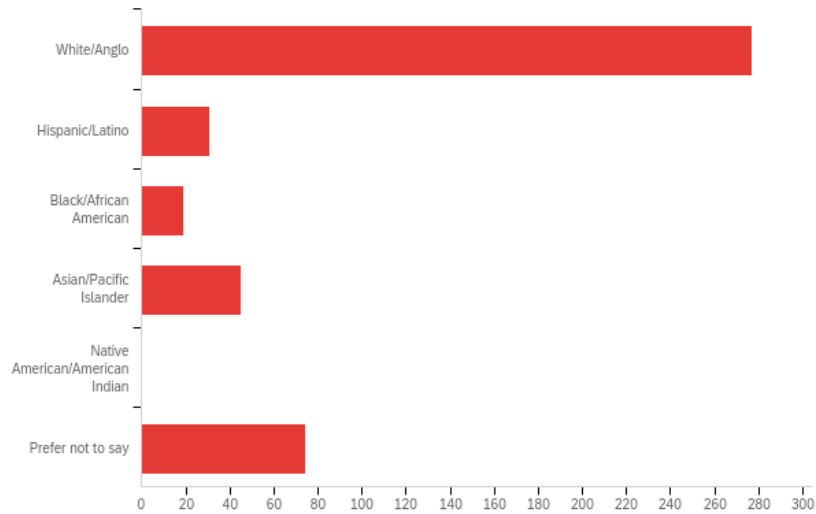


Faculty Survey: Annual Review Guidelines and Personnel Affairs Committee Feedback (JL)

May 2021

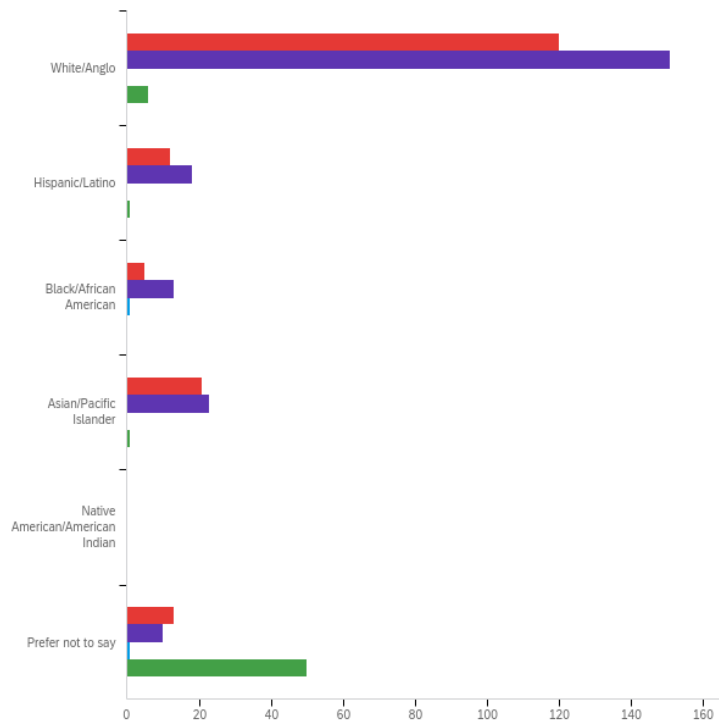
**Q1 - Please indicate your ethnicity:**



#	Answer	%	Count
1	White/Anglo	62.11%	277
2	Hispanic/Latino	6.95%	31
3	Black/African American	4.26%	19
4	Asian/Pacific Islander	10.09%	45
5	Native American/American Indian	0.00%	0
6	Prefer not to say	16.59%	74

#	Answer	%	Count
	Total	100%	446
1	White/Anglo	62.11%	277
2	Hispanic/Latino	6.95%	31
3	Black/African American	4.26%	19
4	Asian/Pacific Islander	10.09%	45
5	Native American/American Indian	0.00%	0
6	Prefer not to say	16.59%	74
	Total	100%	446

## Q2 - Please indicate your gender:

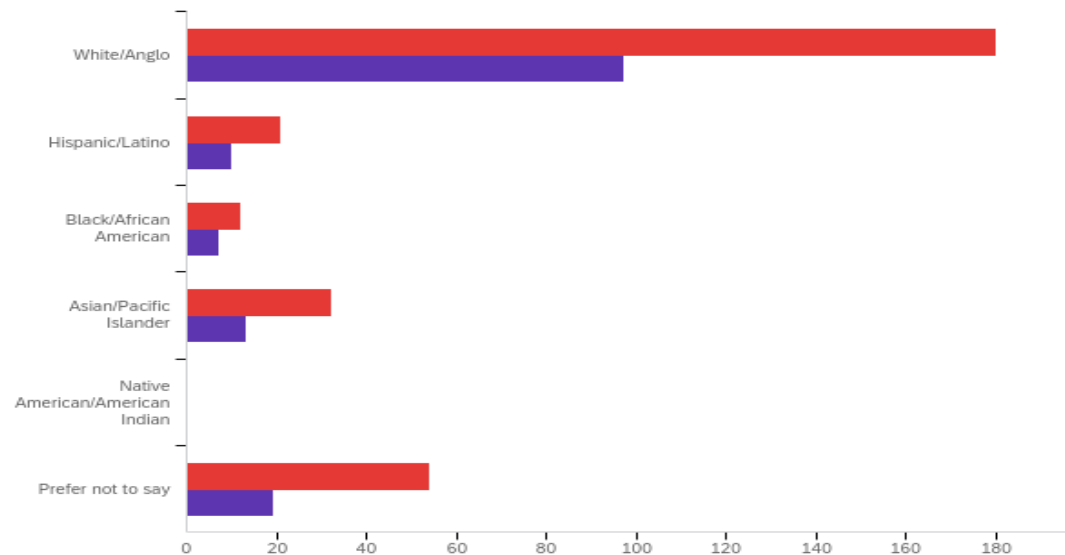


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	White/Anglo	1.00	4.00	1.61	0.61	0.37	277
2	Hispanic/Latino	1.00	4.00	1.68	0.64	0.41	31
3	Black/African American	1.00	3.00	1.79	0.52	0.27	19
4	Asian/Pacific Islander	1.00	4.00	1.58	0.61	0.38	45
5	Native American/American Indian	0.00	0.00	0.00	0.00	0.00	0

6	Prefer not to say	1.00	4.00	3.19	1.22	1.48	74
---	-------------------	------	------	------	------	------	----

#	Question	White/Anglo	Hispanic/Latino	Black/African American	Asian/Pacific Islander	Native American/American Indian	Prefer not to say	Total
1	Male	70.18% 120	7.02% 12	2.92% 5	12.28% 21	0.00% 0	7.60% 13	171
2	Female	70.23% 151	8.37% 18	6.05% 13	10.70% 23	0.00% 0	4.65% 10	215
3	Non-binary / third gender	0.00% 0	0.00% 0	50.00% 1	0.00% 0	0.00% 0	50.00% 1	2
4	Prefer not to say	10.34% 6	1.72% 1	0.00% 0	1.72% 1	0.00% 0	86.21% 50	58

**Q3 - Please indicate your faculty status:**

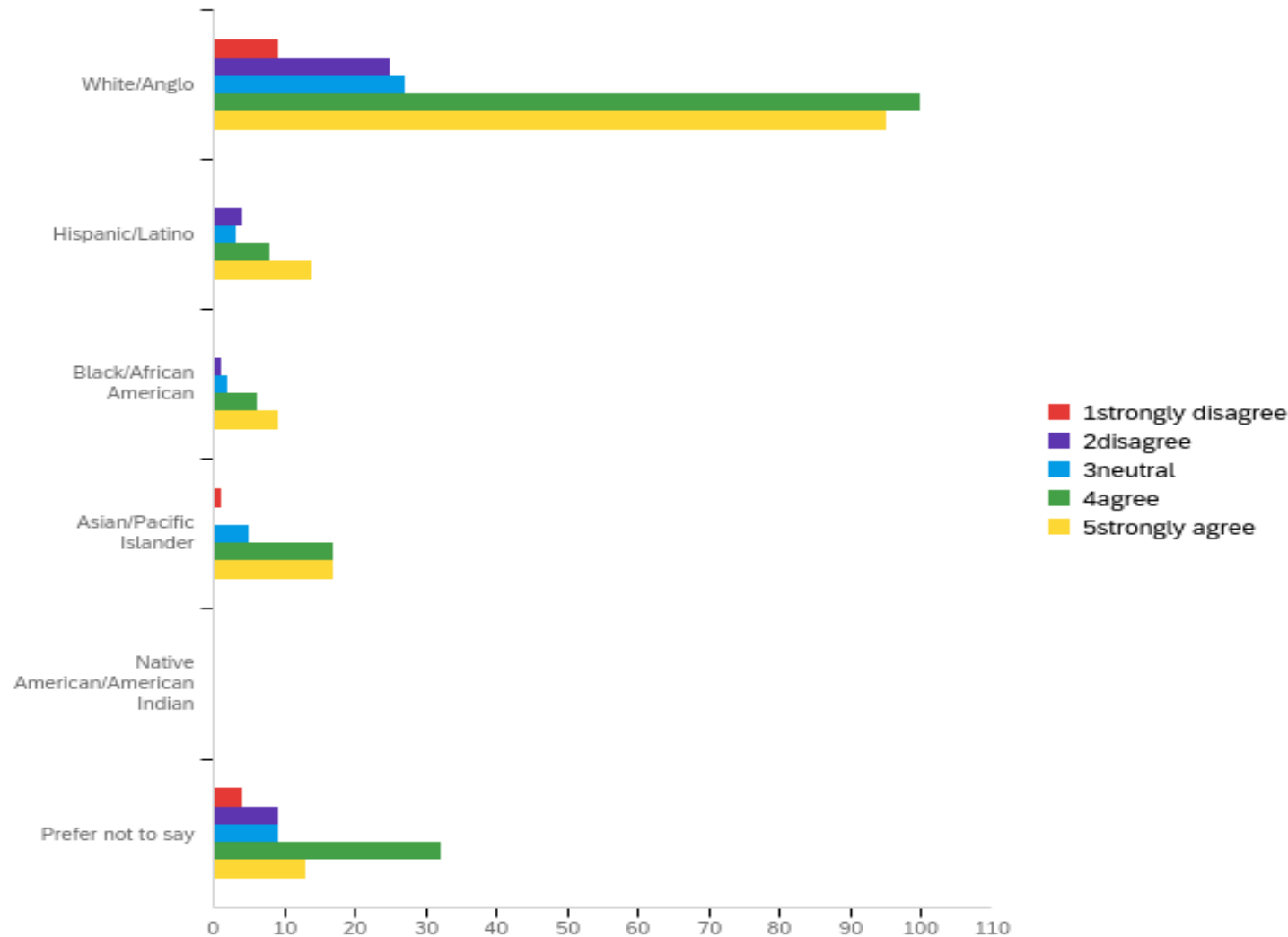


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	White/Anglo	1.00	2.00	1.35	0.48	0.23	277
2	Hispanic/Latino	1.00	2.00	1.32	0.47	0.22	31
3	Black/African American	1.00	2.00	1.37	0.48	0.23	19
4	Asian/Pacific Islander	1.00	2.00	1.29	0.45	0.21	45
5	Native American/American Indian	0.00	0.00	0.00	0.00	0.00	0
6	Prefer not to say	1.00	2.00	1.26	0.44	0.19	73

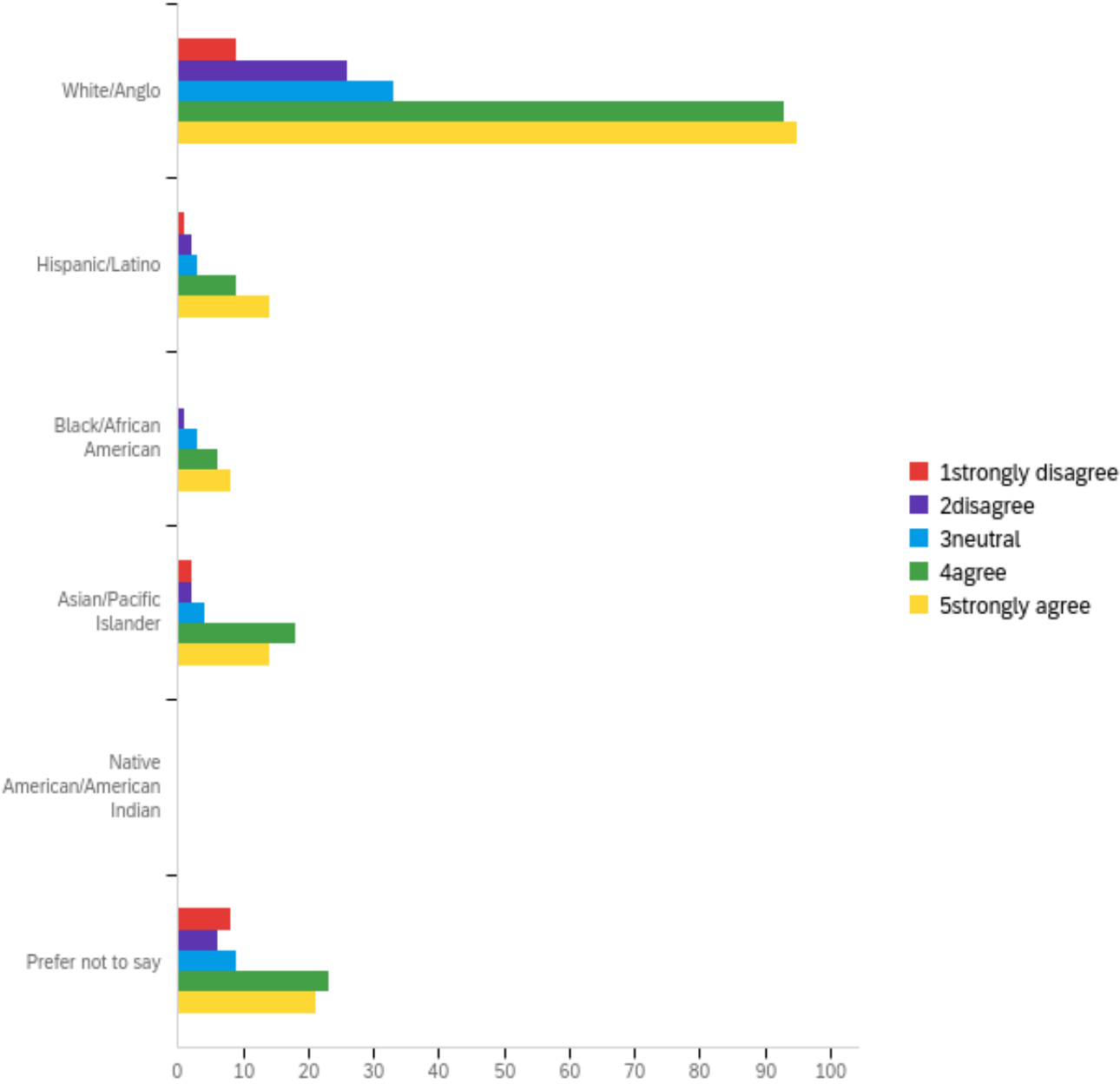
#	Question	White/Anglo	Hispanic/Latino	Black/African American	Asian/Pacific Islander	Native American/American Indian	Prefer not to say	Total
1	Tenure track faculty	60.20% 180	7.02% 21	4.01% 12	10.70% 32	0.00% 0	18.06% 54	299
2	Non-tenure Track Faculty	66.44% 97	6.85% 10	4.79% 7	8.90% 13	0.00% 0	13.01% 19	146

**Q4 - Often the same personnel serve on both the PAC (annual review) and the RPTC (reappointment, tenure, promotion). This Survey is concerned only with the PAC annual review. Please indicate your answer to the following items using a 5-point scale (1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree):**

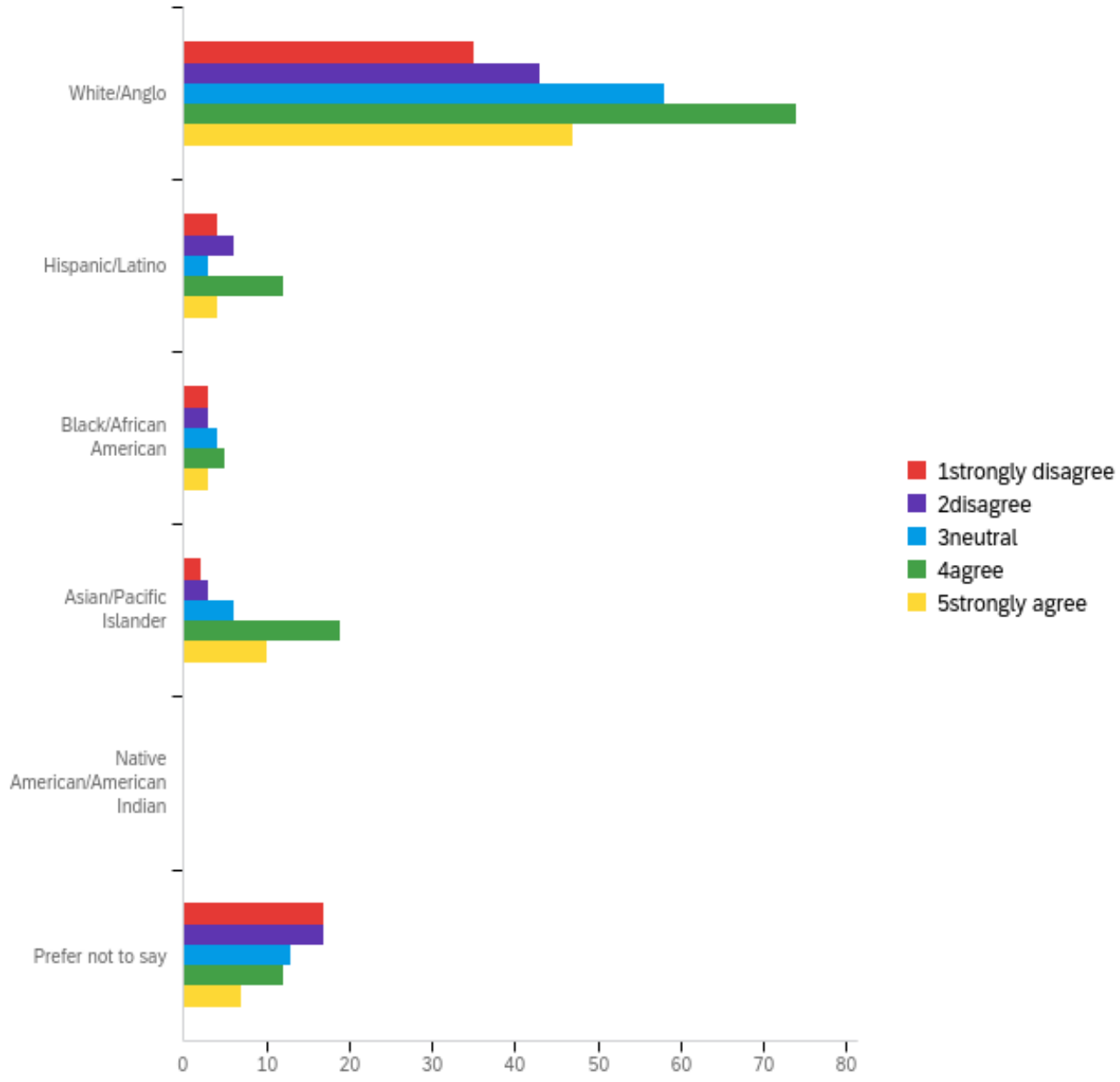
**A. I understand my department/division's annual review process.**



