Tips and Guidelines for Stetson Faculty Members*

Key Sources of Stetson Information

- Office of the Provost
    - Syllabus Template
    - Teaching at Stetson
- Office of the Registrar
    - Student Academic Policies
    - Student Forms
    - Stetson Academic Calendar
- Stetson Catalog
    - Undergraduate Student Policy
- Organization, Policies, and Procedures Manual
    - Consensual Relations Policy: See pages 29 to 31, Section 4.2.2.
    - Conflict of Interest Policy: See page 60, Section 4.4.20.

Federal Requirements

- **Family Educational Rights and Privacy Act (FERPA):** This 1974 set of federal regulations applies to institutions that receive funding from the Department of Education. FERPA guarantees students the right to control the disclosure of information from their educational records. Please visit the Registrar's Office webpage for a detailed description of FERPA and how it applies to faculty members. A key point is that talking to a student's parents/guardians (or other individuals) about the student's academic performance is permitted only if the student has submitted a FERPA release form. (Look for notation to that effect at the bottom of the degree audit.)

- **Workload Expectations**: According to federal regulations, each semester hour of academic credit require at least 15 hours of in-class time and 30 hours of out-of-class time, for a total of 45 hours per semester hour. Thus, for each unit (4 credits) of course work, students are expected to spend at least 180 hours for in-class and out-of-class course-related activities per semester. Although the amount of time students engage in out-of-class and in-class course-related activities is flexible, there is no flexibility in the total number of hours spent per semester. Please refer to the Stetson Catalog for a more detailed description of the Stetson credit-hour policy.

- **Title IX of the Education Amendments of 1972:** This Federal civil rights law states, "*No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance*." Under Title IX, discrimination on the basis of sex can include gender discrimination, pregnancy and parenting discrimination, and sexual harassment and sexual violence, such as rape, dating violence, domestic violence, stalking, sexual assault, sexual exploitation, sexual battery, and sexual coercion. Stetson employs a Title IX Coordinator to oversee Title IX compliance activities at the University; to coordinate training, education, and communications; and to administer grievance procedures on behalf of faculty, staff, students, and other members of the University community. Title IX compliance is the responsibility of all employees at Stetson University, including those in a position of authority, such as professors. All employees, except those in a confidential role (such as

the University Chaplain, Health Services Staff, and Counseling Staff) are required to promptly report any and all incidents of sex discrimination, sexual harassment (including sexual violence), or sexual misconduct to the Title IX Coordinator or Deputy Title IX Coordinators immediately. Faculty members must complete the mandatory training as soon as possible. For additional details, please visit the Stetson Title IX webpage.

Stetson Guidelines, Information, and Policies

- **Syllabus Template:** Please consult the Syllabus Template for the required, optional, and recommended Stetson-specific components and content to include on a syllabus. Please make available the syllabus and all other course-related documents electronically (preferably through Blackboard) to enable students to review the documents. To avoid potential miscommunication, communicate in writing (preferably through Blackboard) all in-class announcements and changes to the syllabus (e.g., due dates, assignment changes) as soon as possible.

- **Course Schedules and Class Cancellations**: Stetson University policy requires all faculty members to be present to meet their teaching obligations and other activities, such as student advising during the fall and spring academic terms. Faculty members are expected to meet all of their assigned classes at the time and location specified on the published course schedule. The length of the various academic terms, the number of class meetings per term, and the weekdays, times, and duration of each class period must not be changed without the prior approval of the Dean. In cases of time conflicts with professional activities (e.g., attending conferences) or unanticipated events (e.g., illness or other emergencies), please communicate with the department chair and the students as soon as possible, preferably before the affected class period. Please consult with the chair to determine whether an alternate, comparable educational experience should be provided during the class period or whether students will postpone the class work to a later date.

- **Proctoring of Examinations:** Faculty members elect whether to have exams that are proctored or not proctored, as allowed by Stetson's Honor Code. When proctored exams are selected, faculty members are expected to be the proctor. If professional travel or illness prevents them from proctoring, they should recruit a faculty colleague to take their place. Exceptions to the proctor being a faculty member must be approved by the Dean. Please note that administrative assistants may deliver an examination to a student and collect the completed examination when the student is working on a make-up or rescheduled exam. They may also administer an exam to a student who has approved accommodations for extended time or reduced distraction and is working in a nearby room. However, administrative assistants may not administer examinations to an entire class. Under no circumstances may an undergraduate Teaching Apprentice or other undergraduate student handle any matter related to examinations (e.g., copying, administering, grading).

