IN THE SUPERIOR COURT OF THE STATE OF WASHINGTON
IN AND FOR THE COUNTY OF PIERCE

GILLIAN MARSHALL,

Plaintiff,

v.

THE STATE OF WASHINGTON,
UNIVERSITY OF WASHINGTON, a State
Agency, DIANE YOUNG, individually, JILL
PURDY, individually, and MARK PAGANO,
individually,

Defendants.

No. 19-2-11120-3

DECLARATION OF DIANE YOUNG IN SUPPORT OF DEFENDANTS' MOTION FOR SUMMARY JUDGMENT

Pursuant to RCW 9A.72.085, the undersigned hereby declares that:

1.   I am a professor with the University of Washington Tacoma ("UW Tacoma"),

and am a Defendant in this action. I was director of UW Tacoma's Social Work and Criminal

Justice ("SWCJ") program from August 2011 to July 2019, except while on sabbatical during

the 2016-17 academic year. I have personal knowledge of the matters set forth in this

declaration and am competent to testify in this matter.

2.   In 2014, the SWCJ program began a search to hire a new assistant professor.

DECLARATION OF DIANE YOUNG - 1:
NO. 19-2-11120-3

HILLIS CLARK MARTIN & PETERSON P.S.
999 Third Avenue, Suite 4600
Seattle, WA 98104
Tel: (206) 623-1745
Fax: (206) 623-7789

3.   Prior to the search to hire a new assistant professor in 2014, the SWCJ program at UW Tacoma only had one black tenured faculty member, Dr. Marian Harris. The SWCJ program was actively looking to recruit more faculty of color.

4.   Attached hereto as Exhibit A is a true and correct copy of the October 31, 2014 memo from Erin Casey to Diane Young entitled Social Work Assistant Professor Search Process to Date.

5.   Attached hereto as Exhibit B is a true and correct copy of the advertisement for the Assistant Professor Position at SWCJ.

6.   Plaintiff Gillian Marshall was a highly qualified applicant for the SWCJ assistant professor position. She had a Master of Social Work degree and PhD in social welfare from the University of Washington, and her research and teaching interests appeared to be consistent with SWCJ's needs.

7.   During Dr. Marshall's application process, I was aware that she was expecting to be awarded a K01 grant from the National Institutes of Health. Dr. Marshall would have been the first faculty member in the SWCJ program to have a K01 grant.

8.   After personally meeting and interviewing several qualified candidates, including Dr. Marshall, I asked permission to hire two candidates instead of one, noting that four of the top five candidates were people of color who could bring diverse perspectives to the program.

9.   Attached hereto as Exhibit C is a true and correct copy of the December 10, 2014 email chain between Bill Kunz and myself in which I asked permission to increase the positions available so the program could make two offers.

DECLARATION OF DIANE YOUNG - 2:
NO. 19-2-11120-3

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10. After successfully lobbying to increase the number of positions available, I was able to make offers to two women of color, including Dr. Marshall.

11. After I offered the assistant professor position to Dr. Marshall, she negotiated for a higher salary. I was eager to entice her to accept our offer, and agreed to increase the starting salary.

12. When Dr. Marshall chose to route her K grant through UW Seattle, the UW Tacoma campus did not receive as much funding from the grant as it would have if the grant were routed through Tacoma.

13. The typical teaching load in the SWCJ program was six courses per academic year, but Dr. Marshall only taught one course per year.

14. Attached hereto as Exhibit D is a true and correct copy of the evaluation for T SOCW 503 A, a course entitled Human Behavior in the Social Environment taught by Plaintiff in Winter 2017.

15. Each year, faculty members complete a report describing their activities in that academic year. Senior faculty review the reports of more junior faculty, and make recommendations regarding whether their performance should be deemed meritorious for that year. A meritorious performance review may lead to a raise in years when the University is able to allocate funding for University-wide raises to all faculty deemed meritorious.

16. During the meritorious voting for 2016-2017, I was on sabbatical that year and did not participate in the votes regarding Dr. Marshall.

17. In the assistant professor's second year, the University conducts a detailed review of a non-tenured assistant professor's progress through a process known as

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"reappointment." The reappointment review begins with a faculty committee that reviews the candidate's performance. The process then proceeds to a recommendation by senior voting faculty members in the program, then to a recommendation by the program director, then to the campus chancellor who makes a final decision in conjunction with the executive vice chancellor for academic affairs. I was on sabbatical when Dr. Marshall underwent her first reappointment review, and did not participate in that review.

18.	On June 12, 2017, Melissa Lavitt the Executive Vice Chancellor of Academic Affairs, wrote a letter to Dr. Marshall with the decision that the University decided to postpone the decision on reappointment for one year to give Dr. Marshall additional time to demonstrate effective teaching and sufficient service. As director of the SWCJ program, I had access to, and relied on that letter as a personnel record.

19.	Attached hereto as Exhibit E is a true and correct copy of the June 12, 2017 letter from Melissa Lavitt, which exists in SWCJ program files on which I relied as director of the SWCJ program.

20.	Attached hereto as Exhibit F is a true and correct copy of the evaluation for T SOCW 503 A, a course entitled Human Behavior in the Social Environment II taught by Plaintiff in Winter 2018.

21.	Attached hereto as Exhibit G is a true and correct copy of my May 14, 2018 letter to Jill Purdy regarding my recommendations to not reappoint Dr. Marshall.

22.	Attached hereto as Exhibit H is a true and copy of the June 20, 2018 reappointment letter from Jill Purdy, the Executive Vice Chancellor for Academic Affairs, of which I was a copied recipient.

DECLARATION OF DIANE YOUNG - 4:
NO. 19-2-11120-3

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23.   Because Dr. Marshall had two consecutive years of non-meritorious reviews, the Faculty Code required appointment of an ad hoc committee to confirm the appropriateness of those reviews. That committee was chaired by Dr. Erin Casey, who also chaired the search committee that recommended hiring Dr. Marshall.

24.   Attached hereto as Exhibit I is a true and correct copy of the December 11, 2018 memo from Eric Casey, Professor of Social Work and Criminal Justice, regarding the Merit Review Committee Findings of Plaintiff.

