Reconsidering FCQs
LUNCH AND LEARN FOR CU DENVER FACULTY
MARCH 14 2014 | 11:30am - 1:00pm | AURARIA LIBRARY ENHANCED LEARNING CENTER
Event funded by the Office of Diversity and Inclusion
Please RSVP:  http://tinyurl.com/ReconsideringFCQs

Join the CU Denver Minority Affairs Committee (MAC) for lunch to learn about the quantitative data from CU Denver Office of Institutional Research & Effectiveness (OIRE) and to provide insights and direction on finding alternative methods of evaluating teaching. Reconsidering FCQs Lunch and Learn for CU Denver Faculty is a forum to discuss the role of FCQs in promotion and tenure, and their limitations as a measurement of effective teaching.

DISCUSSION . . .

With excerpts from the literature and OIRE research as a starting point, we hope to initiate a discussion on the potential impact of FCQs on the retention of CU Denver faculty from underrepresented racial-ethnic faculty groups.

Potential Inquiries For Discussion:
- Do assumptions about gender, race, sexual orientation, national origin and language shape FCQ student responses?
- What is the potential impact of FCQs on the underrepresented racial-ethnic faculty of CU Denver?
- Are FCQs an accurate measurement of effective teaching?
- What are the alternative methods of evaluating teaching?

LITERATURE REVIEW . . .

Student Ratings
A review of the recent (2005 – present) literature on student ratings of faculty members shows that there are significant problems in using end-of-course questionnaires to evaluate the teaching performance of faculty members, and particularly minority faculty members. Students come in with preconceptions of professor warmth, capability, and political bias, and these are reflected in faculty course questionnaires (Anderson et al., 2005).

Student Evaluation Studies
A recent study (Reid, 2010) of student evaluations of faculty at 25 highly ranked liberal arts colleges found that students evaluated racial minority faculty more negatively than white faculty. Similarly, end-of-course questionnaires of students in a College of Education at a Research 1 institution were analyzed (B. Smith, 2007); student ratings for white faculty members were “very good” while the ratings of black faculty were “good”.

One study (G. Smith et al., 2005) examined the impact of gender, ethnicity (Latino/a or Anglo), and teaching style (lenient or strict) on student perceptions of social science instructors; among other findings this study concluded that Latino/a faculty members with a strict teaching style received the least favorable marks of all faculty groups. While there are not very many recent empirical studies pertaining to end-of-course questionnaires and minority faculty members, the studies confirm that there are definite and significant bias issues with this type of student evaluation.

To Read More:
http://library.auraria.edu/content/bias-student-evaluations-minority-faculty

RESEARCH . . .

MAC is charged with evaluating and recommending policies affecting minority faculty with particular regards to hiring, support, and retention.

Our first step was to ask the OIRE to explore FCQ data to discern whether or not minority faculty on our campus are subjected to the biases noted in national research. OIRE used the seven most recent fiscal years’ of FCQ data collected for the Denver Campus and included only those course sections with at least 10 enrolled students and at least 10 FCQ responses. This resulted in resulting in 18,205 distinct course section observations (cross-listed courses counted as one observation).

Controlling for factors (through regression analyses) that could influence FCQ scores (e.g., course level, instructional method, course enrollment, term, student age, student cumulative GPA, course GPA, instructor rank, and instructor gender), findings indicated that the average overall course and faculty FCQ scores for minority faculty were lower, on average, by approximately 0.15 to 0.25 points (on a six-point FCQ rating scale).

MAC believes, depending on the Primary Unit Criteria, this could have an effect on periodic evaluation and/or tenure and promotion at the margin.

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