B. I am knowledgeable about the guidelines and criteria for my annual review.

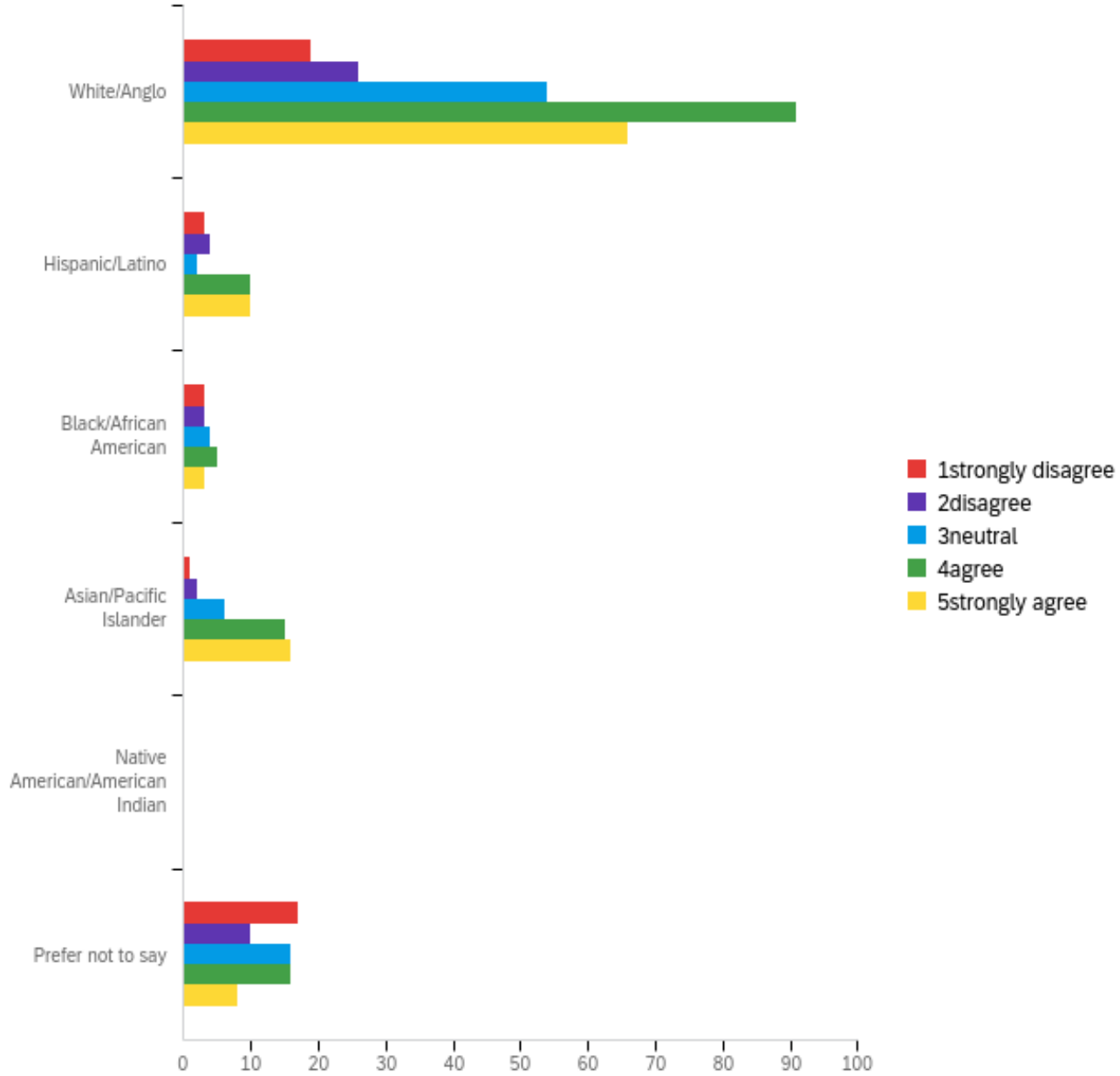


C. I am satisfied with my department/division's annual review process.

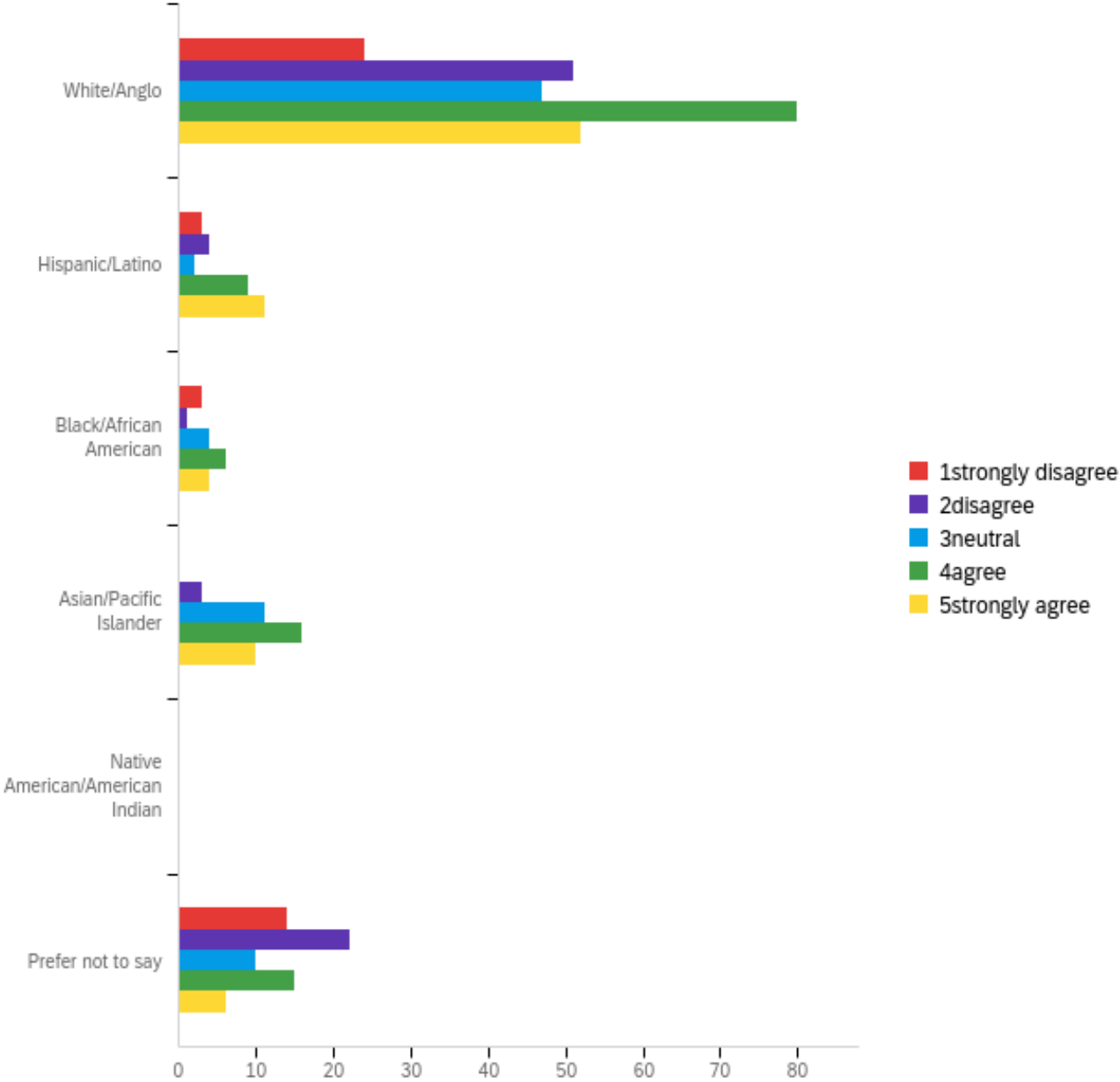




D. I believe that my department/division's PAC will evaluate me fairly.



E. I have a clear understanding of how my annual PAC evaluation will be used.



## White/Anglo

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	A. I understand my department/division's annual review process.	1.00	5.00	3.96	1.09	1.18	256
2	B. I am knowledgeable about the guidelines and criteria for my annual review.	1.00	5.00	3.93	1.10	1.22	256
3	C. I am satisfied with my department/division's annual review process.	1.00	5.00	3.21	1.30	1.69	257
4	D. I believe that my department/division's PAC will evaluate me fairly.	1.00	5.00	3.62	1.18	1.40	256
5	E. I have a clear understanding of how my annual PAC evaluation will be used.	1.00	5.00	3.33	1.27	1.60	254

## Hispanic/Latino

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	A. I understand my department/division's annual review process.	2.00	5.00	4.10	1.06	1.13	29
2	B. I am knowledgeable about the guidelines and criteria for my annual review.	1.00	5.00	4.14	1.07	1.15	29
3	C. I am satisfied with my department/division's annual review process.	1.00	5.00	3.21	1.30	1.68	29
4	D. I believe that my department/division's PAC will evaluate me fairly.	1.00	5.00	3.69	1.34	1.80	29
5	E. I have a clear understanding of how my annual PAC evaluation will be used.	1.00	5.00	3.72	1.36	1.85	29

## Black/African American

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	A. I understand my department/division's annual review process.	2.00	5.00	4.28	0.87	0.76	18
2	B. I am knowledgeable about the guidelines and criteria for my annual review.	2.00	5.00	4.17	0.90	0.81	18
3	C. I am satisfied with my department/division's annual review process.	1.00	5.00	3.11	1.33	1.77	18
4	D. I believe that my department/division's PAC will evaluate me fairly.	1.00	5.00	3.11	1.33	1.77	18
5	E. I have a clear understanding of how my annual PAC evaluation will be used.	1.00	5.00	3.39	1.34	1.79	18

### Asian/Pacific Islander

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	A. I understand my department/division's annual review process.	1.00	5.00	4.22	0.85	0.72	40
2	B. I am knowledgeable about the guidelines and criteria for my annual review.	1.00	5.00	4.00	1.05	1.10	40
3	C. I am satisfied with my department/division's annual review process.	1.00	5.00	3.80	1.05	1.11	40
4	D. I believe that my department/division's PAC will evaluate me fairly.	1.00	5.00	4.08	0.98	0.97	40
5	E. I have a clear understanding of how my annual PAC evaluation will be used.	2.00	5.00	3.83	0.89	0.79	40

### Native American/American Indian

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	A. I understand my department/division's annual review process.	0.00	0.00	0.00	0.00	0.00	0
2	B. I am knowledgeable about the guidelines and criteria for my annual review.	0.00	0.00	0.00	0.00	0.00	0

3	C. I am satisfied with my department/division's annual review process.	0.00	0.00	0.00	0.00	0.00	0
4	D. I believe that my department/division's PAC will evaluate me fairly.	0.00	0.00	0.00	0.00	0.00	0
5	E. I have a clear understanding of how my annual PAC evaluation will be used.	0.00	0.00	0.00	0.00	0.00	0

Prefer not to say

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	A. I understand my department/division's annual review process.	1.00	5.00	3.61	1.12	1.25	67
2	B. I am knowledgeable about the guidelines and criteria for my annual review.	1.00	5.00	3.64	1.32	1.75	67
3	C. I am satisfied with my department/division's annual review process.	1.00	5.00	2.62	1.32	1.75	66
4	D. I believe that my department/division's PAC will evaluate me fairly.	1.00	5.00	2.82	1.36	1.85	67
5	E. I have a clear understanding of how my annual PAC evaluation will be used.	1.00	5.00	2.66	1.28	1.63	67

A. I understand my department/division's annual review process.

#	Question	White/Anglo	Hispanic/Latino	Black/African American	Asian/Pacific Islander	American/Indian	Native American/American Indian	Prefer not to say	Total					
1	1 strongly disagree	64.29%	9	0.00%	0	0.00%	0	7.14%	1	0.00%	0	28.57%	4	14
2	2 disagree	64.10%	25	10.26%	4	2.56%	1	0.00%	0	0.00%	0	23.08%	9	39
3	3 neutral	58.70%	27	6.52%	3	4.35%	2	10.87%	5	0.00%	0	19.57%	9	46
4	4 agree	61.35%	100	4.91%	8	3.68%	6	10.43%	17	0.00%	0	19.63%	32	163

5	5 strongly agree	64.19%	95	9.46%	14	6.08%	9	11.49%	17	0.00%	0	8.78%	13	148
---	------------------	--------	----	-------	----	-------	---	--------	----	-------	---	-------	----	-----

B. I am knowledgeable about the guidelines and criteria for my annual review.

#	Question	White/Anglo		Hispanic/Latino		Black/African American		Asian/Pacific Islander		American/American Indian	Native American/Indian		Prefer not to say		Total
1	1 strongly disagree	45.00%	9	5.00%	1	0.00%	0	10.00%	2		0.00%	0	40.00%	8	20
2	2 disagree	70.27%	26	5.41%	2	2.70%	1	5.41%	2		0.00%	0	16.22%	6	37
3	3 neutral	63.46%	33	5.77%	3	5.77%	3	7.69%	4		0.00%	0	17.31%	9	52
4	4 agree	62.42%	93	6.04%	9	4.03%	6	12.08%	18		0.00%	0	15.44%	23	149
5	5 strongly agree	62.50%	95	9.21%	14	5.26%	8	9.21%	14		0.00%	0	13.82%	21	152

C. I am satisfied with my department/division's annual review process.

#	Question	White/Anglo		Hispanic/Latino		Black/African American		Asian/Pacific Islander		American/American Indian	Native American/Indian		Prefer not to say		Total
1	1 strongly disagree	57.38%	35	6.56%	4	4.92%	3	3.28%	2		0.00%	0	27.87%	17	61
2	2 disagree	59.72%	43	8.33%	6	4.17%	3	4.17%	3		0.00%	0	23.61%	17	72
3	3 neutral	69.05%	58	3.57%	3	4.76%	4	7.14%	6		0.00%	0	15.48%	13	84
4	4 agree	60.66%	74	9.84%	12	4.10%	5	15.57%	19		0.00%	0	9.84%	12	122

5	5 strongly agree	66.20%	47	5.63%	4	4.23%	3	14.08%	10	0.00%	0	9.86%	7	71
---	------------------	--------	----	-------	---	-------	---	--------	----	-------	---	-------	---	----

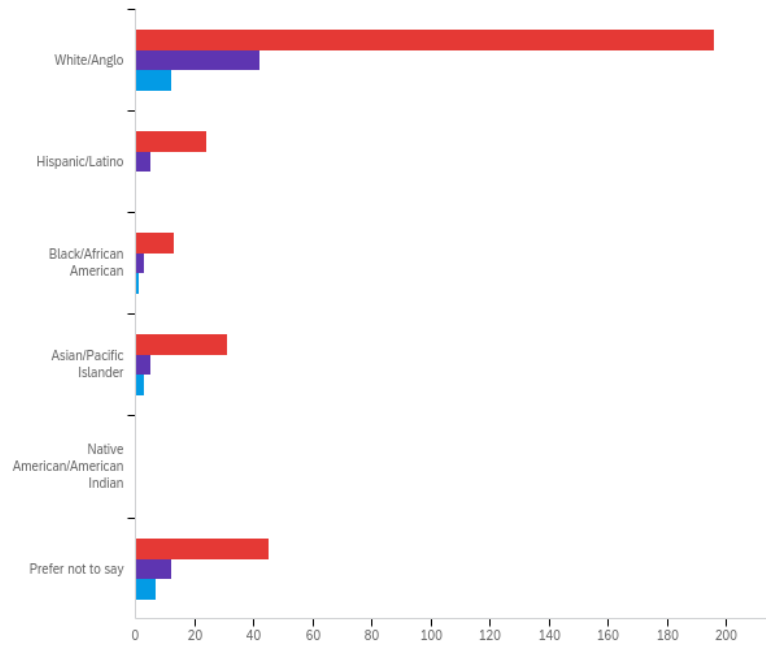
D. I believe that my department/division's PAC will evaluate me fairly.