25.   Attached hereto as Exhibit J is a true and correct copy of the evaluation for T SOCW 503 A, a course entitled Human Behavior in the Social Environment II taught by Plaintiff in Winter 2019.

26.   I abstained from the SWCJ faculty discussion and vote on whether to recommend tenure and promotion for Dr. Marshall.

27.   Dr. Marshall's race was not a factor in any decision I made, or action I took, that negatively affected, or could have negatively affected, Dr. Marshall. I did not treat Dr. Marshall less favorably than any other employee based on her race.

I hereby declare, under penalty of perjury under the laws of the State of Washington, that the foregoing is true and correct.

DATED this _23___ day of September, 2021, at __Tacoma_____, Washington.

_Diane S. Young_____
DIANE YOUNG

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CERTIFICATE OF SERVICE

On the date indicated below, I hereby certify that I caused to be served upon all counsel of record, via Linx eservice and email, a true and correct copy of the foregoing document.

I declare under penalty of perjury under the laws of the State of Washington that the foregoing is true and correct.

DATED this 24th day of September, 2021, at Seatac, Washington.

_s/Brenda K. Partridge_____
Brenda K. Partridge

ND: 12662.099 4824-2900-7356v1

DECLARATION OF DIANE YOUNG - 6:
NO. 19-2-11120-3

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Seattle, WA 98104
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EXHIBIT A

Social Work Assistant Professor Search Process Memo

October 31, 2014

To: Diane Young, Director of Social Work
From: Erin Casey, Search Committee Chair
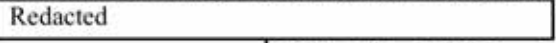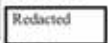RE: Social Work Assistant Professor Search Process to Date.

The purpose of this memo is to outline and document the process used to recruit and review candidates for the assistant professor of social work position in the Social Work Program. Permission to search for was granted for an assistant professor and a full-time lecturer position during Spring quarter, 2014. This memo focuses specifically on the review of candidates for the assistant professor position. This memo documents the initial stages of the search, and the process we have used to identify the first group of candidates we would like to invite for campus visits.

The search process:
Upon search approval, a search committee was formed inclusive of myself, Charles Emlet, Professor of Social Work, Teresa Holt-Schaad, Full Time Social Work Lecturer, and Diane Morrison, Professor of Social Work at the School of Social Work in Seattle. Approval of the position announcement was secured in July, 2014. The position announcement specified that a priority review of applications would begin on October 1, 2014, but continue until the position was filled. In addition to being posted on several national, interdisciplinary, academic listserves, the position was advertised in the following venues:

- Chronicle of Higher Education (8/1 – 9/29)
- Diversity Recruitment (8/1- 9/29)
- Hispanic Outlook in Higher Education (8/1 – 9/26)
- Council for Social Work Education (8/1 – 10/29)

As of this writing, the committee has received and reviewed 62 applications for the assistant professor position. Applicants were also required to submit at least three letters of recommendation, which were also reviewed. Each candidate was evaluated with the attached rubric (see attachment A) by at least two committee members. The committee as a whole then met on October 13, 2014 to identify top candidates based on rubric scores, and the fit between the candidates and the needs of the Social Work program. Between October 24 and October 30, the committee held 14 initial screening interviews using the attached initial interview guide (see Attachment B). These interviews occurred mainly at the Council for Social Work Education Annual Program meeting in Tampa, FL; only two initial interviews were conducted over the phone.

Phone interviews resulted in 5 candidates being identified for campus visits based on the quality, specificity, and depth of their answers to the questions on the phone interview guide, as well as on their fit with the needs of the program and campus. These include Redacted [Redacted]
Redacted ; Redacted ; Gillian Marshall, Case Western University; and Redacted At this point, we are requesting permission to invite the aforementioned 5 candidates for campus visits, to be held between mid-November and mid-December. We hope to fill the assistant professor positions from this pool, however, we are also aware that this is a competitive year for hiring with numerous social work programs trying to fill positions. Because there is some possibility that one or more of these candidates may decline our campus visit invitation, we are also asking for clearance for two well-qualified replacement candidates, should one or more of the first group decline. These candidates are Redacted and *
Redacted
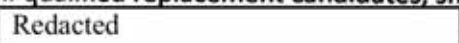
EXHIBIT B

SOCIAL WORK: ASSISTANT PROFESSOR
UNIVERSITY OF WASHINGTON TACOMA

The University of Washington Tacoma invites applications for a tenure track, multi-year position at the rank of Assistant Professor in Social Work beginning September 16, 2015. This is a full-time position with a nine-month service period.

The Social Work Program at UW Tacoma offers three degrees. The Master of Social Work (MSW) program includes a part-time evening program with approximately 120 students and an Advanced Standing evening program with 30 students. The Bachelor of Arts in Social Welfare (BASW) program enrolls approximately 100 students. The Social Work Program also offers a Bachelor of Arts degree in Criminal Justice. This major, developed by social work faculty, places a heavy emphasis on social justice and offers a multidisciplinary understanding of crime and justice.

One of three campuses of the University of Washington, UW Tacoma is a metropolitan university that offers undergraduate, graduate, and professional degrees for the diverse population of the South Puget Sound region. UW Tacoma's commitment to diversity is central to maintaining an atmosphere wherein students, staff, faculty and residents find abundant opportunities for intellectual, personal, and professional growth. For information about UW Tacoma, see our website at http://www.tacoma.uw.edu/.

The Social Work program affirms the tradition of promoting social and economic justice. We aim to enhance the quality of life for all, with special attention to human diversities, populations at risk, public social services, and the prevention of social problems. As a community of diverse scholars, we advance the profession through our preparation of graduates for ethical, culturally competent evidence-based practice and through scholarship that advances the knowledge base of the profession. We value collaborative relationships, a commitment to fostering the success of the students and faculty in the program, a commitment to community involvement and partnerships, and excellent classroom and online teaching.

