraordinary reason to deviate from the agreed-on procedure, s/he may appeal for special consideration to the LIAISONS. Liaisons shall notify the SFT and administration of the nature of the problem addressed. Unless the problem is identified as one requiring negotiation, final decisions to grant the deviation from normal procedure shall rest with the LIAISONS.

11. DURATION: The Pilot for online administration described in Section 6 will be evaluated after one year to determine whether and in what form it will be continued. Otherwise this Agreement will remain in effect at least through academic year 2014-2015; during that year if either side wishes to reconsider portions of the procedure it will notify the other.


IN WITNESS THEREOF, the College and the Stockton Federation of Teachers have caused this Memorandum of Agreement to be executed this 18 day of June, 2010.

For Richard Stockton College



Herman J. Saatkamp, President

For the Stockton Federation of Teachers



Tim Haresign, President

Small Class Instrument

1. List the three objectives on which you have made most progress in such order that the one on which you have made the most progress is listed as number 1.

- A. Gaining factual knowledge (terminology, classifications, methods, trends)
- B. Learning fundamental principles, generalizations, or theories
- C. Learning to *apply* course material (to improve thinking, problem solving, and decisions)
- D. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- E. Acquiring skills in working with others as a member of a team
- F. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- G. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- H. Developing skill in expressing myself orally or in writing
- I. Learning how to find and use resources for answering questions or solving problems
- J. Developing a clearer understanding of, and commitment to, personal values
- K. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
- L. Acquiring an interest in learning more by asking my own questions and seeking answers

2. Identify at least one way in which the instructor helped you to develop in the areas that you listed

3. Identify at least one way in which you would have liked more help from your instruction to help you meet these objectives

4. Did you learn something significant that was not covered by the areas identified in answer to Question 1 above? If yes, what did you learn?

5. How would you rate your own effort to do well in this course?

6. Why or why not did this course motivate you to learn more about the subject area?

7. Please use this space to offer suggestions to your instructor on those aspects of his/her teaching that are strengths to retain, and those aspects that could use additional attention to be more effective.