#	Question	White/Anglo		Hispanic/Latino		Black/African American		Asian/Pacific Islander		American/American Indian		Native American/American Indian		Prefer not to say		Total
1	1 strongly disagree	44.19%	19	6.98%	3	6.98%	3	2.33%	1	0.00%	0	39.53%	17	43		
2	2 disagree	57.78%	26	8.89%	4	6.67%	3	4.44%	2	0.00%	0	22.22%	10	45		
3	3 neutral	65.85%	54	2.44%	2	4.88%	4	7.32%	6	0.00%	0	19.51%	16	82		
4	4 agree	66.42%	91	7.30%	10	3.65%	5	10.95%	15	0.00%	0	11.68%	16	137		
5	5 strongly agree	64.08%	66	9.71%	10	2.91%	3	15.53%	16	0.00%	0	7.77%	8	103		

E. I have a clear understanding of how my annual PAC evaluation will be used.

#	Question	White/Anglo		Hispanic/Latino		Black/African American		Asian/Pacific Islander		American/American Indian		Native American/American Indian		Prefer not to say		Total
1	1 strongly disagree	54.55%	24	6.82%	3	6.82%	3	0.00%	0	0.00%	0	31.82%	14	44		
2	2 disagree	62.96%	51	4.94%	4	1.23%	1	3.70%	3	0.00%	0	27.16%	22	81		
3	3 neutral	63.51%	47	2.70%	2	5.41%	4	14.86%	11	0.00%	0	13.51%	10	74		
4	4 agree	63.49%	80	7.14%	9	4.76%	6	12.70%	16	0.00%	0	11.90%	15	126		
5	5 strongly agree	62.65%	52	13.25%	11	4.82%	4	12.05%	10	0.00%	0	7.23%	6	83		

**Q5 - Are you provided with your evaluation guidelines and criteria before the evaluation process begins?**



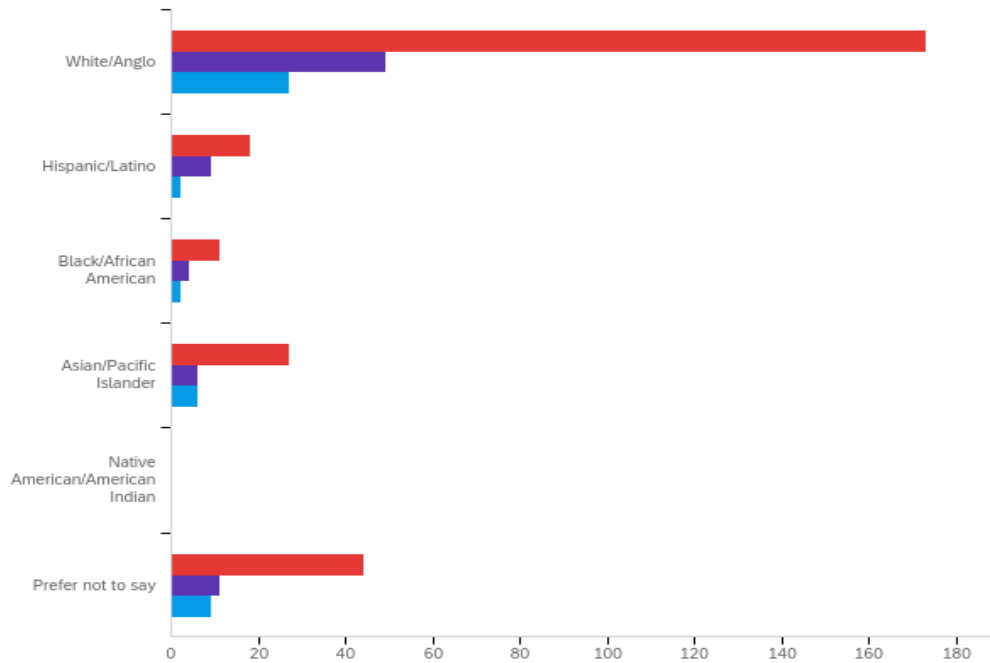
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	White/Anglo	1.00	3.00	1.26	0.54	0.29	250
2	Hispanic/Latino	1.00	2.00	1.17	0.38	0.14	29
3	Black/African American	1.00	3.00	1.29	0.57	0.33	17
4	Asian/Pacific Islander	1.00	3.00	1.28	0.60	0.36	39
5	Native American/American Indian	0.00	0.00	0.00	0.00	0.00	0



6	Prefer not to say	1.00	3.00	1.41	0.68	0.46	64
---	-------------------	------	------	------	------	------	----

#	Question	White/Anglo	Hispanic/Latino	Black/African American	Asian/Pacific Islander	American/Indian	Native American/American Indian	Prefer not to say	Total
1	Yes	63.43% 196	7.77% 24	4.21% 13	10.03% 31	0.00% 0	14.56% 45	309	
2	No	62.69% 42	7.46% 5	4.48% 3	7.46% 5	0.00% 0	17.91% 12	67	
3	I don't know.	52.17% 12	0.00% 0	4.35% 1	13.04% 3	0.00% 0	30.43% 7	23	

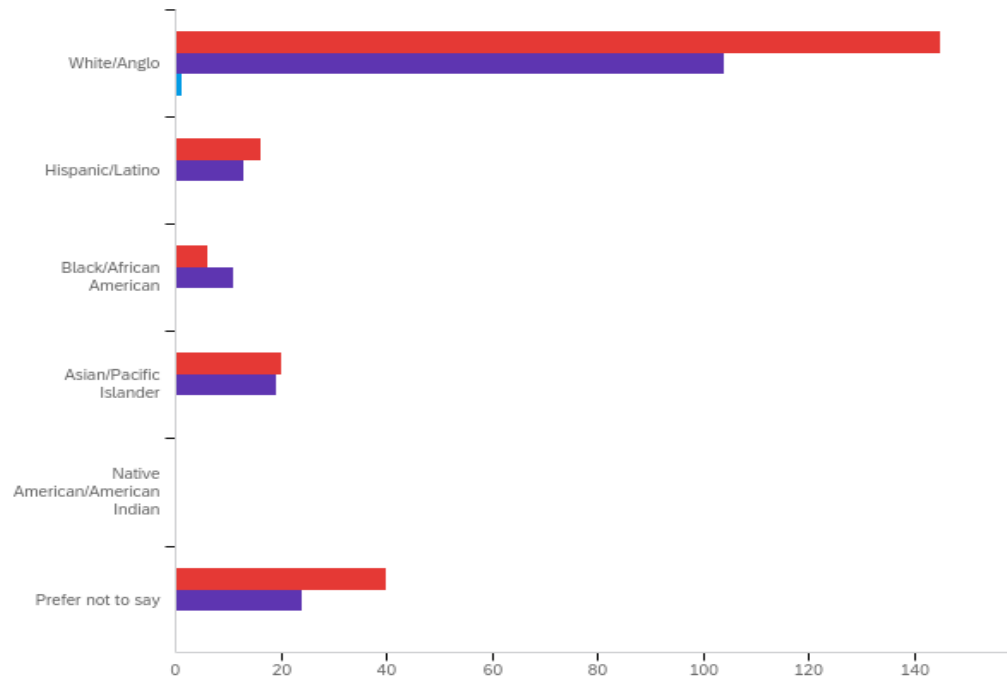
**Q6 - Are your department/division PAC members elected?**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	White/Anglo	1.00	3.00	1.41	0.68	0.46	249
2	Hispanic/Latino	1.00	3.00	1.45	0.62	0.39	29
3	Black/African American	1.00	3.00	1.47	0.70	0.48	17
4	Asian/Pacific Islander	1.00	3.00	1.46	0.75	0.56	39
5	Native American/American Indian	0.00	0.00	0.00	0.00	0.00	0
6	Prefer not to say	1.00	3.00	1.45	0.73	0.53	64

#	Question	White/Anglo		Hispanic/Latino		Black/African American		Asian/Pacific Islander		Native American/American Indian		Prefer not to say		Total
1	Yes	63.37%	173	6.59%	18	4.03%	11	9.89%	27	0.00%	0	16.12%	44	273
2	No	62.03%	49	11.39%	9	5.06%	4	7.59%	6	0.00%	0	13.92%	11	79
3	I don't know.	58.70%	27	4.35%	2	4.35%	2	13.04%	6	0.00%	0	19.57%	9	46

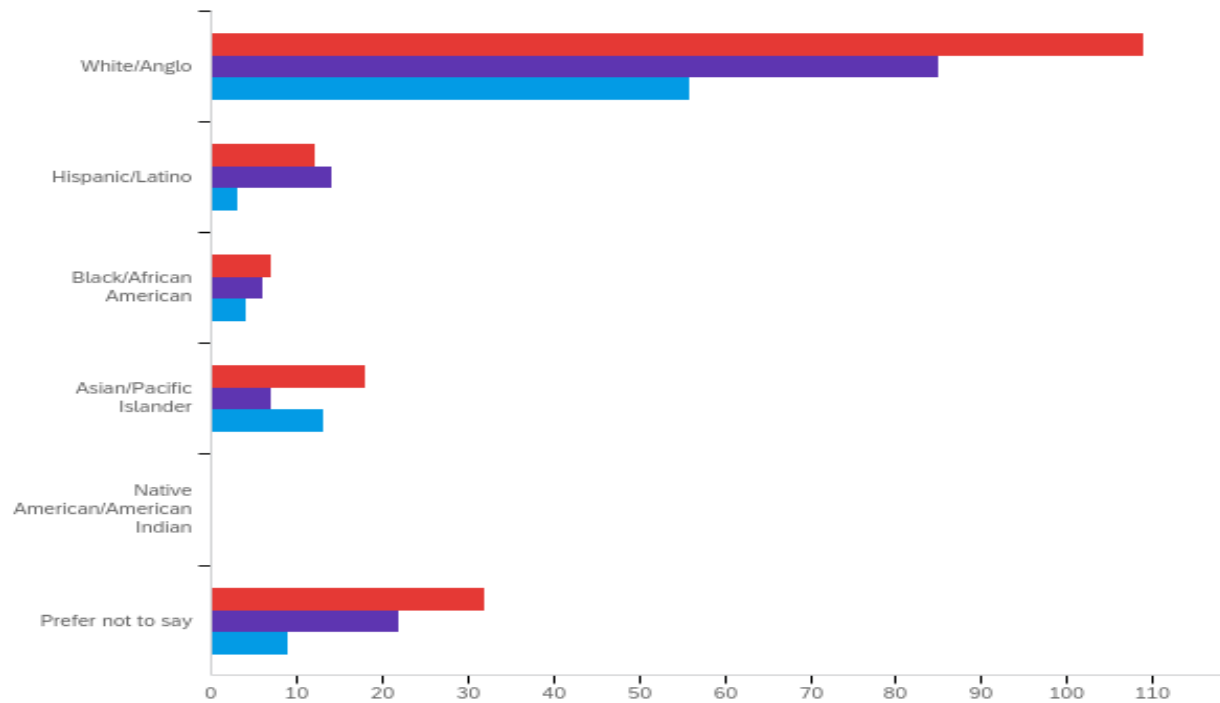
### Q7 - Have you served on your department/division PAC?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	White/Anglo	1.00	3.00	1.42	0.50	0.25	250
2	Hispanic/Latino	1.00	2.00	1.45	0.50	0.25	29
3	Black/African American	1.00	2.00	1.65	0.48	0.23	17
4	Asian/Pacific Islander	1.00	2.00	1.49	0.50	0.25	39
5	Native American/American Indian	0.00	0.00	0.00	0.00	0.00	0
6	Prefer not to say	1.00	2.00	1.38	0.48	0.23	64

#	Question	White/Anglo	Hispanic/Latino	Black/African American	Asian/Pacific Islander	Native American/American Indian	Prefer not to say	Total
1	Yes	63.88% 145	7.05% 16	2.64% 6	8.81% 20	0.00% 0	17.62% 40	227
2	No	60.82% 104	7.60% 13	6.43% 11	11.11% 19	0.00% 0	14.04% 24	171
3	I don't know.	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	1

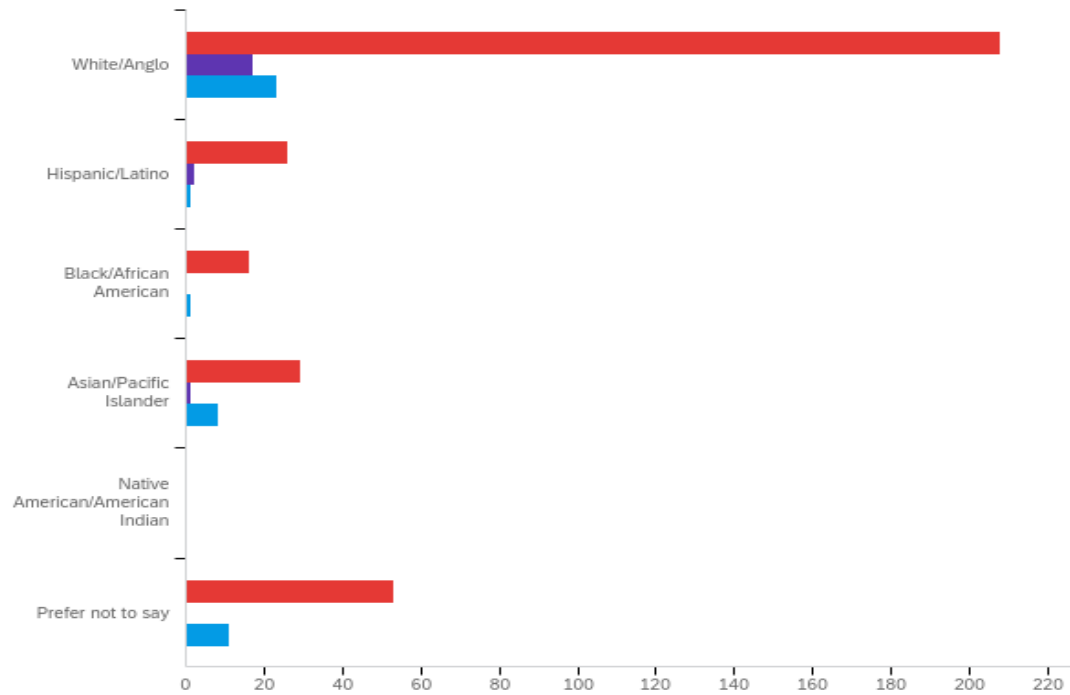
## Q8 - Does your department/division PAC membership rotate through all eligible faculty and ranks?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	White/Anglo	1.00	3.00	1.79	0.78	0.62	250
2	Hispanic/Latino	1.00	3.00	1.69	0.65	0.42	29
3	Black/African American	1.00	3.00	1.82	0.78	0.62	17
4	Asian/Pacific Islander	1.00	3.00	1.87	0.89	0.80	38
5	Native American/American Indian	0.00	0.00	0.00	0.00	0.00	0
6	Prefer not to say	1.00	3.00	1.63	0.72	0.52	63

#	Question	White/Anglo		Hispanic/Latino		Black/African American		Asian/Pacific Islander		American/American Indian	Native American/American Indian		Prefer not to say		Total
1	Yes	61.24%	109	6.74%	12	3.93%	7	10.11%	18		0.00%	0	17.98%	32	178
2	No	63.43%	85	10.45%	14	4.48%	6	5.22%	7		0.00%	0	16.42%	22	134
3	I don't know.	65.88%	56	3.53%	3	4.71%	4	15.29%	13		0.00%	0	10.59%	9	85

## Q9 - Are SPOT scores/comments used in your annual review?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	White/Anglo	1.00	3.00	1.25	0.61	0.37	248
2	Hispanic/Latino	1.00	3.00	1.14	0.43	0.19	29
3	Black/African American	1.00	3.00	1.12	0.47	0.22	17
4	Asian/Pacific Islander	1.00	3.00	1.45	0.82	0.67	38
5	Native American/American Indian	0.00	0.00	0.00	0.00	0.00	0
6	Prefer not to say	1.00	3.00	1.34	0.75	0.57	64

#	Question	White/Anglo		Hispanic/Latino		Black/African American		Asian/Pacific Islander		American/American Indian	Native	Prefer not to say		Total
1	Yes	62.65%	208	7.83%	26	4.82%	16	8.73%	29	0.00%	0	15.96%	53	332
2	No	85.00%	17	10.00%	2	0.00%	0	5.00%	1	0.00%	0	0.00%	0	20
3	I don't know.	52.27%	23	2.27%	1	2.27%	1	18.18%	8	0.00%	0	25.00%	11	44

**Q10 - If SPOT scores/comments are used in your annual review, in your opinion are they used properly? Please elaborate or state 'n/a':**

White/Anglo

If SPOT scores/comments are used in your annual review, in your opinion are they used properly? Please elaborate or state 'n/a':

No, they are just used as an excuse to manipulate the data and give unfair evaluations. Faculty evaluating Faculty is unfair when money is involved.

No. We overemphasize SPOT scores, when in fact, SPOT scores are not reliable. I've taught multiple sections of the same course inside the same Canvas shell and received completely different SPOT scores.

yes

Yes

I think they are used with discretion, appropriately.

too heavily weighted

They are used properly but would be more meaningful with some context provided by the person being reviewed. For example, a paragraph talking about how you are responding to spot scores in your teaching.



SPOT scores are used. Based on information from CLEAR - SPOT scores should not be used and more important almost all research on student evaluations of teaching have been proven to not be a valid measure of teaching effectiveness (typically a measure of likeability and simplicity). I have always been amazed a research institution uses a metric recognized as non-valid in both PAC and RPT decisions. Even more amazed to hear full professors in the field try to justify the use when their own field proved them invalid.

That is up to each PAC member making an assessment.

As a PAC member we worked very hard to ensure the proper use of the student perceptions of teaching. A rubric is used to help maintain the fairness in the PAC decisions. I trust the current PAC members take the same precautions.

No because faculty on our Department Executive only look at those and they do not ever do in person class visits because they are too lazy. Instead they rely on word of mouth from other faculty and inconsistently apply department standards.

Not sure.

n/a

Not sure

ok

Not sure.

Yes--for the most part I think my colleagues are aware of the many fraught issues that emerge with student evaluations of teaching. However, I think PAC members would benefit from some more explicit guidance about what entails the "proper use" of SPOT scores. If there is a compendium of training videos, or some other literature, that synthesizes the problems with student evaluations and suggests ways to properly interpret SPOT data during the review process, then making it available to faculty would help make the process more fair.

dont know

I think they are used properly.

Unclear

SPOT scores should only be looked at if they clash with other professional standards. Peers should evaluate a teacher's success, not students.

We do not have approved P&T documents and we have been working on this for several years. It makes it unclear on how to use the scores etc.

I believe so. I am not aware of comments being used.

Yes, but not under the pandemic (fall 2020)

Yes, as a department we agreed that these are one measure of teaching effectiveness, however it is not the only measure.

I don't know.

---

No

---

I am not sure

---

n/a

---

Our teaching scores are based solely on SPOT scores along with very small increments given for work on dissertations and theses. It seems unfair to leave most of the teaching evaluations up to how students perceive the teachers. There is documented bias against teachers who are women and those who are non-white. Our department awards a small bump for women and non-white instructors but again the bulk of the teaching score depends on student perceptions.

---

I think they are probably handled as a higher percentage of the overall evaluation than may be warranted, but I suspect that is due to the fact that is a mathematical non-subjective element of the review.

---

I am not quite certain to what extent SPOT scores influence the annual review process or whether they are used "properly". While SPOT scores should never be the only measure of teaching effectiveness, it seems that low or below average SPOT scores have had minimal impact on the way both TT and NTT faculty have been scored on their annual teaching performance evaluations.

---

Yes

---

I do not understand how they are used, and whether the comments are read by anyone.

---

I'm not sure how they are used, but our documentation states that they are used.

---

As a non-TT faculty, 90% of my workload is teaching. Only my SPOT evaluations are used to evaluate my teaching at the department level. I completed an active-learning course redesign, which resulted in much lower D/F/W/I rates but also decreased my normally extremely high SPOT evaluations. UNT needs to decide to favor best practices and lower D/F/W/I rates or high SPOT evaluations. In addition, historically underrepresented faculty in STEM are given lower evaluations from students than white males.

---

I don't know.

---

Evaluating teaching is the hardest part of the evaluation process. We try to use the scores while appreciating the nature of the class. Comments often are helpful.

---

SPOT scores and similar student evaluation metrics discriminate against women faculty and faculty from under-represented groups in academia. This has been shown through studies on them. And yet this is the only way of evaluating teaching in my department.

---

Our department rubrics for evaluating teaching performance rely heavily on the numeric SPOT scores.

---

Yes.

---

In my department, until recently, anonymous student evaluation scores served as the centerpiece in the evaluation of teaching. They were overused to the exclusion of other elements. SPOT and its predecessors were misused, even maliciously used. At one point early on, the PAC twisted high student

---

evaluation scores into something other than the outstanding scores they actually were—in an environment of toxic competition. Administrators did not respond effectively and instead allowed the toxicity to reach a crisis point. The PAC's access to these anonymous student evaluations became fodder for faculty-driven student gossip. PAC work should be confidential and anonymous student evaluation must not be allowed to dominate reviews. Fortunately, after more than a decade, a new chair, new dean, new provosts, and a new president made positive changes in my situation. These changes included promotion. It is hard, however, for a workplace culture to change once there is broad investment in the bias that forms around and scapegoats a faculty member for over a decade, and when promotion is delayed career momentum is lost. In my opinion, anonymous student evaluations must be very carefully handled. They should probably be available only to the faculty member and perhaps the chair. Even then, the chair must have appropriate training so as not to misuse them. It has been shown repeatedly that they contain inherent gender bias, among other problems.