Qualifications
Candidates must have a doctoral degree or foreign equivalent in social work or a closely related field by the time of appointment. An MSW or foreign equivalent is also required. We seek applicants with a commitment to social justice, and expertise in or scholarship related to historically disadvantaged communities. Applicants' statements should detail how their teaching, service and/or scholarship has supported the success of students from racial, ethnic, and gender backgrounds that are underrepresented in their academic field; applicants who have not yet had the opportunity for such experience should note how their work will further UW Tacoma's commitment to diversity. Applications from those with a demonstrated ability to teach in the areas of policy, macro practice, and research are particularly encouraged. Candidates must have a demonstrated ability to engage in meaningful and productive research.

Salary and benefits are competitive and commensurate with credentials. Applicants should submit the following materials **electronically**: a statement discussing the applicant's fit with the qualifications and responsibilities outlined above, a curriculum vitae, three letters of reference, and teaching evaluations or other evidence of teaching effectiveness. Submit all application materials electronically at: http://academicjobsonline.org. Application materials submitted outside of AcademicJobsOnline will not be reviewed. Priority screening of applicants will begin **October 1st, 2014**, but will continue until the position is filled. Questions only may be sent to: tsocial@uw.edu. The Social Work program is also recruiting for a full-time lecturer position. For more information about the lecturer position, see the advertisement at http://academicjobsonline.org.

University of Washington Tacoma faculty engage in research, teaching, and service and generally participate in lower division, upper division, and graduate instruction.

The University of Washington is an affirmative action and equal opportunity employer. All qualified applicants will receive consideration for employment without regard to, among other things, race, religion, color, national origin, sex, age, status as protected veterans, or status as qualified individuals with disabilities.

EXHIBIT C

From:	Bill Kunz
Sent:	Wednesday, December 10, 2014 8:26 PM
To:	Diane S. Young
Subject:	Re: SW faculty search

Diane

I think it is an option.

I have discussed it with Kenyon and Harlan.

We would need a confirmation that these candidates are what we need as replacements for Marcie and/or Janice.

We would need a vote from the faculty supporting two hires. But we need them in rank order and need to know how far down the list we would go.

There are some concerns about the retirement letters, and I need to work on that more, but there is some support.

I will try to find you tomorrow to discuss further.

Thanks

BK

****

Bill Kunz

Interim Vice Chancellor for Academic Affairs

University of Washington Tacoma

1900 Commerce Street

Tacoma, WA 98402

(253) 692-5638

bkunz@uw.edu

****

Date: Wednesday, December 10, 2014 at 3:13 PM
To: Bill Kunz <bkunz@uw.edu>
Subject: SW faculty search

Bill,

We have now seen 5 candidates for our TT position in SW. They are overall exceptionally skilled for an assistant professor pool and also sought after by other places. 4 of them are faculty of color and would bring very needed diverse perspectives to our program/students/campus. The faculty are meeting this Friday to vote and rank order our candidates and I will be contacting you at the beginning of next week with a request to make an offer. At this point, I wanted to ask again whether we might make more than one offer given Dr. Laakso's and Dr. Lazzari's intentions to retire next year (end of winter and end of spring quarters, 2016, respectively) and the very rare (for us) opportunity to enhance the racial diversity of our faculty. I will need to move very quickly. Of the 5 candidates, two of them already have offers on the table and to my knowledge the others have upcoming campus visits. If needed and to help cover some of the costs of hiring early (instead of waiting to do another search next year), I am willing to consider what we might pay out of our summer revenue toward salaries for the additional hires for the 2015-2016 academic year. Thank you for your consideration.
Diane

Diane S. Young, Ph.D., MSW
Director, Social Work Program
University of Washington Tacoma
Box 358425
1900 Commerce St., WCG 203A
Tacoma, WA 98402
253.692.4703

EXHIBIT D

IASystem

COURSE SUMMARY REPORT
Numeric Responses

University of Washington, Tacoma
Social Work
Term: Winter 2017

T SOCW 503 A
Human Behavior And The Social Environment II
Course type: Face-to-Face

Taught by: Gillian Marshall
Instructor Evaluated: Gillian Marshall-Assist Prof

Evaluation Delivery: Online
Evaluation Form: C
Responses: 17/23 (74% very high)

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
2.8	3.3

(0=lowest; 5=highest)

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 5.7

(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The course as a whole was:	17		24%	41%	18%	18%		2.9	3.4
The course content was:	17		24%	35%	29%	12%		2.8	3.2
The instructor's contribution to the course was:	17		29%	47%	12%	6%	6%	3.1	3.5
The instructor's effectiveness in teaching the subject matter was:	17		18%	35%	29%	12%	6%	2.6	3.1

STUDENT ENGAGEMENT

Relative to other college courses you have taken:	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Do you expect your grade in this course to be:	17		18%	6%	41%	24%	6%	6%	3.9
The intellectual challenge presented was:	17	12%	35%	12%	24%	12%	6%		5.2
The amount of effort you put into this course was:	17	41%	47%	6%	6%				6.3
The amount of effort to succeed in this course was:	17	53%	35%	6%	6%				6.6
Your involvement in course (doing assignments, attending classes, etc.) was:	17	47%	29%	18%	6%				6.4

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 9.7   Hours per credit: 3.2   (N=17)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
		18%	6%	24%	35%	6%		6%			6%

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 5.7   Hours per credit: 1.9   (N=17)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
	24%	24%	29%	6%	18%						

What grade do you expect in this course?

