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**Date:** March 1, 2022

**To:** Talia Bettcher, Chair  
Academic Senate

**From:** Heidi Riggio, Chair  
Faculty Policy Committee

**Copies:** J. Lazo-Uy, R. Roquemore, V. Salcido, A. Avramchuk

**Subject:** **Optional Inclusion of Student Evaluation Reports in PAFs for Spring, 2022**

FPC voted on February 28, 2022 to recommend that inclusion of Student Opinion Surveys in faculty Personnel Action Files (PAFs) (including numeric reports) be made optional for the Spring, 2022 semester. While Student Opinion Surveys should be conducted in classes so that students have an avenue for providing feedback to their instructors, and so that faculty members may read and improve from student comments for their course(s), the inclusion of Student Opinion Surveys in PAFs and RTP files will be optional based on the decision of the individual faculty person. The absence of Student Opinion Surveys in RTP files or PAFs from the Spring 2022 shall not be relevant to evaluation of any faculty member in any RTP process.

In Spring 2020, Cal State LA made inclusion of student evaluation reports in PAFs optional, with individual faculty members deciding whether or not student opinion survey results are included in their personnel files. This campus mandate occurred because faculty were required to make a rapid (if not immediate) shift in teaching modality to remote technology because of the county lockdown and campus shutdown resulting from the COVID-19 pandemic. FPC is requesting a continuation of this process for the Spring, 2022 semester. The Contract allows for campus flexibility in use of Student Opinion Surveys/Student Evaluations (Article 15.15). With the COVID-19 pandemic still occurring, and the Cal State LA campus leadership mandated in-person instruction for most classes, instruction and every aspect of campus life are still disrupted. Faculty are now being required to shift from virtual/remote teaching to in-person teaching, which now involves mask concerns, in-class exposure risk, increased needs for facilities, and many student demands for “high- flex” instruction (instruction of in-person and Zoom students simultaneously). High-flex instruction is difficult and stressful and involves clear increases in faculty workload. Students requesting Zoom instruction often have health risk reasons for not wanting to meet in-person (e.g., infants in the home, elderly parents, health conditions). Faculty who refuse such Zoom accommodations will likely suffer more negative student evaluations, while those who agree to them will suffer in their performance overall because of the increased workload, also negatively affecting student evaluations. Student evaluations of teaching are already biased by instructor race and gender, and are unrelated to student learning (Hamermesh & Parker, 2005; Mitchell & Martin, 2018; Uttl, White, & Gonzalez, 2017). These biases are likely exacerbated by the difficulties faculty are experiencing in transitioning and constantly changing instructional modalities, and the increased demand for student accommodations requiring remote instruction.

PROPOSAL

FOR THE SPRING 2022 ACADEMIC TERM, INCLUSION OF STUDENT OPINION SURVEY SUMMARY INFORMATION IN FACULTY PERSONNEL ACTION FILES (PAFS) SHALL BE OPTIONAL.