---

N/A

---

I do not know.

---

I'm not sure - this is my first annual review.

---

Absolutely NOT. Evaluations are an unreliable tool depicting student's happiness with instructors. Happiness with instructor is a function of how easy the instructor is with grades, how far he/she goes with accommodating students' requests etc. It has nothing to do with actual learning ! PAC evaluations place too much weight on student satisfaction rather than actual learning or pedagogical efforts made by instructors.

---

I'm not sure how they are exactly used. As we are asked to provide the SPOT reports, I assume they are used in some fashion.

---

yes, used properly

---

The department weighs SPOTs relatively highly because the college and the university rate SPOT scores so highly. If the college and university cared less about SPOTs, we could use them less, but until higher admins make the decision that SPOTs are problematic and eliminate them, we have no choice but to use them. We use the scores and the comments as the baseline, and then modify based on modality, number of preps, number of total courses, and quality of teaching materials.

---

n/a

---

Prior to last year, the department chair would use these improperly and in an unfair and highly subjective manner. For several faculty he would cherry pick one or two negative comments from students and use those to reduce teaching evaluations. Fortunately, last year the PAC developed a more objective and fair system to evaluate faculty.

---

There is clear criteria for how they are used. It's vague

---

I think *any* use of SPOT scores in an annual review situation that impacts employment is *not* a proper use of them, given the extensive data we have on how student evaluations are biased against women and people of color. See Colleen Flaherty, "Even 'Valid' Student Evaluations Are 'Unfair'," Inside Higher Ed, February 27, 2020. Tag line: "New study says student evaluations of teaching are still deeply flawed measures of teaching effectiveness, even when we assume they are unbiased and reliable." <https://www.insidehighered.com/news/2020/02/27/study-student-evaluations-teaching-are-deeply-flawed>

---

While used, SPOT is not trusted as reliable.

Yes, the full SPOT survey is submitted for all courses. Those scores are compared against other faculty I believe. We prepare a table that has a column for the program, which is completed by the Co-Directors.

The SPOT itself is flawed. It does not properly assess teaching and the effort faculty put into their classes. It does not ask the right questions. It is administered at a stressful time for both faculty and students. A better use of SPOT would be to assess the student learning outcomes for each course regarding what both the student and the faculty did to achieve those. At least this component should be added to the SPOT.

I wouldn't say that they are used improperly but I would say that too much weight is given to them.

SPOT scores/comments are considered in combination with peer classroom observations. I believe it is appropriate to consider both when evaluating teaching effectiveness. However, I am concerned about bias in SPOT scores/comments unfairly disadvantaging certain faculty.

Yes.

yes

As a NTT faculty member, SPOT scores seem to be used almost for the majority of PAC or RPT reviews, at the college for which I work. The logic seems to be that since a NTT faculty's workload devotes a majority percentage towards teaching, that this is the way teaching is evaluated. Peer-reviewed studies have proven again and again that female identifying faculty and faculty of color consistently receive lower scores than white male faculty. To continue to include SPOTs (especially as the major focus of a NTT faculty's role- who already has precarious employment) in either an annual review, merit, reappointment or promotional processes, is to systematically disadvantage the groups of faculty above in the workplace; placing them at a higher risk for job loss, lower academic status and lower pay. Although its clear that UNT directs colleges to not use SPOTs as the main focus for reviews, this spirit does not seem to be used in practice. I believe eliminating SPOTS and replacing them with teaching portfolios and peer reviews is not only a better indication of teaching quality, and thus in keeping with UNT's goals and mission, but also the equitable thing to do on UNT's part.

Primary measure for faculty teaching effectiveness.

Yes. They consider the scores as well as the student comments in the context of the course.

They are provided to PAC members in our annual report and are considered in their assessment of our teaching.

Keyboard places little value on this kind of evaluation, and rightfully so!

I really cannot say whether they are used appropriately. It is the first item listed on our teaching evaluation criteria and by its placement, I'd surmise a lot emphasis may be placed on anonymous student perceptions than should be.

unknown

unsure

Yes

There is no proper way to use them in my opinion. Students are not in a position to evaluate effective pedagogy. They should be used only to provide feedback to faculty (and Chair) and not used in decisions of promotion or merit raises. Some faculty "bribe" students to take them, others don't. Many

faculty have such low response rates that the scores are statistically insignificant, yet they are still used in evaluations. And we know - through so much data - that student evaluations are biased against women, people of color, and international faculty. They should not be used in annual evaluations.

Yes

Mostly. a "degree of difficulty" modifier would be a fair addition.

Deficiencies in SPOT are a separate problem. PAC is very systematic.

They are recalculated using a metric which favors a certain type of class and teaching style

NA as how they are used and whether they are used the same way with PAC and with the chair who has the ultimate say in the PAC assessment is unknown.

No. SPOTs are not adjusted for class size or grad vs undergrad classes. Literally, all scores, for all classes are compared to one another.

Sort of. They comprise about 95% of one's teaching score. Such scores have clear limitations, but I don't know what other alternative could be used for evaluating teaching.

yes

only occasionally when a decision is not clear as SPOT scores mean very little

I have no clear idea how SPOT scores or comments are used. In the past, we have received snarky comments from an associate dean in the college saying she has read every single SPOT comment for every teacher. I mean, what are we as faculty supposed to make of this except that we are being further surveilled and analyzed? It was scary to hear this.

All scores have been proven by Chron Ed and others, to favor male, younger teachers.

As well as possible.

I have not had any negative experiences with the use of the SPOT scores; however, I do know that the research shows: 1. online course/instructor evaluations provide the opportunity and freedom for students who do not like the instructor to bury the instructor more easily with inappropriate or reviling comments that students might not be so inclined to do through a pencil-paper course/instructor evaluation format 2. any decision to rely on SPOT scores can be discriminatory toward females versus males - males tend to be viewed more positively than females in student evaluations 3. SPOT scores may be random as those who may have been satisfied with the course are prone to not complete the evaluations or not view them as necessary whereas those who have a bone to pick with the instructor or the course tend to use the SPOT platform to voice their grievances in ways that are not constructive and tend toward being vindictive & destructive 4. POC and instructors with other diverse differences may receive different ratings than others from certain groups of students, particularly white student populations 5. White and other POC such as Asian, Pacific-Islander instructors, particularly white instructors, can be valued much more negatively by POC who do not identify with the individual's race/ethnicity 6. The entire focus on student evaluations can be a game changer--either negatively or positively--in one's overall merit evaluation. It can also destroy the morale of faculty within a department if the message sent by the chair & dean of the college is that there is a favoritism toward some instructors--particularly in terms of race, gender, and more recently---Age

Somewhat

---

Yes

---

No. Members of PAC are rarely the faculty who have a strong presence in the classroom. Instead, they are faculty who often request course buyouts for grants or assign most course prep and grading to teaching assistants. My PAC considers a SPOT score of 3 or better to mean the person's teaching is "meritorious." I find this flabbergasting and indicative of how teaching is viewed in my department--unimportant.

---

I believe they are used fairly.

---

Never

---

In my experience, the PAC committee properly uses the PAC scores, but the Chair abuses the SPOT scores when evaluating faculty fairly. In fact, the Chair took every negative comment at face value then read each negative comment to me in a demeaning and hostile manner. The Chair did not mention the positive comments, which outweighed the negative comments. The Chair did not respect the PAC's positive review, instead, she made false claims and greatly reduced my teaching score on her biased opinion.

---

They are used as a point of reference and a possible indicator of problem areas in teaching, but they are not used by the PAC to render judgement on teaching.

---

SPOT scores are not indicative of effective teacher, but neither are peer observations.

---

n/a

---

not sure

---

n/a, I am a librarian.

---

Yes.

---

Study after study has shown that SPOT scores and other similar evaluation metrics are biased against female and under-represented group faculty.

---

n/a

---

SPOT scores are used but it is unclear exactly how much they are considered. For example, there are faculty that only receive about 50% of responses vs. those that receive 80+% of responses. The most important part of the SPOT should be the qualitative student comments and PAC members should ensure they are reading those. They should also pay attention to the Challenge and Engagement Index.

---

I do not believe the SPOT scores are used properly as the Chair puts too much emphasis on them.

---

I believe this varies based on the committee reviewing.

---

Not really

---

They are used well, I think.

---

i do not believe they are evaluated based on level of students and quantity of students

---

Too much weight is given to the ranking of scores within the department spread. It is unfair, and unproductive to compare scores from a lab course that meets once a week to an intensive research course meeting three times a week.

---

no. everyone acknowledges the demonstrated (plenty of research has been published on this) flaws in these sort of evaluations, but then uses them again anyway.

---

No. If scores are low at time we are reprimanded by the chair in our annual reviews. We are told that generally they are part of the evaluation, but not as important as other aspects of the review of our work, but this is not true. You can see in the letters written by the division PAC and the chair that it is all about the SPOT reviews and not so much about the other work we do.

---

n/a

---

As far as I know they are. They are not the only aspect of my teaching that is considered, but a part of a larger evaluation, which seems like a good way to use them.

---

n/a

---

SPOT scores should count for very little in the actual evaluation: 100 18 year olds cannot evaluate as well as a group of experienced peers.

---

I believe they are used properly.

---

N/a

---

Yes

---

No. I'm not sure there is a way for them to be used "properly" as they are overly subjective....but it seems to be a way that people gravitate towards having an "apples to apples" comparison of teaching quality and appropriateness--but the SPOT survey doesn't really measure that.

---

They are used, but minimally. I think everyone understands how useless student evaluations are.

---

I don't believe there is a proper way to incorporate them into annual reviews given the \*overwhelming evidence\* that student evaluations are biased against women and people of color. They are also biased against ideological courses that address issues of gender, race, ideology, etc. Add to that, they aren't mandatory, which often means there are low response rates, rendering them statistically insignificant. Some faculty "incentivize" students to fill them out, but that is also not proper. Regardless, PAC still weight=s SPOT scores even if there's a 15% response rate; which is essentially useless data. I believe students should have an opportunity to provide feedback on their courses, however that information should only be shared with the respective professor and the Chair. They should NOT be used in decisions about merit and faculty ranking.

---

I've never served on the PAC, so I'm not sure how they are assessed.

---

Yes they are used properly

---

No. This is a HUGE source of division and dissatisfaction in our department. The department chair has tried to manipulate (from my perspective) everyone into going along with how s/he wants to use SPOT scores, but when there was a rather explosive discussion during a department meeting a couple of years ago, s/he quickly "tabled" the issue because it was clear that it wasn't going to turn out how s/he wanted it to turn out. The department chair then proceeded to create her/his own private SPOT interpretation system, which included targeting certain faculty members by demanding an explanation for scores that she had deemed below what they should be. When the chair of the PAC asked the department chair (in front of the other members of the PAC) if the department chair would provide guidelines, s/he said NO; when the chair of the PAC asked the department chair (in front of the other members of the PAC) if s/he was willing to tell the department that s/he had created her/his own private SPOT interpretation system, s/he said NO. SPOT is so problematic because our department chair wants to do things her/his way, and s/he does not want shared governance because shared governance would mean doing things how the faculty want to do things instead of just obeying the orders given by our department chair. [Did I mention that this is a hot-button issue in our department? :) ]

---

N/a

---

Yes

---

I think that student evaluation scores should be de-emphasized, but in my department they are used for ranking the "teaching effectiveness" of the faculty.

---

N/A

---

The SPOT scores are the only measure other than enrollment that the PAC has for evaluation of teaching. People can include a teaching portfolio but there is no requirement of the PAC to look at it. The PAC recommended including a one page summary of highlights for the year to help them more fairly evaluate teaching, research, and service.

---

Probably.

---

Yes - they are a relatively small portion, with peer evaluation of teaching (course variety, service courses, syllabus quality, etc.) being more important.

---

SPOT heavily weighted by Chair

---

Yes

---

Yes. If anything low scores for senior white men seem to be explained away while ignoring the extremely high scores of women and non-white men.

---

The scores are weighted into the formula. It is hard to say if it is properly because the formula was not made available before the review.

---

n/a

---

I don't think SPOT scores are entirely fair anyway. I think our department has a good criterion for the evals, but it still becomes very subjective.

---

define "properly" - nobody seems to overtly use them as the primary determinant, yet it is not unusual for the scores of some to be discussed in some detail and others not at all



n/a

I don't know. But I also have seen no reason to think that other measures of teaching performance, such as peer evaluations, are used.

They are not used properly because they are the ONLY thing we use to evaluate teaching which is such a narrow window.... Even in including the CEI numbers it is clear that the SPOT in our department is a popularity contest with "ease" being evaluated over education.

Most of the time. Sometimes the department chair uses the student comments provided on the SPOT evals selectively and unfairly to penalize certain faculty. Other than that, it seems to be used properly.

n/a

Yes.

N/A

Yes. I think that when there are mostly good comments and a few negative ones, there is an understanding that you cannot always make everyone happy as a teacher.

I think so

Yes, but I think there is a problem with SPOT scores in general, since the response rate is so low.

The instrument needs redesign to guide students on how to evaluate the course, circumstances, and faculty. We tend to use them like SAT cut-off scores. And what about CEI scores? How are these used? Not much portfolio here. Poor students' scores will damage good faculty for the next five years.

I'm a bit ambivalent about the use of SPOT evaluations. I feel these kinds of evaluations are problematic and inherently biased, but I'm not sure of a more efficient or acceptable system. I value student feedback, but I feel there needs to be a bit more education for the students.

SPOT scores are worth a percentage of the teaching score. Comments are generally not regarded as worth much, and all faculty are encouraged to discuss any problematic student comments in their own self-eval.

I do not know how they affect the overall rating

Teaching evaluations are always skewed according to class size, class meeting time, level of the class, and gender of the instructor. However, ALL teaching evaluations are treated equally despite very large disparity in class populations. e.g., 5 grad students vs 250 freshmen.

n/a

They are not, the results are small in number and statistically dubious in value.

Primary teaching evaluation for the department chair. This is not proper use.

I have no idea how SPOT scores are used besides being counted as a percentage of my teaching score.

No; you have to get a 4.5 or higher on SPOT to be rated excellent on teaching in my department without consideration of number of students in class or level of teaching (undergraduate or graduate). Also, SPOT uses Medians and NOT means. Add to this that in the past students who dropped with a W or

WF were allowed to do SPOT. Faculty are still skeptical that they still are doing SPOT evals. Also, students who receive an F for disciplinary reasons are also allowed to do SPOT.

---

I think they should be adjusted for class size and other factors.

---

This is my first year being evaluated; I haven't gone through the process yet.

---

I believe they are fairly used, but I usually have good SPOT evals so that could influence my views here. I will note that the one time I did not receive a good eval the PAC noted that only a few people in the class completed the eval and that it was not a good sample size, which I appreciated.

---

I think SPOT evaluations are used effectively.

---

They seem to be ignored unless the chair is looking for a way to be punitive to a specific instructor. If you turn in cheating, you will probably get lower spot scores and risk your career so I think that is why we have large cheating problems in computer science & engineering. The last lecturer who reported broad cheating is no longer here and I felt we were biased to think bad of him because of chair telling us that he quit without much notice and so they didn't replace him and now everyone's class sizes and load have to go up. I don't buy it because they could have hired adjuncts and our chair and associate chairs could have stepped up to teach more like the rest of us but they didn't. I later heard that the lecturer gave more notice. The computer science chair teaches NOTHING. (This is new as of this academic year.) THREE associate chairs get a teaching reduction. (Why?! They also get summer payment.)

---

Everyone else gets INCREASED teaching. I don't harbor bad feelings for the lecturer who quit and think that it's wrong that they set a precedent that fear of turning in cheating and getting not just bad SPOT reviewers. Do people want to risk careers by speaking up? No.

---

No. They should not be used in annual reviews. There is a mountain of evidence that demonstrates the problematic nature of student evaluations, so I won't get into all of that here, but it should be enough to say that they are incredibly flawed instruments and our jobs and livelihoods should not depend on such defective tools. "Teaching" should be evaluated based on classroom observations, teacher reflections, samples of student work, and classroom materials and assignments.

---

SPOT comments are used by PAC members to "cherry pick" comments to support their narrative.

---

They should be used more judiciously. As far as I can tell, PAC members do not take into account the extent to which students favor instructors who offer easy As and instructors who are male (or are thought to be male, as shown by research in which male/female identities are swapped for remote online courses).

---

Yes, I believe they are. We recognize that SPOT evaluations only provide a glimpse of the entire picture. Faculty members may submit additional materials regarding their teaching to provide a deeper understanding of student experiences.

---

Yes

---

I think so, but see next question.

---

For all of 2020, and for 2021, it was recommended by the Women's Committee on equality to the Provost that zero inclusion of SPOT scores take place during this time - REASON: unfair burden to faculty and esp. women during Pandemic

---

Yes. They are part of the consideration relative to teaching merit

---

SPOT scores are not a reliable or valid measure of teaching ability.

---

I believe SPOT scores are used in combination with other considerations, so I believe their use is appropriate.

---

They are used to evaluate teaching.

---

It is that the Deab and Chair treat most faculty and students bad (even before pandemic) by increasing workload and class sizes to unmanageable levels so that quality decrease, faculty burnout, and students get lesser quality education. We have large scale cheating in CSE and no cares. I am afraid to submit cheating because I think they will not support me and make difficult. If you google "How to get an employee to quit" it seems they follow the advice from top results. 1. Give employee too much work that they can't fit into regular workweek. 2. Make them feel that you do not pay for the extra work. 3. Micromanage to make them feel frustrated. 4. Tighten their freedom. 5. Show favorites by giving some chosen employees less work and special favors to make them feel unfairness. 6. Create policies to penalize them even if they are not in line with employer like how Huang's say we must teach PhD level courses for "freebie" and doesn't count as teaching load anymore. 7. Be dishonest to them. 8. Do not make time when they ask to meet. 9. Leave them out of team loop with things like not telling them how there are changes to needful documentation for accreditation so they have to do it for free in summer. 10. No raises as merit routed to their favorites. 11. Give indirect comments about their work in negative way in front of others. 12. Put them on spot in meetings for presentations they don't advance know. 13. Make them feel you don't trust them. 14. Intentionally exclude them from meetings. ===== All of this bad treatment to me and colleagues makes bad environment where cheating happens and no time or emotional effort of some faculties makes growing problem. Faculty afraid of bad SPOT scores. Students who cheat should not be able to ruin careers of faculty on SPOT. Then the cheating happen as students progress without caught and they lose in sad management happening.

---

No. The score is used as some sort of indication of "teaching effectiveness." There is ample data on how teaching evaluations are lower for women and diverse scholars. So the system systematically disadvantages both groups.

---

No. Studies have shown that women are systematically scored lower by student evaluation systems and these studies are not taken into account by the PAC.

---

No. People only look at the numbers, which seems problematic and overly reductive.

---

n/a

---

I am not certain how the SPOT scores are used, although I am concerned that they are the primary means for determining my effectiveness as an instructor.

---

Yes.