Class median: 3.1   (N=16)

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	E (0.0)	Pass	Credit	No Credit
	19%	31%	12%	25%		12%								

In regard to your academic program, is this course best described as:

(N=17)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
29%	18%			47%	6%

UW00012990

IASystem

COURSE SUMMARY REPORT
Numeric Responses

University of Washington, Tacoma
Social Work
Term: Winter 2017

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Course organization was:	16		6%	31%	44%	19%		2.2	10
Instructor's preparation for class was:	16		6%	62%	25%		6%	2.8	13
Instructor as a discussion leader was:	17	6%	24%	53%	6%	12%		3.1	6
Instructor's contribution to discussion was:	17	12%	35%	35%	6%	12%		3.4	5
Conduciveness of class atmosphere to student learning was:	17	6%	12%	35%	29%	12%	6%	2.6	12
Quality of questions or problems raised was:	17	6%	35%	35%	12%	6%	6%	3.2	4
Student confidence in instructor's knowledge was:	17	18%	18%	29%	18%	12%	6%	3.0	15
Instructor's enthusiasm was:	17	18%	53%	24%		6%		3.9	1
Encouragement given students to express themselves was:	17	12%	18%	29%	29%	6%	6%	2.8	14
Instructor's openness to student views was:	17	6%	35%	18%	24%	12%	6%	3.0	16
Interest level of class sessions was:	17	18%	12%	24%	35%	12%		2.6	2
Use of class time was:	17	6%	18%	47%	24%	6%		2.9	3
Instructor's interest in whether students learned was:	17	6%	29%	29%	24%	12%		3.0	8
Amount you learned in the course was:	16	6%	19%	25%	31%	12%	6%	2.5	9
Relevance and usefulness of course content were:	17	12%	18%	29%	18%	18%	6%	2.8	7
Evaluative and grading techniques (tests, papers, projects, etc.) were:	17		6%	29%	12%	24%	29%	1.4	17
Reasonableness of assigned work was:	17	6%	18%	24%	24%	24%	6%	2.4	11
Clarity of student responsibilities and requirements was:	17		6%	6%	35%	12%	41%	1.2	18

IASystem

COURSE SUMMARY REPORT
Student Comments

University of Washington, Tacoma
Social Work
Term: Winter 2017

T SOCW 503 A
Human Behavior And The Social Environment II
Course type: Face-to-Face

Taught by: Gillian Marshall
Instructor Evaluated: Gillian Marshall-Assist Prof

Evaluation Delivery: Online
Evaluation Form: C
Responses: 17/23 (74% very high)

STANDARD OPEN-ENDED QUESTIONS

Was this class Intellectually stimulating? Did it stretch your thinking? Why or why not?

1. yes, this class challenged my thought process by having complex group assignments

2. No seemed to be a mixture of review

3. Yes however the teacher at times seemed to struggle to remember that much of the class already works in the field and has a great deal of experience. Often the teacher presented as condescending or unaware that the students work in the social work field

4. Parts of this class were intellectually stimulating - most of it was a refresher.

5. Yes - from the literature to presentations and course content, class was intellectually rigorous - stretched my thinking beyond a generalist knowledge base.

6. Yes, I have been doing social work for 14 years and never dealt with the situations this class presented. A lot of thought was put into this curriculum and what we learned was essential.

7. The class required a lot of time, focus, and dedication to complete assignments. It definitely forced me to think more about the topic.

8. I feel there could have been more small group discussions within class. The documentaries were very good and helped to drive specific points home.

9. It was not intellectually stimulating do to the fact that the stress levels and worry was at an all time high.

10. x

11. The class was intellectually stimulating. The group projects that simulated real world scenarios were helpful in critically thinking about problems.

12. I found a few moments of the class to be intellectually stimulating, but overall it wasn't. The class discussions regarding dementia and communities/neighborhoods were thought provoking, but that's all I took away from the course. I did not find this course to be stimulating overall because the course expectations were not very clear. I spent a majority of my time attempting to understand the course assignments and what the professor's expectations were rather than actually taking time to fully comprehend the material.

13. Collaborating and running a hypothetical non-profit is demanding.

What aspects of this class contributed most to your learning?

1. The group assignments, reading and videos

2. In class time.

3. I enjoyed the teachers enthusiasm and passion for the field.

4. The use of video clips vs straight lecture.

5. Readings - lots of reading! In class discussions and supplemental learning materials, such as films and in class guest presentations. Instructors insight as a researcher, clinician, gerontologist (my chosen area of specialty) added a real-life dimension to the coursework. I enjoyed working in the small group environment. My team members bonded together and, from their individual contributions, I learned so much more about the content and myself!

6. Our course work related to us being in a mock social service agency. We had to critically think about what we would do in certain situations. This added another element to leaning that made it more real which was especially helpful for me as a kinesthetic learner. I was so appreciative of all the thought that went into creating this curriculum for a different type of learner.

7. I enjoyed the instructor and her direct questioning to students. She also presented example situations which she encouraged us to address using our experience and classwork.

8. Lectures, small group discussions, documentaries.

9. The last two classes but the instructor was confusing at times, when questions would arise from students her demeanor was standoffish and would make me feel as I was "not Masters level"

10. x

11. Class discussions were most helpful.

12. I have thought about this question a lot over that last couple of weeks, but cannot think of an answer because I don't feel as though I learned anything.

13. Working with group to solve problems.

14. Having group time at the end of the class for group members to meet and work on project

What aspects of this class detracted from your learning?

1. Nothing

2. Time spent in traffic going to class

3. In regards to assignment the expectations were very unclear and changed frequently. When one group would ask a question they would get one answer and another would ask and get another answer. The assignments were unrealistic and unclear. This made group work frustrating and confusing. If citation is expected there needs to be a clear emphasis on how many are expected. Saying "when you know you know" is not an answer that provides clarity.

4. The requirements for assignments was difficult to navigate. When clarification was sought out, it only seemed to get more confusing. The comments that were left on my papers and the grades that were given often did not match each other. At this point I only hope that I passed the class.

5. I think Dr. Marshall's heart was in the right place and that she wanted her students to have a pleasurable learning experience in her HBSE. However, there were a few notable instances that left a stain on the overall experience for me. Instructor appeared largely unprepared many classes - visibly grading assignments that were due back that evening during a guest presentation. Course readings and materials slow to uploaded into Canvas or emailed to the class - forcing students to read many pages of text in a shorter period of time (I'm no speed reader!). Instructions group assignment instructions and requirements were not clearly communicated to students. For one group assignment, she had the entire class re do it because we didn't follow the instructions and produced work beneath Masters Level. Now, I understand the bar is raised at the Masters level. However, she didn't provide clear reasons why the assignment should be redone. Many students were left confused and remained so throughout duration of group assignment project. As a result, the entire course timeline got pushed out. Grading, for each of the four group assignments, appeared subjective and lacked consistency. Many students openly expressed their ongoing frustrations with assignment requirements in class. This, in turn, created an environment of distraction and detraction in its own right. It appeared, from my observations, that she lost the confidence and trust of her students. Sad too, because she is well versed in her material and presents herself as an academic "heavy weight". Perhaps she is an inexperienced teacher who just needs more instruction time under her belt?

