

REBUTTING STUDENT EVALUATIONS

New to the recently ratified CFA-CSU contract, Article 15.17.c. allows candidates undergoing periodic evaluation or performance review to submit with their WPAFs written rebuttals to student course evaluations:

- c. Faculty unit employees may submit written rebuttals to student course evaluations pursuant to Provision 11.2 when it is believed that additional information is needed or in the case of student bias. Evaluators must review such written rebuttals when reviewing underlying student course evaluations.

Candidates may write a rebuttal as a statement, or as a professional letter addressed to reviewers. SDSU will develop a space in the Interfolio case template for faculty who wish to upload such a rebuttal.

Candidates must include

- Additional information needed to contextualize student course evaluations, and / or
- A response to student bias in the student course evaluations.

Candidates are encouraged to

- Be specific: If there are particular courses, sections, or terms that require additional contextualization, identify them and provide directly relevant contextual information.
- Be constructive: If there are data (or documents) in the WPAF that help to contextualize student course evaluations with respect to teaching effectiveness, refer to them and locate them in the file.
- Be professional: Avoid characterizing or speculating on which student(s) may have provided particular comments or scores.

Candidates may also wish to include references to peer-reviewed research that documents known limitations of student course evaluations. For a review of the peer-reviewed literature, see the following:

Kreitzer, R.J., Sweet-Cushman, J. Evaluating Student Evaluations of Teaching: a Review of Measurement and Equity Bias in SETs and Recommendations for Ethical Reform. J Acad Ethics 20, 73–84 (2022). <https://doi.org/10.1007/s10805-021-09400-w>