---

Yes and no. Student evaluations aren't always the most reliable measurement for evaluating teaching. They serve as about 95% of our evaluation score for teaching. However, I'm not sure what alternative is reasonable for evaluating teaching.

---

I don't know, but trust that they are used appropriately.

---

Mostly. I do think that faculty who teach service courses rather than graduate courses, should receive some kind of point adjustment because SPOT scores in grad courses are always higher.

---

Since our department members do not know how the PAC evaluates them --- only the Chair sees the scores and she decides if they are right or wrong ---- it is hard to answer this question.

---

Yes! The PAC of our division does look at the scores and comments of the faculty member and endeavors to use the same language in each letter in terms of listing the scores and summarizing the comments.

No. Student evaluations are over-weighted. Furthermore, given the substantial evidence that student evaluations (1) are poor barometers of quality teaching and (2) tend to discriminate against women and persons of color, they should not be used in evaluations.

Yes, Spot scores are concise and also provide the exact relevant information to evaluate faculty teaching. SPOT evaluations are the best teaching evaluations that the university has ever had. The SPOT scores are easy to understand. Faculty members can add their own questions. The questions are intuitive. Faculty are much happier with the SPOT system that with any system we have used in the past. GREAT TEACHING EVALUATION SYSTEM and results get to faculty in a timely manner.

n/a Our students can vote with their feet. It is extraordinarily rare for an applied student to leave one major professor for another. The SPOT system offends most of our students culturally, as 98% of them come from Asia, where teachers, rather than being commodities to be evaluated, are actually respected. Our administration ought to give this some thought.

No - as they are used heavily to determine performance. And anything else you do is not really accounted for. We make a list with our SPOT scores and SPOT averages to determine how we are doing. All teaching becomes, in my department, is making the students happy. No one cares about the quality or education or if the students are learning anything.

They are the main criteria used.

I think so. I believe PAC members try to assess fairly.

n/a

SPOT scores are blindly relied upon because some senior faculty are too busy to be bothered to actually review performance and other metrics associated with student success. Full professors in our department think it is a waste of time to review their peers. Most importantly they are afraid that strong teaching faculty might try to give them feedback about their performance and so resist any endeavors to do better.

n/a

They are used as well as they can be. I would refer the Senate to: Kornell, N. (2020). Why and how you should read student evaluations of teaching. Journal of Applied Research in Memory and Cognition, 9, 165-169. This is a well-balanced commentary on the shortcomings of student evaluations such as our SPOT, and provides some interesting reasons why they should not be abandoned. Our PAC needs "something" to identify serious problems in teaching, and I believe the SPOT is able to provide this.

SPOT Evaluations are too subjective. It is hard to gain student participation, and typically the ones that fill out the spot evaluation are not satisfied with their grades so the SPOT Scores are skewed towards dissatisfied students.

What does properly mean? Strange wording here.

No. Student biases are not taking into account.

No; I'm not sure many of my colleagues recognize how biased SPOT scores/comments can be. However, it is one of 2 criteria used for assessing teaching, the only other one being syllabi.

No. While the PAC says they do not use the SPOT scores to penalize faculty members, it is clear that the impact of these scores, which are a very inaccurate, imperfect, and SUBJECTIVE measure of our customer satisfaction, can impact reviews negatively. The department Chair specifically seems to give a lot of weight to these “numerical” figures and I have heard the Associate Dean say that it’s important to get numerical data as it’s usually more objective!!

Yes--the PAC members are aware of the limitations of SPOT scores and use them in context of other information.

The answer is: it depends. The members of the PAC usually understand that the SPOT scores can be biased and unreliable. But administrators (e.g., chair, deans) rely too much on them.

n/a

Summary scores are given too much weight. This has been true at all three R1 universities where I’ve worked. Measuring teaching by student popularity is valid only as a way of identifying serious problems. But what’s the alternative?

Yes

SPOT should not be used as they don't meet even the basic requirement of a true statistical data.

No, they are not used properly at all. The department chair relies heavily on SPOT scores and is unwilling to use direct measures of assessing teaching quality, despite the fact that faculty members have been asking for this for years. As a result, the Department chair regularly lowers the evaluation scores given by the PAC if a faculty member is perceived to have a "low" score, though that has never been defined.

Yes

They aren't given much emphasis.

Spot scores create a bright line defining how high my evaluation can be, disregarding all other teaching activities. I could chair 5 dissertations but have low teaching evaluations because of one undergraduate class’ spot scores

I don't know

as far as I know.

They are used properly, but exclusively to determine a faculty member's teaching score.

## Hispanic/Latino

If SPOT scores/comments are used in your annual review, in your opinion are they used properly? Please elaborate or state 'n/a':

---

It is OK, but sometimes there is too much attention placed to the Spot when it comes to promotions. It is unfair when a good Faculty member that works extremely well and hard is not promoted because of the subjective evaluation of a group of students that in some cases gang up against an instructor because he/she has a bully in the class.

---

No, they are just used as an excuse to manipulate the data and give unfair evaluations. Faculty evaluating Faculty is unfair when money is involved.

---

yes

---

Yes, I believe so. the committee considers the student comments but that's only 1 component. It also considers peer evaluations, scores, and other evidence submitted by the faculty.

---

yes

---

SPOT scores are only a very small part of evaluating faculty teaching

---

SPOT reviews/scores/comments can tend to be very biased. Only the numeric score is used for the annual review although comments may not match pedagogical skills or be related to the class.

---

I think so.

---

Yes

---

I believe they are over valued.

---

Absolutely not. They shouldn't even be used. Litigation has found them not valid. They are biased against people of color and women, and most of the recent research on evals has found this. We should be following the scholarship on evals, and no longer use them for evaluation. We can still do them for confidential feedback to faculty, to improve our teaching, but they should not be a part of any evaluation.

---

Yes, they are

---

n/a

---

no, SPOT scores/comments are shown to be biased and inaccurate, they should not be used at all

---

They are not used properly. They count for 100% of your teaching score. Nothing else counts for teaching. If you teach courses with TAMS students or engineering students that are heavily math oriented you will get horrible evaluations. The SPOT scores for these courses should be compared with those of the same courses for a period of three or four years before.

---

Maybe, I have not information to determine that.

---

They are overused and other important factors like number of students enrolled in the class, number of responses and teaching load are overlooked.

I believe the committee as a whole tries to be responsible in how comments are considered as part of the teaching evaluations. But it's still a subjective process that warrants careful analysis on its use.

---

Yes they are

---

Because we have no other means of evaluating teaching effectiveness for post tenure profs, and because we (meaning human beings) seem to trust numbers as absolutes, the PAC generally places a HIGH regard for SPOT scores.

---

Used in the evaluation of teaching, with different score targets outlined for different types of classes.

---

SPOT scores are not properly used as they are combined with a set percentage of student participation. For example (these numbers are just an example): I need to have a 4.8 SPOT score AND a 90% student participation in order to be placed in Level 1. If I don't meet the 4.8 and the 90% the chair places me in a lower level.

---

Not sure... how the scores are used.

---

n/a

---

N/A

---

I would think so. I think they are taken into perspective. I have heard that the comments are not read by the committee... I'm not sure if this is true, but in my case, that would be unfortunate. My students go into great detail in the comments, and I think those comments are important. I heard that the committee only reads the comments if there seems to be a problem (which doesn't help illuminate outstanding teaching).

---

yes. no individual comment carries excessive weight.

---

## Black/African American

If SPOT scores/comments are used in your annual review, in your opinion are they used properly? Please elaborate or state 'n/a':

---

I think they only use the numbers, but the numbers are not enough to be a statistically significant analysis. They should use comments instead.

---

For over a decade the department committee personnel have "cherry picked" negative review scores or completely ignored positive scores or comments. If they dislike the faculty member being reviewed the SPOT score becomes a vital component of the evaluation. If the score is a negative one for someone the committee "likes" (and usually looks like them) then a SPOT score is "just a number".

---

I have an issue with SPOT scores being used at all, but I don't know how they're used in my department. I think the score is averaged, but I'm unclear.

---

No. They are taken face value when the participation for any given class is very inconsistent.

---

No, in my opinion

---

I think they are. They are taken into consideration.

---

The SPOT system is problematic. The way the scores are used is a completely separate issue.

---

Yes

---

Yes, the SPOT scores are taken into account; however, they are just part of the complete holistic review process on teaching evaluations.

## Asian/Pacific Islander

If SPOT scores/comments are used in your annual review, in your opinion are they used properly? Please elaborate or state 'n/a':

---

n/a

---

I don't know.

---

Yes

---

yes

---

I don't know.

---

Yes, although it would be great to learn about the weight

---

Our departmental evaluations for NTT faculty are OVERWHELMINGLY reliant on SPOT scores.

---

If needed, yes

---

The SPOT number sometimes does not express all information. So, reading students' comments is necessary to judge.

---

SPOT scores/comments are not true reflection of teacher/teaching and hence do not carry any meaning. The instructors who are lousy in teaching and hence easy on grading often get better SPOT scores/comments. The instructors that put heart and soul into the teaching to make sure that the students understand the subject matter and accordingly set up meaningful examinations and fairly grade the students based on their performance in exams and/or homework are always likely to be evaluated poorly.

---

It is unclear if the scores are used fairly b/c the people involved evolve. Some people believe in their validity without question while others believe they can be bias or unfair. There is a lack of department-wide and college-wide discussion about SPOT scores.



n/a

---

The are considered but do not carry as much weight as creative output.

---

SPOT scores are used properly but SPOT comments are not used in our annual review.

---

I think they definitely factor into my teaching rating, yes.

---

Yes

---

Yes.

---

Yes

---

n/a

---

They are not used properly. SPOT scores should be used to give feedback to faculty and help them know what is useful/be changed. They should NOT be used to "EVALUATE" faculty because students are not qualified to judge if the faculty is an expert, or the effectiveness of the course - as these may be realized only years later after the student leaves. In fact the hardest courses/hated instructors may be the ones where the student gained the most, but will not know it when in the classroom. The fallacy of rating faculty as better if they are "above average" scores is a problem. Statistically it is impossible for a majority to be above average! The non response on SPOT is a better indicator of student satisfaction than responses. SPOT is taken by those who are at extremes (hate/adore) and cannot be representative of class. Women and people of color, and those with identity intersections (women+person of color+not of the majority religion) are the worst hit. Just like the SATs this too should be abandoned for the many biases it has. It would be better if we move to another metric such as: number of students taught, # of completed grades, grade distribution, # of new preps, as being reflective of teaching effectiveness. We all know that open ended comments are being used as a punching bag to attack faculty anonymously. Faculty have no way to respond to these - students often claim erroneously about several issues designed to grab the administrator's attention. How do you take 30% response and say this is about how you teach, when 70% are missing? How can you expect a diversity in teaching when the SPOT asks Qs about "energetic" styles only? How can a student who does not show up for a majority of the class still evaluate the course? Sometimes students do not know who they are evaluating - may not remember the name of the instructor or the course and mix them up between the 3-4 courses they take each semester. If there is an issue in the course then the student should engage in a conversation with the instructor to sort it out, if feasible.

---

I cannot say. I recently attended an Inclusion and Diversity Workshop where quite a bit of data was presented demonstrating that women faculty overall receive noticeably lower student evaluations than men faculty. I used question this until yet another study was presented in which two online courses were taught by the same female instructor, with one of her sections listing her as a male instructor. Doing all things equally, the "female instructor" received a much lower evaluation. If that is the case, then my opinion is that they are not used properly, especially in departments of predominantly male faculty.

---

Yes, these scores are used, maybe some more input in using it appropriately would be helpful - we are doing a decent job, however, there is always room for improvement.

---

Yes

---

yes. it gives PAC to see how students responded in your teaching effort

### Native American/American Indian

If SPOT scores/comments are used in your annual review, in your opinion are they used properly? Please elaborate or state 'n/a':

Prefer not to say

If SPOT scores/comments are used in your annual review, in your opinion are they used properly? Please elaborate or state 'n/a':

---

na

---

personally i am not a fan of SPOT but yes they are used properly in my department.

---

I don't believe so.

---

I don't think SPOT is fair review for faculties. It should not be one of the criteria for annual review. and Students keep forgetting to do SPOT at the end of semester.

---

Occasional negative comments are greatly exaggerated in importance. One negative comment can negate countless hours of work in quality instruction. Shouldn't give that much power to a small number of students and it encourages giving students everything they ask for and being overly lenient for fear one or two students will trash you on the SPOT.

---

My working understanding is that a variety of criteria are required for the annual review process which should lend itself to having more well rounded view of a person's impact in teaching, research and service. But in practice, the SPOT scores subjectively drive the decisions.

---

I know they are submitted, but I do not know how they are used.

---

SPOT review is not an effective instrument.

---

Na

---

Yes, I think so

---

SPOT provides the opinion from the students only and may be subjective. SPOT itself is not sufficient to evaluate the quality and efforts that professors/lectures put in the teaching.

---

I don't know how the SPOT scores are used in my annual review.

n/a

---

no

---

no

---

Yes.

---

Yes

---

No. In my unit, SPOT scores comprise nearly the entire teaching score with very minimal adjustments. It is well known by now that this is not the best practice, as such scores are biased in multiple ways. Further, other factors that influence teaching are not equally distributed across faculty ranks in the unit. The PAC should give a dose of the same meticulous attention to how teaching merit is determined as they do to research merit.

---

SPOT is not a fair evaluation of teaching. Students who make "easy 'a'" will score SPOT evaluations very high. Faculty who have strong deliverables and evaluation rubrics with a dispersion of scores will have lower evaluations. Faculty who teach consistently each assigned day for the class period (50 minutes) versus faculty who continually cancel class or provide lectures online (not due to COVID) will score higher. Students continually state, "I'm used to making A" and/or "I'm an A student" and faculty who have a dispersion of scores get much lower ratings. Including grade rosters with annual reports would provide another perspective as faculty should have rigor in course content resulting in a dispersion of grades.

---

I am not sure. I think it is unfortunately such a subjective measure. It is subjective on the students' part and then subjective on the part of the reviewer. My department does not have a objective rating scale to use for each faculty member.

---

SPOT scores are poor reflections on faculty performance, especially when training TAs/TFs.

---

This is unclear.

---

I don't think people read annual update for scoring.

---

I do not view SPOT scores as fair evaluation criteria. Overall, SPOT scores seem like a popularity contest where the students give high scores to professors based on their personality traits rather than a fair evaluation of the final learning outcomes within the course.

---

Recommendations by the Provost's 3rd committee on equality recommended SPOT reviews NOT be used for all of 2020 through May of 2021.

---

No. Is impossible for PAC know context of student evaluations.

---

No. Faculty pull 2-3 statements and use as a holistic review of performance. So many faculty are doing fantastic work in teaching, service and research. It seems some faculty pick apart faculty to elevate his/her or friend's/colleague's materials. Faculty who give high grades tend to have stronger SPOT evaluations than those who have a distribution of scores. The course difficulty index may be higher demonstrating more rigor, but faculty tend to focus on the first number of students' perceptions and the comments.

---

No

---

SPOT scores have inherent problems if used too much or too little. I understand it's a percentage, but the total percentages and how everything is divided up seems odd and not necessarily the most effective way of evaluating.

---

no

No - they are must haves for each level. This overemphasizes SPOT scores. Teaching evaluations are important - we must listen to students. However, this process encourages practices that might not necessarily be "good teaching", but can improve SPOT scores.

Women's council specifically recommended to Provost Not to include SPOT reviews until pandemic ends because females are reviewed more harshly than males in online/remote teaching.

Yes, they are looked at but are only a small part in teaching evaluation.

i don't think they should be used. It is impossible to use them fairly and they can never be objective.

Our administrators tend to use SPOT polls almost exclusively and do not tend to look at other gauges of teaching effectiveness. They also tend to take student comments literally without checking facts.

Evaluations are used properly. Comments should not be used. The former dept chair would rally who should be elected to PAC and how some faculty must be evaluated in teaching by PAC.

I don't think people even read the update. It is based on liking and disliking.

They are one of the main measures for evaluation our teaching activities. Not sure what the improper use of SPOT would be

n/a

I think they are used properly and I appreciate that my department is also trying to add both an internal and external peer review process.

IDK--I included mine in case.

n/a

Spot scores are only a single component of teaching quality and represent more of a popularity contest than a metric of rigorous instruction. SPOT scores provide a number that administrators can put in a spreadsheet. Are they supposed to be used in any other way? I pay attention to my own scores and comments, and try to adjust my teaching from year to year. This survey however is about the PAC and I do not think my PAC, assesses my teaching by any mechanism other than SPOT scores.

I think so.

I am conflicted. While students should have a say, and this should be included in annual review, I don't believe it should be the sole reason a person is downgraded.

I don't know how they would be used "properly," given that we allow student perceptions of teaching to almost entirely determine a faculty member's teaching score.

n/a

N/A

I have serious concerns about the use of SPOT evaluations. At times, in some courses, students that are most satisfied or dissatisfied with their grades tend to complete the evaluations. It is easier to just click on ratings and some students may do just this without offering any sort of qualitative feedback. Some faculty give bonus points to students for completing SPOT evaluations and tend to get a higher rating. When evaluating faculty, some PAC members cherry pick student comments to award a positive or a negative rating.

---

N/A

---

No. The Chair uses them to punish those s/he does not like and reward her cronies. S/he has a number in mind that s/he feels is a minimum. However s/he disregards the aforementioned number when it fits her/his need. S/he refused to have faculty add questions based on the courses they taught. S/he does not understand the mathematical functioning of SPOT. S/he also does not take into account the lack of empiric evidence.

---

No, they are not used properly because we get a subset of them and it is not clear to anyone (even the people running spot cannot explain it fully) how they get the adjusted scores.

---

I'm not sure

**Q11 - Please provide any additional comments you would like to share about the annual review process and your department/division's Personnel Affairs Committee:**

White/Anglo

Please provide any additional comments you would like to share about the annual review process and your department/division's Personnel Affairs Committee:

I have been denouncing the constant irregularities in my department in the evaluation process of Faculty. The College knows and is aware of the situation, they just do not care. Or even worst, they do not know what to do.

This process should be more streamlined electronically. I know we have FIS but if department committees could upload the requirements and faculty could go in and "check the boxes" and provide evidence for criteria, this entire process could a lot more efficient.

I was appointed (not self-nominated or elected) to the PAC. The PAC for NTT faculty in my college is a new thing. My colleagues and I were moved from our home department to a newly-established program within our college, then tasked with creating new criteria for our annual review. The criteria was never properly approved prior to updates being due and has now been circulated to the PAC. This process has been opaque and unclear. I appreciate the opportunity to participate in determining the criteria, but the process moved too quickly and has led to uncertainty in how to proceed equitably.

I think our college tries to create a fair and detailed process with this.

There is constant back and forth between the dean, chair, and department faculty about interpreting UNT policy on reviews. In my college, the administration wants to limit the PAC committee's role as only consulting on the process. The faculty want to set the expectations of excellence but get continual push back from the administration (some justified, others not so much). The process used always seems up for negotiation to the administration, and it is very distracting how hard we have to push to follow policy as faculty. Sometimes, the chair or dean wants to hide the PAC evaluation or score from the faculty member or does not want input from the PAC on the evaluation score. A more clear process policy would be helpful.