6. The requirements were not clear. And the course work was not evenly distributed amongst group members. Each project the group changed leaders. The last to projects were significantly more difficult and required much more time and energy from the leader. There was no way this could be a fair distribution amongst leaders. In the end the last two leaders did way more work than other members ever had to do. This was not fair and was not reflected in the grading. In fact when it came my time to do this I was so overwhelmed. As a leader writing your own paper then merging three or four other peoples papers together is an insurmountable and unreasonable task. Especially when the professor tells everyone they can write as much as they want. So the members all write 3-5 papers including the leader. Then the leader has to merge up to 20 pages into a 10 page or less document. As the leader I could not keep up with all of this especially when the group would not listen to me and organize because they were told they could write as much as they wanted and it was up to me to just make it work. Overall the assignments need to be fair and clearly laid out. When the assignments were not clear everyone made mistakes. The professor told everyone they were not working at master's level. If everyone in the class is struggling it is not the student. It is the professor that need to re-evaluate. Don't get me wrong the professor was very kind, had great ideas to help us learn, very approachable, but there some things that need fixing and addressed. There are other instructors that are also not clear about assignments, but they don't grade as harshly. If the professor is going to continue grading the way she does she needs to distribute the work much more fairly and be clear about her expectations.

7. I felt the group projects took too much time and took away from the course. Class focused too much on attempting to complete these assignments and not enough on course readings.

8. Group projects. Not all of them, but there seemed to be too many. I didn't always feel like I understood what was being asked of us for each assignment, and grading didn't feel consistent to me. At times our group did well, but other times we didn't do very well, even though we felt we had stronger papers on the projects where we received lower grades.

9. The instructor, her instructions were unclear, the assignments were given a week before and we were expected to produce material that would takes weeks to do in order to meet her expencations. When I asked a question, she stated that I was "thinking too much into it" the following week she apologized to our group because I specifically asked the question we all did wrong. We as a class had to redo the whole assignment.

10. x

11. At times there was disorganization in the classroom setting.

12. First of all, the organization of the professor detracted from my overall learning. The final version of the syllabus wasn't uploaded for student viewing until week 2 of the quarter which held information needed for our first assignment which was also due week 2. This gave students less than 24 hours to adequately format the assignment. For the first few weeks, readings weren't uploaded until the weekend before they were to be completed which only gave students a couple of days to read them. In addition to this, there were errors on all course material provided by the professor including wrong due dates and unclear questions. Another thing that detracted from my ability to learn in this course were the constant emails from the professor regarding changes to assignments days before they were due. The professor was consistently late to class or going over class time. Another aspect that detracted from my overall learning was the structure of the group assignments. The expectations for these assignments were very unclear. I did not feel that her expectations were well reflected in the assignments or grading rubrics. There was also not much clarification provided when asked by students (including myself) to clear up misconceptions. The assignments, which resembled case studies, were also extremely exaggerated which made answering the questions relating to the assignments difficult to answer.

13. Never felt certain of the assignment.

14. No lecture slides or organization of the class's lecture

What suggestions do you have for improving the class?

1. Know all of the assignments at the beginning of class so I have more time to prepare for them.

2. Less group assignments more individual work

3. Clarity in assignment and sticking to the assignment. Changes cannot be made once assigned. Sending out reading first week. Sending out the reading in Sunday night when class is on Tuesday should not be acceptable.

4. Clear directions and expectations from the start. It is expected that students be open minded and flexible when it comes to learning - I think that the professors should be as well. I don't appreciate being talked to as though I know nothing about the field of practice that I work in. Grad school is a way to continue to learn and to grow in the field - not to negate what I may have already learned along the way.

5. If the instructor intends to teach the HBSE group assignment scenarios again, I would recommend that she redo the grading rubric and assignment handouts so they more accurately reflect her ACTUAL expectations - broaden the assignment specs more fully. Lectures were very short (one on Ageism - an important topic in social work today - was 6 minutes in length!). Though the readings and group work helped solidify the material, the class would have benefited from her extensive knowledge on clinical social work, gerontology, and her real life experiences as a clinician. Instructor appeared not have put much effort into the preparation of course materials, lectures, and the two guest presentations, though good, could have been better supported with detailed lectures. Took three weeks for the instructor to learn, adopt and upload required course readings to Canvas. Perhaps some pre-class prep work could help her with this organizational aspect of class management.

6. Be clear about the assignments. Don't accuse the entire class of not being at a master's level. If the entire class is struggling there is something going on with the professor and their ability to articulate their expectations. I've been in the role as a social worker for 14 years. I have worked for DDA, CPS, HCS, Western State Hospital. I work on a master's level every day. Distribute the work amongst the leaders fairly, be clear about expectations, and examine if there is a more efficient way to do something. Because in the real world of social work we are always going to take the most efficient route of getting something done. There was a lot of unnecessary time and energy spent on projects or class activities when there could have been an easier way to do something.

7. While the groups were interesting, the class would be better having less group assignments and more individual ones.

8. Possibly swapping out some of the group projects for individual research papers. Also, allowing students to choose their own social issue tied to social work theories, with project approval by prof. Having at least general descriptions for each assignment laid out at the start of the quarter, rather than being handed out two weeks prior to the due date.

9. Clear and concise instructions from the professor, this is the first time in any of my classes ever that I experienced this amount of stress and anxiety. It impacted and affected my quality of work.

10. x

11. N/A

12. I would suggest that the professor better organize themselves in order to optimize class time. I would also suggest to be more creative with lecture time. The PowerPoints were uninteresting and the professor did not provide much additional insight, merely read verbatim off the slides. The last thing I would suggest would be to be more explicit with expectations regarding the course assignments. Expectations regarding the structure of the papers and use of citations were unclear and the grading rubric wasn't provided until after assignment two was already graded.