- **Student Course Evaluations:** Student course evaluation results are used in the annual merit reviews, as well as in the tenure and promotion processes. The questions on the evaluation form align with the five dimensions of teaching performance (Organization and Clarity; Feedback, Grades and Grading; Workload; Teacher Effectiveness; and Accessibility) described in the tenure and promotion standards. Summary reports contain the standard item-level responses (frequencies, means, and standard deviations), student comments, and graphs and tables that allow faculty members and administrators to evaluate results comparatively. A statistical measure of relative

performance called a ***z-score*** compares an individual's course ratings with the average rating of all courses in that faculty member's comparison group (e.g., by school or division within the college and course level).

At the end of each course, students complete anonymous course evaluations. Stetson University has contracted with an outside vendor, IOTA Solutions, to administer online evaluations and generate reports for faculty and administrative uses. Two weeks before the end of fall and spring classes, students receive an e-mail with a URL link to the evaluation website and a request to complete the evaluations. As an incentive to encourage participation, students completing the evaluations receive access to their grades in that course as they are posted, which may be before grades are officially released. Because reliable course evaluations require a large percentage of student participation and at least 20 respondents, faculty members should urge their students to complete the evaluations. A few weeks after grades are processed, faculty members receive an e-mail with the URL link to access their course evaluation results. Department chairs have access to the evaluations for all faculty members in the department, and the Dean and associate dean(s) have access to the evaluations for all faculty members in their College/School. See Appendix 1 below for further details about the IOTA Solutions course evaluation system.

Many faculty members distribute their own mid-term evaluations to students about seven or eight weeks into the term to solicit feedback from which current students can benefit. Faculty members who decide to use mid-term evaluations are urged to save the results for inclusion in their annual Faculty Activity Reports (FARs) and to share the results and their responses to students' feedback with their classes.

- **Audio Recording of Class Lectures:** In general, individual faculty members have the discretion to allow or disallow students' recording their class sessions. Students with disabilities may request audio recording as an Americans with Disabilities Act (ADA) accommodation through the Office of Academic Success, if it is determined that the audio recording of lectures addresses a barrier due to their disability. In such cases, instructors should have the student complete a [recording release](#) form. By signing the release form, the student acknowledges the faculty member's copyright of the lecture materials and agrees to use the recordings only for study purposes. If the faculty member believes that such accommodations would directly conflict with the learning outcomes of the course, please contact the Office of Academic Success to discuss these concerns.

- **Copyright Concerns:** In making photocopies for use in class or in posting material on Blackboard, please be aware of copyright implications. For a detailed discussion, please refer to the guide on [Copyright and Fair Use Policies](#), authored by Ashley Chase of the Stetson Law Library, or consult a Stetson University Librarian.

- **Teaching Apprentice Program:** Stetson University encourages qualified undergraduate students to serve as a Teaching Apprentice for an undergraduate course which they have already completed and in which they did well, under the teaching faculty member's supervision. Apprenticeships are expected to have educational value for the apprentice and to enhance the learning experience of students enrolled in the course. Apprentices learn directly from the professor, observe the professor's pedagogy, and work with students under the professor's supervision. Undergraduate apprentices should not be involved in conducting regular class meetings, lectures, or seminars; grading work, assigning or calculating grades, having access to students' grades; in any way handling confidential materials or work (e.g., copying or administering quizzes or exams); or performing work

unrelated to the course. Please refer to the Provost's Office webpage for the [Teaching Apprentice Program](#) guidelines, including the minimum grade point average requirements for students to serve as a Teaching Apprentice.

- **Stetson Student Success Collaborative (SSC):** This online software provides a comprehensive resource that not only makes advisors' lives easier, but also leverages data and analytics to improve student outcomes. SSC enables students and faculty members to efficiently schedule appointments with each other. Additionally, faculty members can review a host of helpful data points about a student in one location to more effectively mentor students; identify at-risk students and refer them to various University resources (tutoring, counseling, Success Coaching, etc.) to seek additional help; guide students to explore their academic options (especially students in Discovery or those thinking about changing majors); and, finally, follow up with students and close the loop by viewing students' usage of such support services and measure and optimize intervention effectiveness.