PAC reviews are in my department competitive. So an individual meeting expectations for P&T could get a PAC ranking that is satisfactory compared to peers. But then I hear that PAC scores and PAC reviews are used as part of annual review for Tenure Faculty. I get using the same materials, but a PAC competitive rating is not the same as a job general job performance rating. After many years in higher education I am still amused at how poorly most academics and administrators fail to articulate the difference. Even more amusing is that there are existing systems in HR and Higher Education HR literature that are proven to be better and we do not simply implement those.

There is just the one model of what makes a good and valuable faculty member. If you can meet that standard, you will do well in your ranking.

The inherent unfairness of the PAC is the PAC membership consists of a number of members from the TTF and generally 1 member from the NTTF. NTTF make -up 30-40% of the faculty. The TTF are allowed to participate in the evaluation of NTTF, however the reverse is not true and the NTTF member is not allowed to participate in the TTF evaluations. This has created a level of tension, animosity and feelings of discrimination or perceived superiority between the two faculty groups. Additionally, the evaluation rubrics are based in decidedly different scales. The TTF are evaluated on a 4-point scale with very little chance of a poor evaluation and the NTTF scale is configured as a 10-point scale where 5 is the mid-point. However, perception is a key factor in this issue, as traditionally, a score below 7 would be a failing mark in even the UNT grading system. The lack of similarity between the two evaluation

systems and the extreme variance of the NTTF evaluation create a merit system which highly favors one group over the other and reinforces the claims of discrimination.

It depends greatly who is on the committee. There are some full faculty members who have grudges against other faculty and they use the department's committee to further their own agenda. This is particularly troublesome under the 4-5-6 year reviews & for those associates now that EVERYONE votes on promotion and tenure. Petty pluralistic divisions require more junior faculty members "keep their heads" down in order to not get caught in the cross-fire of the department divisions at the senior ranks. It's tiresome.

It is not used very well as a performance management tool to help improve individual performance which would help improve overall department performance.

Members of PAC very rarely change.

n/a

Ok-- The problems with faculty evaluations at UNT are structural. Our merit raises are portioned out in percentages, which means that low-performing, highly paid faculty are given larger raises than our high-performing, but lower-paid faculty. Another structural obstacle to equity is our workload system, which is governed by "research," "teaching," and "service" percentages that comically misrepresent most faculty members' actual contributions to UNT. The only way for faculty to earn a substantial raise is to bring in an outside job offer. So, not only are our compensation structures unfair, and not only do they also fail to incentivize strong performance, but they also drive our faculty back on the job market, which threatens the continuity of UNT's growth as a research institution.

I like the way the annual review is organized online (faculty information system).

Proposed criteria for our review was written by two of my colleagues and submitted to our program director this fall. There were conflicts over several of the criteria and, at this point, there is no approved criteria.

Merit should be allotted equally.

We are a very small newly formed department so we are creating policies as we go. We all want to do the right thing but each year the process seems confusing and unclear. We have not had consistent leadership which is part of the issue.

none (aside from being stressful to compile all the info requested)

Because we are a small department, our PAC includes all the tenure-track faculty in the department. So no one is elected nor do we rotate through members.

My main concern is that the PAC evaluation is not being shared with us and is only read by the department chair who then revises the ratings to suit herself.

I think they do their best to be fair and equal.

Our PAC evaluates faculty in relation to other faculty in our department. There are no stated criteria such that if you have one book listed on an update you will earn a particular score. Instead, each PAC member scores faculty according to what he/she believes is fair in relation to others. Such practice does not take into account different experiences of the faculty--research has shown that the pandemic has affected more severely women, mothers, and women of color, in particular. It would thus make sense to create standard and solid criteria that would remain the same year after year against which all

faculty could be measured. So if you had 1 book on your record, you knew you would earn a particular score. Rather than the present practice which leaves the evaluation up to the whims of the PAC members--for some 1 book is not enough for a perfect score--especially for those super prolific faculty members who consistently have more than one book. If those are the ones who always get the best scores, then the person who is able to publish one book still won't be able to get a perfect score.

Although I think that my department has made an effort to communicate about annual reviews, I do not feel that I understand how evaluation works and whether I am providing all of the information necessary to evaluate my work fairly.

Non-tenure track faculty are not allowed to serve on the PAC. Tenured faculty are "elected," but there are limited number of tenured faculty, so the same faculty generally serve on this committee.

There is no standard given for the evaluation process. The documentation that needs to be submitted is clear. I was placed in a lower group one year because our PAC thought lecturers couldn't be in the top group (1A). I actually had to prove this was false (scanning in prior years where I was placed in 1A) instead of just pointing out that nowhere in our by-laws was this stated. Our department also does not allow non-TT faculty to serve on the PAC. I have asked for a non-voting non-TT faculty member to serve on the PAC but the chair would not allow a vote on that issue.

The Chair of the department has imposed her thinking on the committee so it seems like the committee is a waste of time. The Chair does not meet with the committee when different scores are arrived at by the committee and the chair. The chair's partner is on the committee so it is hard to have an honest conversation about any of the work. The chair does not respect the committee members' opinions.

I believe that the process is unnecessarily long and complicated, but that's not really an issue with my particular department/division, but the university as a whole. Most of us are exceptional teachers and professionals who labor to follow the rules and do as good a job on this process as we can, but it's arduous to say the least.

In recent years, I have been chair of my department PAC/RPTC three times, including the past two years. I hope I have shown a good example of constructive behavior in this role. When I arrived at UNT, my college was excited to have netted "a star." UNT had already offered me a job some years earlier and I had been invited several times as a guest clinician. This dynamic rattled the faculty in my department which had one full professor and several associate professors. Promotion had been bottlenecked. The PAC was used to intimidate faculty, and competition in the area of instruction became the locus of that intimidation. I expressed concern almost immediately, whereupon I became the target and my annual reviews increasingly weaponized. This happened quite quickly. After a few years, I requested to review each level of my annual review. There were always so many factual errors and incorrect assertions that these needed to be addressed before the next stage of review could safely occur. With the arrival of a new dean and chair, and with the help of a Provost, reviews were done more professionally. Unfortunately, quite a bit of traumatizing damage was already done and the bias created unfortunately continues to persist.

Teaching evaluations of faculty should consider and place much more weight on activities such as material innovation, current events, applications, novelty, different and diverse assessments etc. There should be more equity among faculty in evaluations. Faculty getting special considerations such as reduced teaching load should not be evaluated on the same standard as faculty teaching full load.

We have 5 members on the committee and roughly 13 faculty. It is a lot of faculty for each committee member to review. But, I don't see a better alternative.

The PAC is just another hoop to jump through. It doesn't really mean much; the chair gets to modify and then write their own letter. Merit raises are determined by the chair. PAC evaluations are a hollow attempt to make faculty feel like they have some say in the evaluation process, but they really don't. It's a waste of time, particularly in years in which there is no merit.



The PAC developed a MUCH more objective and transparent process last year, which eliminated the subjective, unfair and often corrupt practices of previous PAC evaluations. I'd highly recommend other departments and colleges using a similar format as MLOM now does.

The final say is for the Chair of the department rather than for the PAC elected members. I feel that the work they do ends up being of no real value when the Chair makes changes and has the final say.

I suggest that we cease using SPOT scores as criteria for evaluating annual performance, full stop.

The input of the division PAC seems unnecessary. All of the power/control lies in the hands of the division chair.

Co-Directors complete our annual review based on 10 sections required for our program. Our annual review is extensive and requires much more than other faculty. The required documentation takes about 2-3 weeks to complete at a minimum. I am wondering if the annual review process could be streamlined to hone in specifics areas where improvement is desired or where program changed is sought.

The process is laborious and pedantic. Each vita line requires "evidence" and it takes hours to put together. In our department, we often joke that we could write an article in the time it takes to put together our PAC materials.

Not every department/program has a set of criteria available to them. When our program faculty requested a list of our criteria from college leadership as they had changed due to college bylaw changes, we were told that they didn't know what criteria we should use. Simultaneously, instructions were also given to always refer to criteria as a way to ensure a fair annual review process. I believe there should be more oversight on colleges in this process, especially with NTT faculty. Although my experience is limited to my own college, it does seem that UNT places quite a bit of emphasis on making sure the process is followed accurately and fairly for TT faculty, but neglects overseeing this among each college's workings with NTT faculty.

The process is time consuming and produce limited outcomes.

I feel the work is greatly duplicated between PAC and RPTC (unit review committees). Why do we need two different reports for the same faculty member. This is a major waste of time and completely unnecessary. The RPTC could just add any supplemental comments needed that related to P&T, rather than writing another report.

UNT appears to have always had a major institutional "complex" about faculty evaluations. Colleagues in other universities by and large do not report the vast amounts of time required by faculty to complete the update process or by committees assigned the actual task of evaluation. Fis has only made things worse. A thorough comparative study needs to be done with other institutions to discover how this task is handled elsewhere. Given the exceedingly limited pool for faculty merit raises, I personally have come to the conclusion that spending most of an entire week assembling the ridiculous amount of redundant information for the mere convenience of music administrators no longer warrants the effort.

N/A

I feel that my department handles this process fairly and efficiently.

Our evaluation criteria are so vague as to be meaningless. The criteria are frequently misinterpreted and the only recourse (after appealing to the PAC) is a grievance. the grievance process is so complicated and time consuming it ensures no one will ever file a grievance. Service activities are particularly misinterpreted by PAC who place far more value on "high profile" service rather than university or regional professional organization service. Often times the most time consuming service is not recognized at all, even when it clearly benefits our students and university community.

As of now, our dept. ranks all on a numerical scale and lumps lecturers and TT together. This does not seem effective: as the two positions have very different jobs. TT should only be ranked and compared relative to other TT and lecturers should only be ranked and evaluated relative to others with that

some position. There's also a lot of number inflation that is a bit inevitable for senior faculty who have been in the department a long time, which isn't equitable.

---

"Point system" for journals still has some kinks to be worked out, with some of the "special area" journals ranked too low.

---

They work diligently and fairly

---

I think our committee works to be fair for all, however, their work is sometimes disregarded as the evaluation leaves the committee.

---

NTTF should be allowed to serve on the PACs.

---

PAC seems to favor those they want to favor. Moreover, in my college, faculty basically have ZERO impact on the PAC activity. Instead, we are the office workers who dutifully go through everyone's material and make "a recommendation" to a chair who has TOTAL CONTROL over evaluation numbers and narratives. If that person doesn't like you for whatever reason and it impacts your scores, that's it--there is no recourse because the dean will not support faculty over chairs. This is a rigged bad system for faculty. Very bad- demoralizing, punitive, top down, no agency for faculty in the process either by serving on PAC or as the one being evaluated.

---

I am not aware of the PAC, but there have been conversations about a division between the "younger" more "favored" assistants and associates versus those who have been at the university for a longer period of time---while change and openness to the general differences that may exist between faculty who are in their 20s and 30s may be different than those who are in their 40s and beyond, this concerns me greatly. The message that is being sent is that those who have done the hard tasks & heavy lifting and those who take on over-bearing workloads to the "assistant" professors can be free to conduct research & teach fewer classes & do less service are the privileged--they do not appear to be appreciative of what others are doing. The divisive nature of "privilege" in terms of race & other areas of difference that are being attributed to those who are white has created an uncomfortable and accusatory culture and climate that goes all the way to the top levels of administration. While there are aspects of privilege that may be legitimate, the emphasis and finger-pointing aspects of privilege are damaging to the larger importance of collegiality & diverse viewpoints. I was hoping UNT would avoid going down this rabbit hole. It seems like they are burrowing even deeper into this hole. That is not good.

---

There's far too much cronyism on the PAC, particularly in a department with three couples. People don't get along and it shows during the annual "vetting" process when the PAC challenges certain faculty members on what they reported. Meanwhile, they don't bother to engage their spouses or allies in the department in the same fashion. This practice is unfair and extremely detrimental to morale. The problem has been reported repeatedly with no useful outcome.

---

UNT administers the Gallup survey about workplace environments. My department is hostile year-after-year. The heat map of results is red for our department, but no one does anything. Our current dean/chair are a nightmare. I have zero issues with our PAC. I don't blame the PAC for anything other than not speaking up about how dean/chair treat us badly. My opinion is that the dean/chair will do ANYTHING to get ahead at the harm and injustice of those beneath them; they have two faces: one for the Provost and people who can give them stuff and another for anyone beneath them that they are

---

able to take advantage of for personal gain. Our PAC is fine. It's the chair and dean who need intervention and oversight. Working for UNT used to be great, but not now that the dean/chair have POWER and abuse it, our work environment is even worse. PLEASE HELP YOUR COLLEAGUES IN CSE! PLEASE! PAC can only do so much. The guidelines the department creates are all PAC members have to work with. To undo this, new merit/promotion/tenure guidelines must be developed. That will take guidance from a strong chair who knows how to create valid assessments and clear rubrics. What we need are college-wide guidelines for all faculty-ranks. The fact that I am a non-tenure track, but am held to the same point system as tenured faculty who have labs and grants is unacceptable. No matter how many courses I teach, how great my SPOTs are, and how overloaded I am with service, I can never earn as many points as one publication.

Chairs have too much power; they need bias training and need to be held accountable for their abusive actions when falsely evaluating faculty. Unfortunately, Deans do not protect faculty against hostile Chairs, and the Provost supports reckless Deans.

The part of the annual review that is most bothersome is that our performance agreements are for the fiscal year but the annual review is for the calendar year. This causes headaches every year, and is needlessly confusing. Also, having the annual review (which by its name, one would think is about a single year) cover the last three years is also an unnecessary pain.

n/a

This was my first review. I received little guidance with the evaluation process, since no one I asked seemed to understand it well. The entire process, including the FIS, was rather confusing and tedious.

When I served on PAC, several members of the committee tried to find fault with every faculty member's work. Statements were made in the committee such as "s/he didn't really contribute to that published work" to discount that faculty's effort.

n/a

PAC members should convene ahead of the individual reviews and consider and agree on a common set of criteria based on the previous year's circumstances. Otherwise, people that have served on the PAC before may simply be rating based on how consistently that faculty member has performed in the past vs. this particular year. Yes, some are great teachers and will always be. But if they have not done anything innovative this year and are simply reusing the same content, that may not be appropriate this year. The PAC members need to agree on what should be a priority and how each of the criteria will be interpreted. Also, which service is more important? University and College or service to the profession as a journal reviewer or conference organizer?

I think it would be useful for the PAC to provide some recommendations as to how faculty members can improve their scores. The difference between a score of 8 or 9 out of 10 is sometimes negligible but can make a huge difference in terms of levels in which the faculty member will be placed based on weighted scores. It is quite frustrating when someone gets an 8 one year and a 9 the following year, and then back down to an 8 a year later, even though it does not seem to be any changes to their teaching or service.

With the small numbers, there is a fair amount of padding to ensure no repercussions.

departmental pac includes people at all ranks, but not all members of faculty have equal chance of being on it. elections favor some people over others. anyone who expresses disquiet or concern over practices will have a lesser chance of being elected.

There are serious flaws in the process and its emphasis on the SPOT reviews. There is documented evidence that women, people of color, and those whose first language is not english are discriminated against in the reviews. Likewise, if you challenge students or try to push them to think critically or do

any challenging work, you will receive lower scores so, in essence, as a teacher you are rewarded for having students do less or for being an "easy" professor and penalized for challenging them or asking them to write.

---

I think we waste an unconscionable amount of time over the course of this process. And the end result is perhaps a 2 or 3% raise, but not even every year. I totally understand the necessity for an orderly review process as one rises through the ranks. But for those professors who are tenured, who have risen to the highest rank available in their department, and who continue very obviously to be productive, couldn't the annual, humiliating process be reduced to ONLY IF someone is visibly slacking off or ONLY IF someone has had an incredible year and wants to be considered for something more than a few hundred dollars added to their salary? Speaking personally, if I charged by hourly rate for the amount of time I spend getting my update ready, it would FAR exceed the amount of the annual raise.

---

We do not treat books in a way consistent with other humanities departments (they have a shorter window in my department). This has been a little frustrating for me, but I am more concerned that future junior faculty are more likely to pursue book projects and might find our narrower review window for them discouraging. I would not want to have a scenario where a new faculty successfully published a strong monograph and then feels like that work isn't appreciated at UNT whereas it might be more appreciated / rewarded elsewhere.

---

Evaluations should be evaluative, not merely looking at numbers generated by students.

---

I would really like to see an "at a glance" document for what documents need to be uploaded for the annual review process and where they're being uploaded to. The former piece of information was buried in the middle of a lengthy document which was itself difficult to find on PAC's Sharepoint site; I don't think the latter was anywhere. The latter may also not be needed now that the process has been integrated into FIS, but for those of us used to the old system (which I could also never remember the mechanics of with an entire year in between uses) a reminder might be nice.

---

The division I serve in uses the process well. There has been some discussion of the annual review being done every two years for post-tenure faculty; I don't know if that is currently a consideration, but particularly this year, I sense that it would have been welcome.

---

I'm still new- but people hate it so much that it must be fundamentally broken.

---

No but that you for asking!

---

The PAC is not the problem in our department; the department chair is the problem (regarding annual review) in our department. A few years ago when UNT changed the annual review policy, it removed a lot of power/importance from the PAC for annual review and placed the final decision with the department chair. People talk to each other about their annual review scores, which means that we all know whose scores were changed by the department chair (compared to the recommendation made by the PAC), and it is clear to many people that there is favoritism and other things going on, but really it comes down to a lack of transparency and shared governance. To recap: PAC fine; department chair not so fine (regarding annual review).

---

There does not seem to clear guidance- the materials shared and process seem rather convoluted

---

I would hope there are not too many paperwork across all components of evaluation. FIS, FAR, RPT etc. all are connected to CV and FIS can be used for all. We are spending a lot of time for various types of evaluation, leaving less time for the actual work.

---

I think that more emphasis needs to be placed on actual teaching effectiveness and less on student evaluations, as they have been shown time and again in the literature to be biased against gender, ethnicity, language ability (i.e. accents), class size, and modality of teaching. I also do not think it is fair to compare TT and NTT faculty to each other in the realm of teaching.

---

I have read through all of the workload guidelines that are posted on the VPAA website (I anticipate those not visible have not been approved by the Provost) and have read through the P&T and annual merit review guidelines for all the departments. There is such variation in the process. Departments with specific avenues for publishing are far different than one like mine that have a variety of outlets for sharing of academic conceptual and empirical work. Interesting comments have been made that "it doesn't matter how the PAC rates us at the department level because the dean is going to make his own ranking and rating and decide on his own the amount of raise people will get." It seemed at first in our Bylaws for the college that the college PAC would work with the dean for ranking, ratings, and merit raise amounts but that has not been the case. The dean decides on his own but he does meet with each of the faculty each semester to check on research progress and what resources are needed to be successful in teaching and research.