13. Use previous templates from previous works by students to demonstrate what is acceptable for assignments.

14. Have syllabus, readings, assignments given out at the beginning of the quarter. Have lecture slides available prior to class. Have assignment specific assignment requirements and grading rubric for each assignment

15. Make expectations clear and do not change expectations throughout the course.

IASystem Course Summary Reports summarize student ratings of a particular course or combination of courses. They provide a rich perspective on student views by reporting responses in three ways: as frequency distributions, average ratings, and either comparative or adjusted ratings. Remember in interpreting results that it is important to keep in mind the number of students who evaluated the course relative to the total course enrollment as shown on the upper right-hand corner of the report.

Frequency distributions. The percentage of students who selected each response choice is displayed for each item. Percentages are based on the number of students who answered the respective item rather than the number of students who evaluated the course because individual item response is optional.

Median ratings. *IASystem* reports average ratings in the form of item medians. Although means are a more familiar type of average than medians, they are less accurate in summarizing student ratings. This is because ratings distributions tend to be strongly skewed. That is, most of the ratings are at the high end of the scale and trail off to the low end.

The median indicates the point on the rating scale at which half of the students selected higher ratings, and half selected lower. Medians are computed to one decimal place by interpolation.[1] In general, higher medians reflect more favorable ratings. To interpret median ratings, compare the value of each median to the respective response scale: *Very Poor, Poor, Fair, Good, Very Good, Excellent (0-5); Never/None/Much Lower, About Half/Average, Always/Great/Much Higher (1-7); Slight, Moderate, Considerable, Extensive (1-4).*

Comparative ratings. *IASystem* provides a normative comparison for each item by reporting the decile rank of the item median. Decile ranks compare the median rating of a particular item to ratings of the same item over the previous two academic years in all classes at the institution and within the college, school, or division. Decile ranks are shown only for items with sufficient normative data.

Decile ranks range from 0 (lowest) to 9 (highest). For all items, higher medians yield higher decile ranks. The 0 decile rank indicates an item median in the lowest 10% of all scores. A decile rank of 1 indicates a median above the bottom 10% and below the top 80%. A decile rank of 9 indicates a median in the top 10% of all scores. Because average ratings tend to be high, a rating of "good" or "average" may have a low decile rank.

Adjusted ratings. Research has shown that student ratings may be somewhat influenced by factors such as class size, expected grade, and reason for enrollment. To correct for this, *IASystem* reports **adjusted medians** for summative items (items #1-4 and their combined global rating) based on regression analyses of ratings over the previous two academic years in all classes at the respective institution. If large classes at the institution tend to be rated lower than small classes, for example, the adjusted medians for large classes will be slightly higher than their unadjusted medians.

When adjusted ratings are displayed for summative items, **relative rank** is displayed for the more specific (formative) items. Rankings serve as a guide in directing instructional improvement efforts. The top ranked items (1, 2, 3, etc.) represent areas that are going well from a student perspective; whereas the bottom ranked items (18, 17, 16, etc.) represent areas in which the instructor may want to make changes. Relative ranks are computed by first standardizing each item (subtracting the overall institutional average from the item rating for the particular course, then dividing by the standard deviation of the ratings across all courses) and then ranking those standardized scores.

Challenge and Engagement Index (CEI). Several *IASystem* items ask students how academically challenging they found the course to be. *IASystem* calculates the average of these items and reports them as a single index. *The Challenge and Engagement Index (CEI)* correlates only modestly with the global rating (median of items 1-4).

Optional Items. Student responses to instructor-supplied items are summarized at the end of the evaluation report. Median responses should be interpreted in light of the specific item text and response scale used (response values 1-6 on paper evaluation forms).

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[1] For the specific method, see, for example, Guilford, J.P. (1965). Fundamental statistics in psychology and education. New York: McGraw-Hill Book Company, pp. 49-53.

EXHIBIT E

June 12, 2017

Gillian Marshall
Assistant Professor
Social Work and Criminal Justice
Campus Box: 358425

Dear Dr. Marshall:

The University's Faculty Code (Chapt 24-41) calls for the dean or chancellor to conduct a review in the second or third year of an assistant professor's appointment. The tenured faculty and the director of Social Work & Criminal Justice have provided their reviews. Unfortunately, due to the equivocal findings of that review, your reappointment was not supported. Instead, it is my recommendation that your reappointment be postponed by one year in order to address what appear to be shortcomings in your progress toward tenure.

Therefore, there are two purposes served by this review: overview of your professional contributions to date, and evaluation of your progress toward promotion and tenure. Below is my assessment of your teaching, research and service for the purposes of this review.

TEACHING
Because of the effort commitment required by her K01 award, Dr. Marshall's teaching load is significantly reduced. She has taught two courses: one graduate and one undergraduate. The latter was quite successful, and students positively evaluated their learning experience in Dr. Marshall's class.

Unfortunately, the graduate class did not go as well (2.8 overall rating). Students found the assignments to be unclear and the grading criteria opaque. All faculty, regardless of experience, often struggle when teaching for the first time in a new institution. With fewer opportunities to teach and improve her instructional skill, reviewers only see widely divergent evidence of adequate progress toward tenure relative to fostering student success.

RESEARCH

This is an area of strength for Dr. Marshall. She has been a very productive scholar and her work is supported by external federal funding. She has several publications in strong journals as well as a number of works under review and in the pipeline. Her K01 award has provided the time and resources to ensure that she is on track for tenure relative to her scholarly output.

SERVICE

Dr. Marshall has provided some service to the academic unit, with limited service at other levels – campus, community and the profession. Because her research award bought out a large percent of her effort, there has been limited capacity to engage in service.

In conclusion, it is my recommendation that Dr. Marshall's reappointment decision be postponed for one year. During academic year '17-'18 she should address the concerns raised about her teaching and service. Although Social Work teaching assignments have already been made, it is critical that her record reflects additional evidence of supporting students. This can be accomplished in a variety of ways such as involving students on her research, supporting students' independent study, or providing a first year seminar. In addition to providing more evidence relative to student success, it is also recommended that Dr. Marshall increase her engagement with the academic unit through service and other evidence of supporting various initiatives in Social Work and on campus.

