

Date: April 8, 2022

To: Faculty Senate Executive Committee

From: Faculty Affairs Team

Re: Revised Recommendations to the Students Perceptions of Instruction (SPOI)

Introduction

At the last Faculty Senate meeting, March 25, 2022, the Faculty Affairs Team advanced recommendations concerning possible revisions to the Students Perception of Instruction (SPOI) and concerning what and how quantifiable results should be displayed. Due to a motion on the floor, only the instrument portion of the recommendations was discussed, leaving the other two recommendations (what and how) to be discussed as new business.

Since that time, Faculty Affairs Team has met and come to a stronger consensus on how and, therefore, has modified its original recommendation, some of which was presented at the Faculty Senate meeting today, April 8th. Given the feedback, this is the complete recommendation

First, it maintains its recommendation on the revised instrument, with the exception of changing the introductory statement. The controversial second paragraph should be removed and, with slight revisions, should be added to the public site of the SPOI results (see Figure 1).

Second, it maintains its recommendation that only distributions and response rates be displayed for public viewing, per Figure 2 attached at the end of this communication. Response rates should include the number of responses for each Likert selection AND the number of total responses relative to the number of enrolled students (e.g., 45 enrolled; 34 responded). FAT also recommends two additional features.

1. When construction the search feature for locating results, the mode of instructional delivery (i.e., face-to-face, hybrid; online) should be noted, as well (see Figure 2).
2. That the modified portion of the introductory statement intended for the students on the survey regarding unconscious or unintentional bias be the first visible element when someone searches for SPOI results. For instances, it would be on the entry portal for everyone to read when they connect to the SPOI webpage. The statement would read:

Racial, ethnic, gender, religious, and linguistic diversity in our faculty are valued contributions to the FGCU mission to provide students with an education founded on multiple perspectives and lived experiences. Nationally, however, research has established that perceptions of instruction are often influenced by students' unconscious and unintentional biases about the race and gender of the instructor. Women and instructors of color are systematically rated lower in their teaching evaluations, even when there are no actual differences in the instruction or in what students have learned.

Research also has indicated that students tend to rate faculty who teach fully online courses (synchronous/asynchronous) lower than faculty who teach face-to-face, even though there are no differences in what students have learned.

Please keep both concerns in mind as you review the SPOI results.

Lastly, based on additional input from our constituencies, FAT has narrowed its recommendation for how the results are displayed to a single option:

Construct a visually attractive webpage with a search engine that allows the public to purposefully search for SPOI results. A purposeful search is one that requires the searcher to identify an instructor, a course (e.g., EDA 7235 Seminar in School Law), or a course reference number (CRN) (see Figures 2 and 3).

Figure 2

Faculty Name: Course: Mode of Instruction:

Student Perceptions of Instruction



Figure 3 Purposeful Search

Search by:

Instructor's Name

Year/Semester
2021 - SUMMER ▼

Instructor's Name
(i.e., last name, first name)

Search Reset

Course Sequence Number

Year/Semester
2021 - SUMMER ▼

Prefix and Course Number

Search Reset

Course Reference Number (CRN)

Year/Semester
2021 - SUMMER ▼

Search Reset