- **Values Day:** This annual fall semester event celebrates Stetson University's commitment to its core values of personal growth, intellectual development, and global citizenship. Classes are canceled on Values Day in order to promote continuing dialogue among students, faculty, and staff and for them to share, learn, and appreciate our shared core values. The entire Stetson community is strongly encouraged to participate in this day of reflection, community, and action. Additionally, faculty members are urged to make presentations, discuss the importance of Values Day in their classes, and host workshops. For more details, visit the [Values Day](#) webpage.

- **Stetson Showcase:** This annual spring semester event celebrates Stetson University students' academic excellence and achievements. Classes are canceled, so that student presenters can share their research through presentations, portfolios, posters, readings, music and theater performances, art shows, and multimedia work. They present their accomplishments in professional settings for audiences that include judges, faculty members, fellow students, and interested members of the community. Presenters and their faculty mentors are invited to an evening banquet with a key note speaker; those students whose presentations were judged to be best are awarded prizes. Faculty members are urged to consider course projects that can potentially be presented during Stetson Showcase and to encourage their students' participation. For more information about the program's history and background, see the [Stetson Showcase](#) webpage.

- **Inclusive Excellence:** This foundational concept underlies the University's mission, and it is brought to life in many ways. Program and course curricula provide critical opportunities to bring diverse and inclusive perspectives to our students' learning. From the authors chosen for required readings to examples given to illustrate key concepts, making intentional choices to present material that reflects students' diverse identities and experiences is highly valued at Stetson.

- **Classroom Etiquette:** As a courtesy to fellow faculty members, at the end of each class, please clean the white boards, arrange the classroom furniture as it was upon your arrival, log off of the computer, and otherwise ensure that the classroom is neat.

- **Student Issues:** Faculty members who experience any student problems or complaints (e.g., regarding grading, disruption of class) should discuss them with the department chair or associate dean. Similarly, students with concerns about a faculty member's course that the faculty member is not able to resolve should be referred to the department chair.

Grading and Grade Reporting

- **Grade Inflation:** According to Stetson University *Catalog*,

    The grade of A (+ or -) may be interpreted to mean that the instructor recognizes exceptional capacity and exceptional performance. The grade of B (+ or -) signifies that the student has gained a significantly more effective command of material than is generally expected in the course. The grade of C or C+ is the instructor's certification that the student has demonstrated the required mastery of the material. A student is graded C- or D (+ or -) when his/her grasp of the course essentials is minimal. The F grade indicates failure to master the essentials and the necessity for repeating the course before credit may be earned.

    One of the most difficult parts of teaching is assigning grades, but critical evaluations of students are important components of an instructor's professional responsibility. Grade inflation (assigning an excessive number of high grades) is a concern throughout modern academia. Stetson has attempted to curb this trend. Although all students would like an A or B, all students do not deserve such grades. To assign too many A's and B's is to devalue the work of students who truly deserve such high marks.

- **Mid-term Grades and Interim Grades:** Approximately halfway through each semester, faculty members are required to submit mid-term grades electronically for all students through MyStetson by following the instructions on the Office of the Registrar's webpage. Faculty members' syllabi should have a significant amount of graded work (e.g., papers, exams, assignments) completed and graded in time for them to evaluate each student's performance for the grade inventory. Faculty members' having students complete a significant amount of the graded course work and their evaluating and returning it to the students with constructive feedback prior to mid-term are consistent with effective pedagogical practices. The timely submission of mid-term grades is critical to the University's ability to reach out to students who may be struggling and in need of assistance and to student persistence and retention. For selected student populations, such as student-athletes, faculty members are expected to respond to requests for information about these students' academic progress, using SSC to do so, at intervals throughout the semester, not just at the mid-term and final grade points.

- **Final Grades:** Final grades must be submitted electronically by the announced due date through MyStetson by following the instructions on the Registrar's Office webpage. The deadline for submitting grades in the spring term for graduating seniors is earlier than the general deadline for submitting grades. It is critical for the faculty to adhere to these deadlines to enable the Registrar's Office to complete its processing and posting of students' grades. Any grades not submitted by the deadline can result in a failing grade for the student(s). Any student receiving a failing grade due to a missed deadline must be changed via a grade change form (see "Grade Changes").