I believe that Dr. Marshall has the potential to be a productive member of Social Work & Criminal Justice. I sincerely hope that, with additional time and evidence, she will be reappointed as affirmation of her progress toward tenure.

Sincerely,

Melissa R. Lavitt
Executive Vice Chancellor of Academic Affairs

cc: Tom Diehm, Acting Director Social Work & Criminal Justice
    Alison Hendricks, Director Academic HR

Exhibit F

IASystem

COURSE SUMMARY REPORT
Numeric Responses

University of Washington, Tacoma
Social Work
Term: Winter 2018

T SOCW 503 A
Human Behavior And The Social Environment II
Course type: Face-to-Face

Taught by: Gillian Marshall
Instructor Evaluated: Gillian Marshall-Assist Prof

Evaluation Delivery: Online
Evaluation Form: C
Responses: 11/17 (65% high)

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
1.3	1.3

(0=lowest; 5=highest)

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 5.6

(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The course as a whole was:	11		9%	9%	27%	27%	27%	1.3	1.4
The course content was:	11		18%	27%	18%	27%	9%	2.2	2.3
The instructor's contribution to the course was:	11			9%	36%	45%	9%	1.4	1.4
The instructor's effectiveness in teaching the subject matter was:	11			9%	9%	45%	36%	0.8	0.8

STUDENT ENGAGEMENT

Relative to other college courses you have taken:	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Do you expect your grade in this course to be:	11	18%	27%	27%	27%				5.3
The intellectual challenge presented was:	11	9%	18%	27%	9%	18%		18%	4.7
The amount of effort you put into this course was:	11	64%	27%			9%			6.7
The amount of effort to succeed in this course was:	11	55%	36%	9%					6.6
Your involvement in course (doing assignments, attending classes, etc.) was:	11	64%	36%						6.7

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 9.0 Hours per credit: 3 (N=11)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
		18%	18%	18%	9%	9%		9%			18%

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 3.8 Hours per credit: 1.3 (N=11)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
27%	18%	27%	9%	9%	9%						

What grade do you expect in this course?

Class median: 3.6 (N=11)

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	E (0.0)	Pass	Credit	No Credit
18%	55%	9%	18%											

In regard to your academic program, is this course best described as:

(N=11)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
27%				73%	

IASystem

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Course organization was:	11				18%	45%	36%	0.8	12
Instructor's preparation for class was:	11			18%	27%	27%	27%	1.3	14
Instructor as a discussion leader was:	11			18%	55%	9%	18%	1.9	11
Instructor's contribution to discussion was:	11		9%	9%	27%	45%	9%	1.4	16
Conduciveness of class atmosphere to student learning was:	11			27%	45%	9%	18%	2.0	5
Quality of questions or problems raised was:	11		9%	27%	27%	18%	18%	2.0	8
Student confidence in instructor's knowledge was:	11			36%	18%	18%	27%	1.8	15
Instructor's enthusiasm was:	11		18%	27%	36%	9%	9%	2.4	9
Encouragement given students to express themselves was:	11		9%	45%	9%	9%	27%	2.6	3
Instructor's openness to student views was:	11		9%	18%	18%	36%	18%	1.4	18
Interest level of class sessions was:	11		18%	27%	18%	9%	27%	2.2	1
Use of class time was:	11		9%		18%	36%	36%	0.9	13
Instructor's interest in whether students learned was:	11	9%	18%	27%	9%	27%	9%	2.7	2
Amount you learned in the course was:	11	9%	9%	9%	27%	9%	36%	1.7	6
Relevance and usefulness of course content were:	11	9%	9%	9%	36%	9%	27%	1.9	7
Evaluative and grading techniques (tests, papers, projects, etc.) were:	11		18%		45%	18%	18%	1.8	4
Reasonableness of assigned work was:	11		9%	18%	18%	27%	27%	1.3	10
Clarity of student responsibilities and requirements was:	11				9%	18%	73%	0.2	17

UW00012997

IASystem

COURSE SUMMARY REPORT
Student Comments

University of Washington, Tacoma
Social Work
Term: Winter 2018

STANDARD OPEN-ENDED QUESTIONS

Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

1. Yes, I learned a lot doing research for projects and reading.

2. Aspects of the class were stimulating. The assignments stretched my thinking as well as the movies.

3. This class was incredibly disappointing. While some of the assigned work did force me to think "outside of the box" the process felt very irrelevant to the program. I feel as though the hours spent working on the assignments would have been better spent on research and papers that more closely reflect the potential outcome of this degree.

4. No. I felt that Dr. Marshall brought great context to the class but did not deliver it well. There were honestly, maybe, three real lectures that I can recall from Dr. Marshall from this quarter that truly were lectures and were intellectually stimulating. The group discussions did not stretch my thinking as we hardly ever got to them and the final project, North Telesta Family Services, was a huge waste of time. Although all the groups approached the project differently, the content that was shared and discussed were all the same. We sat for over two hours listening to pretty much the same presentation. The articles and chapters that were assigned were hardly discussed, and it really upset me that we did not use the readings from the assigned book as part of our growth in the course. As a professor with a focus on gerontology, it would have been great to hear from Dr. Marshall and her experience in working with this population as it is a population that we have YET to cover.

5. At times. In group work we engaged each other. Please, see below for additional comments.

6. No. Gillian was very disorganized, and I do not feel my learning has advanced at all. This class was - in no way - related to human behavior and the environment. She tended to focus only on geriatrics, which is her specialty.

7. I would have loved to discuss theories IN CLASS. I would describe this course as a lot of "fun stuff" in class (guest speakers, movies, discussion, etc.), and most of the actual learning was done through reading.

8. Yes - it stretched my thinking in the way I approach issues (family paper) and in going to the research to find answers to difficult questions

9. Yes, this class was intellectually stimulating and stretched my thinking. I enjoyed the readings, assignments and guest speakers.

10. The course was confusing because we didn't focus on the courses teachings. We often did assignments that had nothing to do with human development. The assignments themselves were confusing because they were not clearly communicated. There were very few lectures on the course material. My classmates are very engaging so class discussions were interesting although not often relevant to course material. My thinking was stretched to the do the assignments, but since they didn't relate to course material I didn't learn much about human development.