We are in an unusual situation in my college/department. The provost has unilaterally changed the criteria for evaluation of lecturers in my college--she has declared that lecturers are not permitted to count research as a portion of their workload in any college of the university, and has rewritten university policy to reflect this decision (revisions effective August 2020). Our college has traditionally valued and supported the research conducted by its non-tenure track faculty and has had a high regard for its impact on the quality of teaching across the college and on the reputation of the college. The college, therefore, proposed an alternative rank for its non-tenure track faculty--one that would permit interested faculty to maintain a small workload percentage dedicated to research. The provost never made a determination on that proposal. Due to this situation, and due to the unusual challenges associated with the pandemic, and due to the fact that my home department does not, at present, have a dedicated department chair, my department (and at least one other department in my college that I know of) have not rewritten the existing evaluation criteria for non-tenure track faculty to accommodate the shift in UNT policy. Put simply, there are no valid evaluation criteria for faculty at my rank in my department. This significantly undermines any attempt at increasing transparency. I should add that we have just substantially revised our college bylaws, putting a new process in place for the review of non-tenure track faculty, so I was not comfortable commenting with certainty within this survey about how the process will play out. However, I am optimistic about the potential impact of these changes, moving forward. To this point, non-tenure track faculty were not permitted to sit on departmental PACs. Beginning this year, non-tenure track faculty will comprise a dedicated non-tenure track "unit-level" PAC that will review all lecturers within the college.

Chair regularly overrides PAC/LAC recommendations with no explanations

The FIS system is tedious and confusing; at the same time, it isn't user friendly--these things combined make annual review much more stressful than it needs to be.

The committee decides what service aspects are considered. However, the committee does not understand the time involved in some of the service requirements as the service for a non-tenure can be very different than for a tenure. All the PAC are tenure faculty.

Papers that are co-authored are counted the same as those with only one author which seems to favor those who co-author a number of papers. Also if a co-authored paper is accepted into a prestigious journal then perhaps the other author is the genius but the co-author also gets the benefits of publishing in the prestigious journal which might not be deserved and which seems to make the process not quite fair.

I think it takes too long to gather the materials and we should be provided work time to do it. I am in a lecturer, clinical, and service position and am too busy at work to pull the materials in the specific manner described. I am very happy the deadline was pushed back this year, but am very impacted by COVID in terms of workload, and this adds so much - which adds to my night time work.

Fundamentally a waste of time

What is the point of these? Nothing changes. We check the boxes and then reports float somewhere....Faculty can be awarded with delayed compensation when available and that is good but it doesn't seem to improve the faculty that year after year fall short in teaching, service and research. The reviews do not seem to hold any weight or seem to be reviewed outside of the department level and no actionable items or improvement have been

taken to hold faculty accountable for continued poor performance. How do we hold people accountable and get improvement? How do we actually live up to the promises that UNT has made to our students and community? What is the point of these if we cannot affect change? It just seems like more paperwork.

Last year, the PAC established objective criteria that is transparent and fair to evaluate faculty. This fortunately took the corrupt practices of the past mostly out of the evaluation process. This was a big step forward.

I think our department does a great job.

The question comes down to what distinguishes between 9.25 and 9.5? Our performance measures are not distinct enough. In addition, we require national conferences and committee positions when lecturers do not receive funding to travel. The same goes for teaching and receiving teaching grants to be rated "excellent. "

I feel our process is fair and transparent.

While it is designed to rate using a rubric more often than not personal bias affects the scoring, so that it becomes more of a popularity rating.

While I believe that our PAC evaluations are fair, we are prohibited from seeing our PAC results by our department chair.

It seems like a great deal of effort for the faculty and committee members with little use by the department chair.

The guidelines for what documents to submit are clear and what percentage they count towards my annual performance score is understood. However, the department does not give formal feedback or an idea of what the performance score is after the annual review. It really feels like I send all of these time consuming documents into a void and hope it is received well. I am hoping I will get some feedback this year so I know how best to navigate future annual reviews.

I think that we should get rid of SPOT and find a better evaluation tool. RCoB developed one and used it for many years. It was a lot better than SPOT and more informative.

Regarding question: Are you provided with your evaluation guidelines and criteria before the evaluation process begins? Yes, we have guidelines but they are extremely vague. Scoring rubrics are not shared with employees if used.

This is my first year being evaluated; I haven't gone through the process yet.

I think overall the journalism PAC does a great job of evaluating each individual fairly. They also work to make sure everyone is well informed of what they need to do to help the eval process.

I don't have any issues with the work of our PAC. Thanks to the PAC members for their work.

Computer science & engineering is the worst environment and you are better to be quiet and hide than speak up about anything. The chairs and dean are going to do whatever they want so stay out of the way and take the increased teaching load, low raises, and don't speak up about anything unless you want retribution is how I feel. Just wait them out until they get new jobs and hope that the next dean and chair will not be abusive. If anyone from Faculty Senate wants to dig deeper into our department, please help us.

It is a travesty that we do not get annual cost of living wage increases. Raises should be based on some combination of a standard raise that accounts for cost of living increases and merit raises. But the current structure is even more problematic because it depends on the evaluation systems determined and controlled by members of the PAC.

I taught a 3W1 KINE 3090 course this past summer and made extensive revisions to all video presentations. There was not a single face-to-face class or review session. My goal in the revision of video presentations was to make the course better so students should be able to be successful with only watching and studying the information presented in the video presentations. SPOT scores were 4.0 for that class. This past fall, I used the same video presentations, added a weekly Zoom Review + Q&A session that was recorded and posted, and added a weekly review session hosted by a teaching assistant. SPOT scores were abysmal; 1.9 and 2.5. How can that be? I am confident that will be used against me in the annual review.

In my department, the emphasis is on bean counting, at the expense of recognizing true merit and the faculty member's contribution to the missions of the university and the profession. It is a demoralizing process that compounds the differences between "rich" and "poor."

We were asked to fill out a COVID Impact Statement in our Annual Review, but it was not explained to us how it would be evaluated or used. It also asked us to reveal lots of personal information. I filled out the form, but I was uncomfortable doing so. I wish it had been made clear how this form is being used/evaluated and why a detailed personal COVID narrative was expected.

I've served on the PAC for NTT in my department; I believe the membership in both the PAC and the PAC for non-tenure-system people is distributed well. I'm going to try to be frank here, while at the same time respecting the process and work that goes into evaluating people. Because I do respect that. Putting together these composites and teaching evaluation documents is a massive bureaucratic exercise indeed and I'm not sure how their role in the annual review, and the review itself, makes a difference as to promotion/salary adjustments/und so weiter. This is not necessarily a problem with my department's PACs Also, given the current discourse surrounding the inherent biases of teaching evaluations themselves -- that women and BIPOC are not treated fairly at all by student evals -- I don't see a lot being done in the upper administration to correct or account for this. I could be that I'm not in the loop on this. And yet, I see my colleagues wringing their hands over the SPOT numbers anyway, especially this year, and it all just makes me sad. It seems pointless to me that we should worry about this kind of thing, given how flawed the whole enterprise is: people spend WAY too much time fretting about it, as I see it. I understand that everyone needs to be evaluated no matter what sort of job they re doing, but I don't the like the idea that I should evaluate the teaching of someone else and come up with critiques or areas of improvement, and that people would think there was something wrong if I didn't. I honestly never have a lot to say about how people teach entry-level service courses: they are all way overqualified for that, and I honestly appreciate what everyone brings to the table. Some instructors put an ENORMOUS amount of unheralded--and unremunerated--work into them. And yet, there are those SPOT scores and averages-for-department to tend to. We have an abundance of great teachers. We have an abundance of great students. I get how hard it is administrate, how hard it is to compare different departments that have different functions, and sometimes stats are the only tool we have. But I think something needs to change about the whole process, especially at the college level, to make it less mysterious & nerve-wracking.

1- I believe the non-tenure promotion procedures are out dated. 2- I believe Standard 15 in our Colleges AACSB is OUT DATED&gt;

N/A.

Our Department just recently changed our bylaws to create a Non-Tenure track PAC. We had previously been operating as a Lecturer Affairs Committee, but this was not codified in the bylaws. We will need to change/modify our annual review process now that we have a clinical faculty member.

The Dean and Chair make life bad for honest hard working faculties. Those two make clear they are in power and many live in fear of retribution. I don't know what counts in an annual review because I think it depends on who they favor. They change workload documents and want to create a spreadsheet

of requirements for workload but the spreadsheet is not realistic in department so large and diverse research and we all scared that it will only serve for punitive reasons. I witness many injustice to some and then favors to small group. The present misleading info like research money up for the college but, while that is true, they don't mention that it is a small number of large grants that make this happen and than majority of faculty have losses under the current chair/dean. They brag that they increase profits by increasing faculties teaching loads and class sizes but don't openly admit that it has caused losses on students and faculties. They have created unethical race for departments to have highest teacher:student ratio for more profits and it has broken backs of many faculty and students get worse education and massive cheating. (dept was #1 in cheating last year but lecturer who reported it is now gone who turned in most of it. Watch and you may see less reporting this year.) I hear some colleagues reference University of Phoenix and say our dept is become diploma mill. New leadership is needful for best treatment of students and faculty who could do better for our students and program reputation. It is a hot job market and students at surrounding universities get multiple job offers while I observe some of our students not get offers and some who lose their jobs. We don't want that. We want our students to be just as good as others in our area, but it seems doubtful with the dean/chair running everything to their "profit" until they get "better" jobs and we are left with the mess. So when annual review time comes around it is best for faculties to take the abuse from dean/chair and not risk retribution since they may pick apart anything on your annual review. I saw one woman in our department speak up about how this dept is lowest environment on Gallup survey and she was treated bad to make example of her. They did not address the survey and try to say it is just angry full professors that filled it out but if you count the results it is clearly not true and there is merit to the feedback that my colleagues gave on that survey. The college and department are needful of intervention for faculty suffering and lowering quality of student instructions and interactions.

---

There is no follow through. PAC changes composition year-to-year (it is elected but not everyone gets elected, it skews to a specific subgroup of the department). Annual review processes do not work if faculty are given recommendations but there is no follow-up to see whether faculty were responsive to recommendations. The review process is theater of the absurd.

---

Several years in an MGMT seems to have a well run operation. No complaints here.

---

I think they do their best to be fair.

---

Teaching metrics do not distinguish between average and excellent teaching. SPOT metrics of 3.0-3.3 are used to earn the highest teaching scores. This does not allow differentiation for faculty whose SPOT scores are much higher, e.g. >4.0. So an instructor who gets a 3.0 for a course gets the same "credit" as an instructor achieving 4.5. This does not provide much differentiation.

---

I agree that numbers are important, and objective; however, when an evaluation process becomes too tied to numbers, it also becomes less humane. Also, just because one person's research is different from that done by other members of the department, it should not be considered less important. Sameness should not be celebrated.

---

The PAC works to evaluate faculty members using the guidelines. Up until last year the PAC gave their scores to the faculty member. Last year, the PAC could only send the scores to the Chair --- who decided whether she liked the scores. She changed the scores to her beliefs without informing the PAC so it seems that the PAC time is wasted on this process. The PAC members voices are ignored.

---

I observe that colleagues take this process very seriously and endeavor to be thorough and comprehensive in their review of another colleagues file. They also endeavor to treat everyone with the same standard.

---

Our review process is very time-consuming for both the faculty members being evaluated and the PAC members. Yet, the evaluations themselves typically contain very little actual usable information for improvement and do not seem to be terribly useful evaluation tools.



Current PAC evaluation systems works great. Faculty provide input into workflow. It is very efficient. Faculty know exactly what they are being evaluated on. PAC members are elected and follow departmental guidelines. IT IS A VERY FAIR SYSTEM. However, too much weight is put on publications. The reward system makes it very discouraging to do anything but publications.

We do not "rotate" so much as over-serve, because we are a very small division. We all HATE being on that committee, because we respect and admire one another and resent the huge amount of time spent evaluating hard-working and over-productive colleagues.

We recently changed our PAC to be a committee of the whole, which is not going to do the harm that past PAC committees have done to the faculty and the department. In the past, the select persons on the PAC would just give themselves the highest scores, which we used to determine merit raises, and of course they would get the most and some would get none. There needs to be a major rework of these committees and committees of the whole need to be banned.

It depends on who is selected. There are some faculty in the department who simply should not be on the committee because they use it as a position of power.

The guidelines in my department for achieving a certain rank (1-5) were changed (not unanimously, or by majority) after all committee and teaching obligations had been already established for the year. It was surprising, and maybe some guidelines on how to handle changing goalposts for TT faculty midstream might be useful in the future.

It would be nice to have someone help us through the process other than having zoom sessions with different tract employees. The Non-Tenure tract includes Clinical PhD's and they are evaluated differently than Lecturers.

This process should be revised.

Not much guidance is provided for how to score colleagues. What does 'excellent' mean? It would help to have more objective criteria to remove the potential for biased scores.

I know we are given the opportunity to provide a Covid-impact statement for this year's APR. I hope these statements will carry over to the next two years as well as the impact of Covid will affect faculty over their three year evaluation (not just this past year). Despite choices I have had to make to make it possible to work this past year (choices I also made for this semester and next not knowing how the situation will evolve), I fear that these decisions (e.g. course selection/scheduling), will negatively impact my teaching scores, but I will have no way to appeal.

N/A

The entire online process is very confusing. What goes where? I still don't know if I do it correctly. I have had FIS training and it was helpful. I know absolutely nothing about my department and how the process works.

We have a small department that does not allow for much rotation among the PAC because only a handful of people are eligible.

I appreciate the communication related to this topic that is completed by the PAC. This has been done via email, meetings (zoom), and documents on shared directories. Helping everyone understand the process and requirements are a big part of what the PAC does, especially related to the past year (covid).

Chair is unpredictable as to how s/he will evaluate faculty.

The annual review is corrupted with bias and personal vendetta.

---

The annual review process in my department works well I think at the level of the PAC. However, the department chair use their "power" to raise the scores of faculty they like and lower the scores of faculty they do not like. This is wielded particularly against lecturers and untenured faculty, who feel they are at the mercy of the chair's power if they want to keep their jobs.

---

I think there should be a separate or distinctive way of reviewing people who are tenured so that they are not expected to do the same things as probationary faculty and have a longer window in order to complete longer range projects

---

## Hispanic/Latino

Please provide any additional comments you would like to share about the annual review process and your department/division's Personnel Affairs Committee:

---

We have worked together to create a more fair evaluation process for all our department, and we have also made some modifications due to the Covid19 impact in some of our service activities. The main thing is that we talk about it, listen to all the concerns, vote when necessary, and make decisions based on proven facts. We are in the right track.

---

I have been denouncing the constant irregularities in my department in the evaluation process of Faculty. The College knows and is aware of the situation, they just do not care. Or even worst, they do not know what to do.

---

The PAC members are elected but often, the same members tend to serve. In full disclosure, for the last 4 years, I've been elected to serve on the department's PAC. So even though we're elected, not all faculty are rotated.

---

Merit evaluation and tenure requirements are quite clear. Full Professor qualifications are a little murkier.

---

New vastly different College Bylaws were called to a vote in May 2021 before there was a college-wide discussion of the consequences of it. Because of this, the non-tenure track faculty were left without a carefully written criteria document. There was an attempt to re-write the document in Fall 2020, but the approval process was then postponed so that newly hired Chairs and Dean could be a part of that process. That leaves non-tenure track faculty in a gray area this year for evaluation. The evaluation for tenure track faculty is done in the department. Non-tenure track faculty in now evaluated by a college-level committee separate from departments. This is where there may be some difficulty.

---

The amount of documents and information that must be submitted for the different annual review procedures and progress toward tenure is overwhelming. The process can be more linear and streamlined rather than asking for the same thing several times in different formats (e.g., CV). The amount of time spent in this process can take days and it reduces the time spent in our scholarship and teaching.

---

There are no NTT faculty members as part of the PAC. I think this is unfair to other NTT faculty because TT probably doesn't understand the challenges we experience as NTT.

---

The FIS system is a confusing mess that doesn't allow for a clear documentation of activities, customizable CVs, or an annual review workflow that allows us to simply attach previous year's reviews rather than re-uploading them.

---

The biggest challenge we have is making sure that our department chair doesn't get involved in the PAC process. But that's because of the chair's lack of understanding of faculty governance... which is a whole other issue.

While the guidelines in my department are clear, I do see discrepancies among individual PAC members on how they are applied. The chair usually intervenes at the end of the process when he detects bias among the members.

There seems to be a big disconnect in how the PAC evaluates faculty and how the Deans evaluate faculty. For my department there are totally different standards.

Too many items are requested, CV, entering info in FIS, Reflection of Teaching, Service and Scholarship/Research, this time COVID statement. In the past Workload Agreement. Streamline the requirements to submit to just one. It seems just busy work that we could use for instruction and service of students instead. It takes many hours to gather the indignation they want and takes away either Christmas holiday time in December or instructional time in January depending on the deadline.

Our rubric does not follow university guidelines. They are one-year oriented. If you do great one year and bad two years but it averages OK, you will do very poorly because it counts year-by-year, and this contradicts with university policies.

To go through an annual review process during COVID and when there are no merit increases is a waste of our valuable resources and waste of time. I understand the implications for faculty who are not tenured yet. However, it is a significant investment of time for faculty and for the PAC. My department requires 4 additional documents in addition to the annual review generated by FIS. The documents require to present the same information in a different format. I spent an entire day during COVID updating mine and I am tenured.

Our department does a fairly good job at trying to evaluate everyone fairly. Usually the chair's evaluation and the PAC's evaluation are similar. But from discussions with other colleagues in other departments, it doesn't seem like it's all done fairly/equitably.

Because most of us procure high SPOT scores, it seems to turn into a sort of unstated competition. Documented student biases in teacher evaluations (gender, age, looks, weight, etc.) are NOT addressed departmentally. However, when we had face to face, I pointed out these implicit biases to my students, so they are aware. Cannot do that remote. For remote, students seem to care about organization of the course content, and predictability of assignments. They do not like changes of any kind to the schedule or content.

The guidelines/rubric we use favor the tenured members. The assignments of their points are more flexible than the ones Lecturer's receive. We do have a PAC and Lecturer Affair Committees (LAC).

We just create a non-tenure faculty system evaluation. We had only lecturers in the past but we have added a clinical faculty. Not sure how this is going to be taken into consideration. For tenure faculty, the focus is mainly research and the quality of teaching is pretty much ignored.

n/a

While our guidelines and expectations are clear and fair, the process is unnecessarily confusing and complicated. Though our performance agreements cover the fiscal/academic year, our annual reviews are now organized by calendar year, which makes understanding what materials to include very complicated, especially when the review itself happens in January, rather than in the Fall. The FIS system is likewise convoluted and difficult to use. We're asked to upload previous year's evaluations in a single PDF document, but the system doesn't allow easy access to those documents and they must be downloaded as a zip file. But each part (PA, supervisor evaluation, PAC area evaluations, etc.) is in a separate folder, making the task of compiling them time-intensive and unnecessary. What's more, the forms for certain activities are only designed with certain tenure-track faculty in mind--it is not set up for NTT or librarians' typical activities, like conducting workshops, trainings, library instruction, or publications that aren't traditional scholarly

publications. Finally, the formatting of the FIS CV report is poor and doesn't reflect the way most academics would organize their CVs--it's not clear why this isn't customizable.