5

- **Incomplete Grade**: A faculty member may approve a student's request for an incomplete (I) grade to allow the student an extension of time to complete course work when that student's work is satisfactory in quality, but, due to circumstances unforeseen or beyond the student's control, the course work is or will not be completed by the end of the semester. (See http://catalog.stetson.edu/undergraduate/student-policy/academic-affairs/grading-scale-interpretation/ for more information.) An incomplete grade is **not** intended:
  - for students who stop attending the class (they should receive the grade they earned, based on the graded course work they completed and did not complete);
  - for students who never attended the class (they should receive an F);
  - to enable students to re-do work or to do additional work to raise a deficient or unsatisfactory grades; or
  - to report absence from a final examination.

  A Request for Incomplete Grade must be initiated by the student **before** the last day of classes and detail the course work not completed, the deadlines by which it will be completed, and the circumstances that led to the student not completing the course work in time. If the faculty member agrees to the student's request, the faculty member specifies reasonable deadlines for completing the unfinished course work, which must be no later than two weeks before the end of classes for the following semester, not including summer. The completed Request for Incomplete Grade form must be submitted by the faculty member to the Dean or the Dean's designee for approval. An incomplete grade may not be submitted electronically.

  After a student completes the unfinished course work, the faculty member must submit a Removal of Incomplete/Request for Grade Change form to the Dean, or designee, by the end of the semester in which the incomplete is completed.

- **Grade Changes**: Faculty members may not change a semester grade after it has been officially submitted on MyStetson, except when there is a clerical error in the grade calculations or to correct a grading error. This policy is designed, in part, to protect the faculty member from student pressure for grade changes. Once a grade has been entered, under no circumstances should a faculty member offer or agree to re-grade previously graded work or allow extra-credit or make-up work. Faculty members wishing to change a grade must submit a Removal of Incomplete/ Request for Grade Change form to the Dean or the Dean's designee.

- **Grade Disputes and Retaining Graded Work:** Students are entitled to full and clear explanation of their grades, and they have the right to file a Grade Grievance, if they do not receive a satisfactory explanation of their grades from the faculty member. If the matter is not resolved satisfactorily, they should seek the help of the department chair (or, if the faculty member is the department chair, the Dean or Dean's designee). At that point, if students are still not satisfied, they may initiate the Grievance Process to seek clarification from the faculty member about how grades were determined. To initiate a formal grade dispute, students should submit a formal written appeal to the department chair, no later than 30 calendar days after the beginning of the following regular semester (not including summer). Please refer to the Stetson Catalog for a detailed description of the Grievance Process. Stetson University policies expressly forbid any retaliatory action against a student using a grade grievance process.

  Any graded material that is not returned to students (e.g., exams, research papers, assignments) should be retained until the above-stated deadline for students to file a grade grievance. In case of

6

an appeal, relevant material for the grieving student must be retained until the student has exhausted all avenues of appeal. At the appropriate time, all student submitted work must be disposed of in a manner that maintains student confidentiality. Improper disposal of graded work containing students' identifications is a violation of FERPA.

Technology Support and Online Learning

- **Help Desk Services**
    - **Phone:** 386.822.7217
    - **Email:** support@stetson.edu,
    - **Web:** Online Help Desk Ticket

- **Classroom Technology Support:** Call the Help Desk for assistance: 386.822.7217.

- **Online Learning and EdTech:**
    - Blackboard is the virtual learning environment and course management system Stetson University uses to support online and face-to-face teaching and learning.
    - In Blackboard, please visit the online **Faculty Resource Center** (press tab in upper-right corner of screen). The Faculty Resource Center is a dynamic Blackboard-based online organization designed to provide instructors with up-to-date resources, instructions, and information regarding online and educational technologies.
    - **Training, Support, and Resources:** Contact Lisa Sawtell, Director of Online Learning and Educational Technology, by email at lsawtell@stetson.edu, or phone 386.822.7921.

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*For this document, members of Stetson's DeLand campus Council of Undergraduate Associate Deans (CUAD) consulted Stetson University resources, including, but not limited to, those found at webpages for the Registrar's Office, the Provost's Office, the 2017-18 Stetson University Catalog, and a document prepared by Professor Mitchell Reddish of the Department of Religious Studies. For another helpful document regarding Stetson University syllabus components and content, see the "Syllabus Template," at http://www.stetson.edu/administration/provost/media/faculty-resources/teaching/syllabus-template.pdf. For a useful companion document about enhancing the accessibility of syllabi through their design, rhetoric, and other elements, see https://accessiblesyllabus.tulane.edu/.