---

I was on faculty when we used to enter our information in a word document and submit pdfs. While this current process through FIS likely makes it easier on the committee in terms of evaluation, the entry process for faculty is tedious and extremely time-consuming. It is the great burden that hangs over our heads each year, and I have no idea if anyone actually reads any of it. After we work so hard teaching all year, it seems almost disrespectful to make us have to go through this process -- making us use a program/method that makes entering information so tedious (and sometimes confusing). I am savvy with computers, and I took the training, so I think I'm as fast as anyone could be, but there are several aspects of FIS entry that make this process slow and difficult, and a few simple changes could improve our experience significantly. (Perhaps another survey?) Currently, it's in the same category as doing my taxes (a daunting task), and it takes about as much time -- hours upon hours.

---

It is my understanding that the PAC is composed of tenured faculty, and our division has very few tenured faculty in it. That is why it is not elected.

---

## Black/African American

Please provide any additional comments you would like to share about the annual review process and your department/division's Personnel Affairs Committee:

---

When challenged on misinformation used by the committee and asked to provide proof of the accusations made - the committee members become very quiet and refuse to offer any documentation. Administration does not seem to provide a way for this to be addressed either.

---

The entire thing is vague, and the pandemic hasn't helped.

---

The PAC for my school has revised its guidelines over the past year to improve the process and provide a more fair review. Now that the school has been moved to a new college, there is great concern that we will lose control of reviewing our peers, particularly to individuals who have limited or no knowledge of the type work we do in journalism.

---

University service is not appreciated

---

It takes too much time to complete it. Should be less complicated, allowing us more time for research and teaching

---

I feel like I know what's up with it

---

The PAC committee has a history of unfairly evaluating candidates. They bring their grudges and petty grievances against faculty members to this process and has a history of unfairly evaluating Black candidates in our department.

---

The application of the departmental evaluation system is highly subjective. There are no checks and balances that assure the actual scores are fair and objectively determined.

---

My department's PAC does not clearly define how to best evaluate teaching or service. The rankings are purely subjective.

---

## Asian/Pacific Islander

Please provide any additional comments you would like to share about the annual review process and your department/division's Personnel Affairs Committee:

---

submitting the paperwork for PAC review is a laborious and time-intensive process. I wish there were a way to simplify it.

---

My PAC works hard to be clear and fair. They are always available to clarify information.

---

The whole process is too lengthy. Also, it would be great if non-tenure track and tenure track could each have their own annual review form. Now we use the same form and need to skip the parts that don't apply to non-tenure track faculty.

---

I serve on the Lecturer Personnel Affairs Committee (LPAC). We would like to overhaul the over-dependence on SPOT scores which are grossly unreliable, not just because they are subject to various kinds of prejudice (racism, sexism) but also because there is no consistency in terms of numbers -- one class might have 10% of students responding and another 85%. The data samples are hugely inconsistent.

---

The members of PAC that provide input on each faculty's annual performance to the department Chair for his/her final review, often consists of the members who themselves are constant poor performer in their academic career and hence do not have any abilities to evaluate/review high performing faculty colleague. Also PAM must be made of only full professors.

---

For those who have reached the highest level of their rank, it seems unnecessary for them to be reviewed every year. Are there reasons these individuals could not move to an every other year timeline?

---

Our PAC is elected, but should have rotating members. We have an associate as PAC chair, which is a huge problem as he writes recommendations for the department chair - he is not perceived to be objective as he is looking to be promoted. PAC chairs at a minimum should be full professors. Elections are a popularity contest - the objective faculty and those with a backbone are eliminated, and only the "yes men" get the votes. There is also cronyism, and networks of "friends" who will elect each other and then give their friends a higher score. There is an ingroup/outgroup situation in our department that has become quite toxic in excluding faculty of color and those who voice their opinion. Also spouses in the same department is a BIG problem. They should not be serving on the same committees, and should not be evaluating their spouses. This is not appreciated by department chairs who also have spouses in the same college/department, so its hard to make them understand the concerns. One spouse was on the search committee and hired their own spouse, and no one was allowed to object. Now the two of them are on every single hiring committee and have filled the department with their cronies. We also do not know how these scores convert to merit raises. This should be more transparency. A person consistently at the bottom of the evals got a 5 digit merit raise, while I got a paltry token increase though I was a top performer. Our department also uses "collegiality" to force compliance and ridicule/outcast those who may point out the downsides of some proposed action. There are very few days where I feel like I belong or that I matter, because I am not part of the popular clique that runs the show. There is a silencing of voice, as some people treat the workplace like their personal belonging, doing what pleases them, and having no accountability.

---

I think appropriate training on how to interpret student evaluations in light of the findings at the aforementioned training would be appropriate.

N/A

---

Not sure other colleges but mine has two processes for annual review. First, PAC evaluate each faculty member than the department chair evaluates again. the department chair can reverse PAC evaluation without discussion with PAC. I think this gives too much power to the department chair for no reason.

## Native American/American Indian

Please provide any additional comments you would like to share about the annual review process and your department/division's Personnel Affairs Committee:

Prefer not to say

Please provide any additional comments you would like to share about the annual review process and your department/division's Personnel Affairs Committee:

---

The rules were changed radically at the last minute because of the pandemic.

---

1. Challenges/barriers: a. Lecturers teach: The PAC has only TT/T faculty. Many haven't taught 4 different courses in one semester in a decade or more. Many have never taught that many courses ever. And yet we appear to be held to the same standards as TT/T faculty. It's not fair. Of course, people who teach only 1-2 courses a semester get great SPOT scores. The concern is that the TT/T faculty have little or no understanding of what teachers are doing today. Also, many haven't taught in such a long time that they don't know what students are like now. b. Self-evaluation: Format of Narrative does not apply to NTT faculty. We have to enter "Not Applicable" on so many sections. There is a concern that writing more is perceived as being better than simply stating the actions. This is true for several colleges: "our specific work doesn't lend itself to this format easily." This is a major pain point. c. Ranking: There is no transparency to the ranking system. And is ranking needed and is it fair? Why is it necessary? Is there a rubric? Research is not required for NTT faculty—does the scoring recognize that? Does the scoring/ranking take into account the TT/T and NTT are doing different things? There should be different scoring/ranking. And should a NTT lecturer teaching 2 course with 2 sections of each be scored the same as someone teaching 4 different course preps--with multiple labs? We know that ranking of everyone seems to always end up "above average" and the scores are very close together (.003 vs. .00315). d. Other Activities (Research and Creative Activity): i. Some NTT are required to do research/scholarship/Creative Activity ((performances, recordings, presentations at conferences for example) as part of our annual review. ii. How is this evaluated? Some NTT faculty are not sure they are getting credit for their research. iii. Some NTT faculty are involved in research for their department but no way to get 'credit' for it with PAC because it is not included as part of workload. Could it be part of service if done for UNT? Can workload be negotiated to include research for NTT? iv. Conclusion: lecturers of all levels would like the option to be able to count Research and Creative Activity as part of their Annual Review. But because full time lecturers have heavy teaching loads (applied full time lecturers are 20 contact hours), they would not like to be required to count it. e. Appraisal: We do not get credit for every class we teach. This is not true in all colleges. We think all teaching should be included whether it is overload, summer—as we

are TEACHERS! Is research limited to the 2 long semesters? Summer and overload is part of our SPOT and is included in decisions regarding promotion, right?

---

Need to standardize the process and make FIS the standard for evaluation. Some departments still require their own forms which is added work for faculty. Add items to VPAA on FIS that allow adding other data and documentary support and enforce VPAA as the standard across university.

---

Arbitrary ranking into subgroups groups from year to year. People on the committee at the time get better scores and ranking than those who are not. If you are on the PAC you shouldn't be able to see your initial score during the process of finalizing scores. Your score depends too heavily on whether the people scoring you like you or not; if they like you, they will forgive small discrepancies in your record, if they don't like you they will exaggerate negative things. People rank you accord to standards in their small subarea of study, rather than understanding different fields have different standards.

---

This process is antiquated. It does not seem that all opportunities to improve this process have been explored.

---

I trust our PAC more than our Chair for annual reviews. I'll give an example. A Full Professor in our department has had a longer and more successful research career than our chair. I say this based on decades of research funding, publications, number of funded graduate students, and more. There is a large difference in the research productivity of him to our chair. He has a stronger research record. However, our chair will do anything to get ahead. He asked to be nominated for a university research award. S/he nominated herself for Regents Professor. S/he did not nominate him for the University Research Award. In my opinion, that was an abuse of power to minimize the competition and take away his chance that he deserved. Another example. Our chair has doubled her/his salary in recent years. S/he deserves raises, but it's hard to say that an administrator salary should double in recent years while people beneath you get 2% annual raises. S/he doesn't care about people beneath her and will throw us under the bus to get ahead. Those are two examples. Many more. I view corrupt department chairs and deans as a higher priority than PAC concerns.

---

I don't think merit pay is determined by faculty work performance and achievements set forth by the department's standard.

---

PAC submits the reviews to the Chair. I'm happy with that process. But, the chair writes the annual review, which is not infrequently disconnected with the PAC review. This is the problem. I'm told that UNT policies allow this.

---

It is strongly recommended to mandate the upload of proofs of professional activities for the annual review report. The Annual Review generated from Workflow is a disaster. The format is messy and the information collected at Workflow is incomplete or insufficient. As for incomplete cases, not all SPOT reports haven't included in the annual review report and you can't add it manually. There are many insufficient cases. For example, your research article was accepted and published in 2020. Because of the publishing process, the article might be assigned to 2021. As such, that article won't be considered as the research activity in 2020. Similarly, you submitted a research proposal in 2020. Because the starting date is 2021, your research effort won't be counted for 2020. Other than automatic generation of the annual review, Workflow or something else should allow faculty to manually add/revise the activities.

---

1. I would like to have clear instructions about the whole process. 2. I would like a more transparent and fair process. 3. I would like to have a meeting with faculty and members of the PAC committee to talk about this important process. 4. Lack of clarity generates a lot of stress. I would like to have better instructions in the future.

---

Na

---

The process is so time consuming. Unsure of the point of the process - isn't UNT confident in their faculty? Even the most basic faculty who rarely show up, inconsistently answer email communication, and do the bare minimum get merit and continue assignments next year. I've heard colleagues say, "When I get full, don't ask me to do a thing." The annual review process does not address faculty who "skate."

It is cruel for the university to enforce this process as if things were normal this year. It is particularly cruel to pile on the extra 6 year review. Faculty are exhausted and this will eat up incredible amounts of time. And the results are meaningless given COVID impact and the lack of money for salaries anyway. Does the university want us to spend time doing research and teaching (and taking care of students who are now homeless or whose advisors have DIED OF COVID)? Or are we doing reviews made mostly meaningless due to disasters piled on top of catastrophes? Way to beat a sick horse.

Our Dept. had one PAC doing both T&P and Annual review. That PAC consisted of all tenured-faculty members. Few years ago it was divided to PAC and P&T committee. New PAC should be elected as per the policy. But, same set of people are elected and another set of people are not at all given opportunity to serve. The purpose of doing PAC this way is to ensure that some people are excluded from serving. A specific set of faculty: for example, several individuals are always elected to serve as they will do all sort of corruptions keeping a target result in their mind. For them Policy doesn't matter. What Chair wants, gets from them.

We need a twice a year communication from the PAC committee. 1st time September so that our performance can meet standards 2nd time in the month when PAC will review our performance - to let us know - again, what performance measures we are being measured against.

I filled out this survey earlier, but now that this year's review is underway, I have a couple of more comments. I'm in a small department, and the PAC consists of almost half of the faculty members. This means junior faculty members have to evaluate more senior faculty members. This is very awkward, especially for the tenure track faculty. In general, I have major concerns about the PAC process at UNT. I think it is better to get rid of the PAC review process and use the department chair's evaluations only. Having said that, I found one good thing about the PAC review over the years. That is, I am more aware of everyone else's work and I am humbled each year by learning what other people have done. This did not happen at my previous institution where the review was only done by the program directors and the department chair.

Mostly popularity contest. PAC notes never given to faculty, why bother.

If few SPOT evaluations are submitted, results are skewed and tend to highlight polarizing viewpoints because these students will complete the evaluations. Annual reports get "dinged" for having low SPOT evaluation submissions. Faculty who have high return rates provide extra credit points to students - a practice that is questionable and not included in the course syllabus.

The annual evaluations in my department are a joke. The evaluation rubric is not used the same with everybody and the Chair adds or detracts points to people's evaluations depending on if they are their friends or not. His friends get to negotiate extra points with him each year, even for work they didn't do like in this 2020 year they convince him to give them an extra point for not having publications in 2020, which is unfair because anything published in 2020 was submitted in previous years before the pandemic (so the pandemic can't be blamed for not having publications in 2020). This is highly unfair to the colleagues who did produce publications in 2020. Things like this happen all the time in my department and the colleagues who actually produce more and better are not recognized and rewarded properly and see their work undermined when extra points are given to these other colleagues who didn't do the work. This in addition to unfair, is inconsistent with our research 1 mission. The actual raises given are always kept secret but we see in the faculty Senate page that the raises given don't always correspond with the levels people were placed in, as in colleagues who scored level 1 according to our rubric don't always receive the higher raise as they should, and colleagues in lower levels (who are friends with the Chair) miraculously receive higher raises. We need transparency on this, as in publishing in the actual letter that we receive the actual amount of money each person receives in raises. We also need oversight from the Dean's office to ensure these unfair things don't keep happening and that the Chair is conducting evaluations fairly. Also, colleagues should not evaluate each other since we compete with each other for merit raises and years of experience has demonstrated that most people can't be fair evaluating colleagues. Also, please STOP asking faculty to evaluate their Chair. It is a major conflict of interest and makes faculty very uncomfortable because if we don't always write a wonderful letter we fear retaliation (which has happened in several cases and our retaliation policies don't do anything. It keeps happening). Faculty voices should be heard but safe from retaliation, that is in confidential messages to the Dean, and the



Dean is the one who should evaluate Chairs, not us. The Dean doesn't have to fear retaliation or put up with the consequences of it, but we faculty do. Please reform the system asap. It is in urgent need of a reform. Have evaluations of faculty and of Chair conducted by the Dean, not by us. Thank you.

---

Same people are often on the committee, old guard. Always at least one who doesn't have a good grasp of English, not confident they understand what they are reading in dossiers. Don't feel the 'election' could possibly be the true results. Additional 'at-large' person added, also from old guard. No lecturer representation, lifetime academics don't have perspective on lecturer work, to be in place to judge them fairly. Has been proposed for many years, always blocked to make this change, for one thin reason or another.

---

Our department PAC has circulated two versions of the performance review document. We spent over an hour in a faculty meeting discussing changes. The chair stopped the discussion at that point and said we would vote on them at a subsequent meeting. It was never discussed again. This created confusion and two versions of a supposedly objective document.

---

Non tenure individuals need opportunities to be promoted on a FASTER basis when EXCEPTIONAL contributions are consistently demonstrated by an individual.

---

we continuously review, revise and update.

---

This year, there is not enough consideration made of the enormous sacrifices faculty made for teaching and research.

---

I am concerned that the process has lost its meaning. In my dept, the former department chair would send message to should be elected to PAC by nominating faculty to serve. The PAC consisted of friends of Chair who evaluate Chair's performance extremely high, in exchange of obtaining resources. Shared governance is a farce. Its only purpose: protect corrupt administrator. Guidelines/Policy has one purpose: Used by dead-wood faculty to harass productive faculty.

---

My department's personnel affairs committee (PAC) for a long time used to consist of all tenure-system faculty members but only the tenured faculty were voting members on the matters of annual evaluation of individual faculty. After the revision of departmental annual review policy and procedures in Spring semester of 2020, starting this year, the PAC committee is an elected committee.

---

Some committee members in my dept promote friends and have significantly biased opinions towards junior members

---

if you are on pac, you get high scores. if you are not you get lower scores...

---

Overall, the system my department has in place is effective, fair, and balanced.

---

I am in a small department and I am on the PAC every year, because there are not enough tenure-track and tenured faculty members. I have been the chair of the PAC for several years. I don't believe the annual review process provides much meaningful results. I don't think it's used for merit raise, and it affects the morale negatively because faculty members are reviewing each other. It creates unnecessary competition and tension among the faculty. I was at a different institution previously and it was the department chair's job to do everyone's annual review. Now that our annual review process requires the PAC's review and the chair's review, I think the PAC review is somewhat redundant, at least in my department. Of course, having just the chair's review is also problematic for different reasons (e.g., the chair may be the same for a long time; the chair has a positive/negative opinion of a faculty member).

---

I believe the guidance about what to write about is very vague. I'd like to see some examples of a PAC Narrative that is considered good.

---

the fact that we do them for tenured and full professor rank is a waste of faculty time. A review for full professors every three years or less would make a great deal of sense. Obviously for those trying to attain tenure and promotion, a yearly evaluation makes much more sense. Yearly evaluation is a waste of precious time and energy and just contributes to the institutional overhead of being a faculty member, taking away time from teaching and other more productive activities.

---

Since the PAC and department chair's recommendations are made but do not appear to be taken into consideration by the dean who bases merit entirely on his own judgment and preferences, I am not sure why we do the rest of the review process. Further, the "merit only," without cost of living increases we no longer use, based on a single person's view of "merit" means the process is not just and leads to massive salary compression and harms morale, culture, etc. If everyone at least received cost of living and a small merit pool for current high achievers, PAC would be far less contentious and faculty attitudes towards each other would be more positive/collegial since. If it isn't a competitive race to a "top" number of publications, etc. that simply exhausts everyone and creates friction, culture and climate might improve. Further, the approach taken the last decade or so at UNT with merit related to PAC evaluations/process and is not leading to better overall university outcomes (e.g., higher funded grant production, better/more publications) and the higher workloads for everyone do not appear to be accounted for in this process or with the faculty expectations. If workload doubles or triples (or more) without additional reward and that is doled out by a single dean with no real faculty input, the PAC merit process is generally a waste of faculty time that could be better spent trying to dig out from the increased workload.

---

It seems like there is some confusion regarding how extra duties are evaluated. In some instances, I have noted that a faculty member is awarded additional responsibilities (e.g., departmental advisor, teach extra courses, assistant chair etc.) in exchange for some sort of compensation (extra pay, course reduction etc.). During the PAC evaluation process such faculty may enjoy a higher rating on certain components (e.g., teaching, service) because of taking on these additional duties. However, if these duties aren't offered to all faculty in the first place this might result in unfair evaluations for some faculty members.

---

The process is too convoluted, requires too much for non-tenure track faculty, and requires items (like research) in the evaluation. Research is not part of my job description.

---

The PAC and LAC do a great job. The Chair disregards their recommendations and use the AR to reward or punish. S/he does not apply the guidelines. It seems she/he decides how many faculty she wants in a certain level and makes adjustment to fit her plan. There is a total lack of transparency and accountability from the CHAIR once the PAC - LAC are done.

---

I believe the process is broken