Appendix 1
FAQ regarding IOTA Solutions Course Evaluations
(From the IOTA Solutions Website)

Why was this course evaluation instrument and reporting system developed?
As outlined in Stetson's Tenure and Promotion policy, student course evaluations are an important means of showing progress towards meeting the standards for excellence in teaching. After the tenure and promotion policy was revised in 2010, it was clear that Stetson's existing course evaluation instrument did not contain questions relevant to all of the new teaching standards. Thus, in 2011, the Course Evaluation Revision Task Force (CERTF) was charged with revising the existing evaluation instrument and reporting process to better align with the new tenure and promotion policy. Shortly thereafter, the Merit Review Task Force recommended that the new course evaluation instrument be used in the annual merit review process. Thus, we have approached the reporting function with a dual function in mind: to provide partial evidence towards meeting the standards for teaching excellence for tenure and promotion purposes and to provide a comprehensive, yet time efficient method for annual merit reviews.

How was the instrument developed?
First, we searched the literature to find aspects of teaching or 'dimensions' that aligned with the descriptions of the teaching standards (short and long forms) found in Stetson's tenure and promotion policy. To be selected, dimensions also had to be correlated with student achievement and overall evaluation (i.e., good measures of teaching performance in other contexts). Five dimensions were chosen: 1) Organization and Clarity, 2) Feedback, Grades and Grading, 3) Workload, 4) Teacher Effectiveness, and 5) Accessibility. Dimensions were aligned to the T&P standards as shown in Table 1.

Table 1: Alignment of Standards for Teaching Excellence and Related Dimensions. Bolded standards are associated with dimensions.

Tenure and Promotion to Associate	
Standard	**Dimension(s)**
Command of subject matter	Not assessed via student course evaluations
Organization	**Organization and clarity** **Feedback, grades, and grading**
Rigor	**Intellectual Challenge/Workload**
Maturity	Cannot be assessed by single student(s) in single course Student course evaluations over time
Engagement	**Teaching Effectiveness** **Accessibility**

Promotion to Professor	
Standard	**Dimension(s)**
Command of subject matter	Same as above
Organization	Same as above
Rigor	Same as above
Maturity	Same as above
Engagement	Same as above
Impact	**Teaching Effectiveness**

Items related to chosen dimensions (Table 1) were identified from the literature and existing instruments. We chose this approach because using questions that have already been analyzed for validity and reliability in some context increases the likelihood of having a valid and reliable instrument.

Has the instrument been psychometrically evaluated?

Yes. A pilot study was conducted during two terms: Spring and Summer 2012. Analysis of these data indicated construct validity of the five dimensions. We analyzed the relative weight of each of the dimensions. After the pilot, we removed several questions so that there are a total of 15 standard items on the instrument (3 per dimension). Optional questions are part of the instrument but are not included in this reporting system (because they do not appear on all evaluations).

Which items are included on the standard instrument?

The standard 15 items and the dimension to which they belong are shown below (dimension names in bold):

Organization and Clarity
1. The course material was presented in a clear manner.
2. The course was organized effectively.
3. The instructor was prepared for each class.

Intellectual Challenge/ Workload
4. The general workload was appropriate for this level course. **(Note, effective Fall 2013, this item was changed to: The class workload was rigorous.)**
5. The course challenged me to think deeply about the subject matter.
6. This course demanded intellectual effort.

Teaching Effectiveness
7. I am better able to communicate about the course subject matter as a result of this course.
8. I learned a lot in this course.
9. The instructor advanced my knowledge of course content.

Feedback, Grades, & Grading
10. The instructor explained how grades are determined in this course.
11. Students' work was graded in a reasonable amount of time.
12. The instructor made helpful comments on exams, assignments, and other performance measures.

Accessibility
13. The instructor was accessible to individual students.
14. The instructor welcomed students seeking help with the course.
15. The instructor was willing to meet with students outside of class.

How did the process for evaluating courses change?

In 2012, the University contracted with an outside vendor, IOTA Solutions to administer online evaluations and generate reports for faculty and administrative uses.

What does the new reporting function include?

Reports will still include the standard data, i.e., item-level responses (frequencies, means and standard deviations) as well as student comments. Reports now also include graphs and tables that allow faculty and administrators to easily evaluate results in a proper comparative framework, without reducing the complexity of the instrument to a single global score-a purpose for which this instrument was explicitly NOT designed.

What is the new 'comparative framework'?

It is a system which relies on a statistical measure called a 'z-score'. Z-scores are used to compare individual courses with the average rating of all courses in their comparison group. At Stetson, the comparison groups were determined by the Provost and Deans or Associate Deans. In the case of Business, Education, Humanities, Natural Sciences, and Social Sciences, pre-existing comparative frameworks were in place and duplicated here. For example, in Business, courses are compared within Departments and across the School. In the Humanities, courses are compared to other Humanities courses of the same level (e.g., all 100-level courses). Courses in Music are compared by Course Type (e.g., large ensemble compared to other large ensemble courses) Reports also show how course ratings change over time (a period of six years will be shown when data allows).

How do I know which comparative group is being used for my course?

It is automatically selected when you choose a course. When you look at the table headings, you will see the name of the comparison group that is being used. The only exception is for FSEM, JSEM, and HON courses, which should be compared both to similar course types (i.e., other FSEMs) as well as within the disciplinary grouping (all 100 level Philosophy courses). In the later case, you will have to select 'Humanities' as the disciplinary grouping.

Can I change my comparative group?

This type of change would require the approval of your Dean in consultation with the Provost.

I have no idea what all this statistical jargon means…can you explain a Z-score?

First, let's review some of the other statistical terms used in this document:

- A **mean** is the sum of all responses to an item for that course divided by the number of respondents.
- The **standard deviation** is a measure that shows the typical amount individual ratings differ from the mean. The standard deviation is an important part of Z-scores which are used to make comparisons by including information of both the average and the variability of ratings.

Ok, now that we've cleared those up, let's tackle the Z-score:

The Z-score is a measure of performance relative to others teaching similar courses. It measures how much your course mean differs from the mean of ratings of all similar courses in that disciplinary grouping. It uses standard deviation to show how your difference compares with the typical difference found with similar courses. Thus, the Z-score indicates the number of standard deviations that your course mean differs from the mean of ratings from all similar courses.

What does a Z-score indicate about my performance?

A Z-score of zero indicates that your course mean is equal to the mean of your particular comparison group. A Z-score = 1.0 indicates that your course mean is one standard deviation above the mean of all such courses. If Z is a negative number, your course mean is below the mean of all courses.

How should Z-scores be interpreted?

Course mean ratings are considered satisfactory and partial evidence for meeting the standards for tenure and promotion if they have a Z score between +0.5 and -0 .5. This range indicates 0.5 standard deviations above and below the mean. We used this delineation to analyze one semester of data and found that approximately 80% of Stetson courses fell within this range and that ~ 10% of Z-scores were > +0 .5; thus, these are considered exemplary.   Thus, using this system, we expect that ~ 90% of course ratings will be considered satisfactory or exemplary.   Z-scores lower than -0.5 indicate a need for improvement; only ~10% of courses are expected to fall within this range. However, it is vital to note ratings from courses with less than 20 students are subject to high variability. For the many Stetson courses with <20 students, it is important to consider performance <u>over time</u> and to not over-interpret results from a single course offering.

What will I see in these reports?

Reports contain three major types of displays:
1) The first display is a table showing the course mean and standard deviation for each of the five dimensions. This table also contains the means and standard deviations from that disciplinary grouping which are used to calculate the Z scores for each dimension.
2) The second display is a graph in which bars show how far (in Z-score units) each dimension's mean rating is above or below the comparison mean. Dimensions are arranged from left to right in order of the amount of total scale variability that is explained by that dimension. This arrangement corresponds to the importance each dimension plays in producing overall ratings. Teacher Effectiveness explains 56% of the variation of all item responses so it appears as the first dimension on the left. Weights for the other dimensions are shown in parentheses: Accessibility (34%), Organization and Clarity (5%), Workload (3%), and Feedback, Grades and Grading (2%). *Please note that these weights are provisional pending the additional assessment of psychometric properties. Final weights are anticipated in mid Fall 2013.*
3) The third display is graphical and shows Z-scores for each dimension for each term. This graph is important for assessing performance in course ratings over time.

For the School of Business, one additional report is available that shows the mean, standard deviation and Z-score information from <u>all courses</u> of an instructor compared with all courses in the business School that semester.

Are all courses included in the assessment?

Courses with low enrollment (sample sizes smaller than 3) are not included in the reports but will continue to be evaluated as future reporting possibilities are anticipated. Also, no reports are generated for summer courses because they fall outside the annual contract period and are thus not evaluated for tenure and promotion purposes.

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