What aspects of this class contributed most to your learning?

1. The papers and reading.

2. Components of the course that contributed most to my learning iincluded movies, presenters and my own independent learning.

3. The guest speakers were enlightening, particularly Dr. Cristofalo from the Seattle campus. We also watched a few documentaries that provided new insight.

4. My peers contributed most to my learning. I am someone that takes a little bit of more time to grasp the material and need structure and organization in order to retain the given information better. Having to sit through a class and still confused on what it is that I am suppose to do concerns me as a student. I felt more comfortable consulting with my peers than I did with Dr. Marshall.

5. Movies, guest speakers, and group discusssions.

6. The guest speakers.

7. I enjoyed the time for discussion. I enjoyed the readings (as much as you can enjoy a textbook anyway).

8. Guest Speakers and the family systems paper and NTFS project (though same level of learning could be accomplished through similar, less complex, and confusing assignments)..

9. I thought the three main papers/projects were diverse and excellent. I'm glad I got to dig deeper into theory, evaluate a family in the case study, and think about how to handle an economic downturn and crisis situation.

10. Reading the book, some of the research articles we were assigned to read. I liked the documentaries and Dr. Ayon's presentation but wished we had gone over the course material more.

What aspects of this class detracted from your learning?

1. The professor's lack of preparation, poor time management, and ver frequent spelling errors/ typos in handouts and slides. Her incredibly unclear expectations and directions for assignments was frustrating, confusing, and caused a LOT of unneeded stress.

3. The disorganization of this class I would consider absolutely detrimental to our learning. This did not feel like an extension of HBSE I as there was no consistency between the two courses, and the subject matter that we were taught in the first quarter was disregarded and or disputed. We received the syllabus late, and after this there were multiple changes to it. The time spent in class periods was not conducive to our degrees. Changes were made to large assignments only days before they were due and the timeliness in the return of our work was lacking. Our professor has quite a bit on their plate from what we have seen and heard, and it was very evident that teaching this class was not a priority. Many students in the class have expressed frustrations with the way that it was handled, and to be quite frank, it feels as though my tuition dollars were wasted. Communication with Dr. G was hit or miss, and often a response felt condescending. This class made me begin to doubt the seriousness of this program as a whole, and that makes me very sad and concerned. It felt as though there is a certain respect for the students that is just not there, and I don't know if I have ever felt so let down by a learning experience. I am not one to be so critical, but when I am fully invested in my own future, and dedicating my time, and sacrificing so much to be a part of a graduate school program, I expect that the classes in the program meet certain standards. When a class forces you to reevaluate your decisions because of your loss of faith in it, there is a problem. As I mentioned earlier, Dr. G is kind, and never was her knowledge of the subject matter in question. That being said, every class period felt as though the time could have been better spent, and there was no clarity regarding assignments or expectations. APA standards were disregarded for the preferences of the professor, and in a setting where we are expected to produce professional and well-researched work, I felt that this was very strange. In addition to this, where APA standards were expected from us, the professor was not clear on the rules, leading to grading discrepancies. I hope that in the future the students of this program have a much better experience than we did. My frustrations and disappointment are only partially represented in this text, the extent of them goes far beyond what is written.

4. All of the constant changes made to our assignments and rubric. Dr. Marshall was all over the place. She was unorganized, unclear, and vague in response. Dr. Marshall would get frustrated with the amount of questions asked by the students for clarification on the assignments and would also get defensive when asked these questions.

5. Lack of lectures, types of assignments, professor's lack of organization and communication (to many emails about different expectations), formatting of papers, etc.. see below.

6. Everything except for the guest speakers.

7. DISORGANIZATION. I was very disappointed with how disorganized this class felt. It was very ambitious but at the cost of depth. The final group project was a nightmare. I felt the three case studies were WAY too much to address in 30min. I was also very shocked that Dr. Marshall assumed we would have enough time to cover anything in groups in our class sessions. We barely had a chance to figure out what needed to be done, let alone do anything. I was very upset that Dr. Marshall made last-minute changes to assignments in-class a week before it was due (I'm talking about the Family Systems Paper). She changed a core detail of one member of the family that I felt would have made it necessary to re-write the entire paper if I had been unlucky enough to have chosen them as my focal. I was also very upset when a "Final Quiz" was posted without warning and without saying whether or not it was graded. I did not contact Dr. Marshall about this because I felt I would not be the first, but I would like to add my voice to the dissent. I do not appreciate that our grades have been CONSISTENTLY posted later than we were told they would be (in one case, more than a week+ late) and I have been unable to view any comments. I would also like to implore Dr. Marshall to consider changing her formatting rules. Using 11.5 size font and 1.5 spacing is NOT APA approved and adds to the general confusion of this course. There were numerous typos and grammatical errors in the syllabus. To me, it felt like this course was put together at the last minute. I was surprised to hear that this is not the first year Dr. Marshall has taught this course. I want to say that I feel very bad writing what I feel is a harsh review of this course. However, I have worked very hard to get to this point in life and I am investing a lot of my hard-earned time and money to get my MSW. I want other students who are doing the same to have a better experience than I had. I would like to see Dr. Marshall become more open to critique and work on making this course work WITH the students and not against them.

8. The assignments and class tasks were all unnecessarily complicated with errors that caused a lot of confusion and wasted time. I spent so much time trying to figure out how to do the assignment that I had little time left to actually complete it.

9. Lack of clarity of the last assignment/Telesta project. I feel like we all needed a clear overview at the beginning. If we had gotten all 3 sections at once with clear instructions (even if general, so we could still be creative and figure certain things out on our own) it would have saved much frustration and unnecessary time just trying to figure out what we needed to do.

10. Not staying on the topic, human development. Assignments that generally did not deal with human development. Confusing language in course assignments.

What suggestions do you have for improving the class?

1. See above

2. I truly wish there was more leturing. It is a privilege to be taught by someone as knowledgeable as Dr.G and I feel she did not share much of her insight and knowledge with us. There was only one lecture from her that I enjoyed on aging. Also, answering questions from the book is great but spending so much time going through them during the class wasn't necessary and seemed more like busy work.

3. Organization, an actual interest in the success of the students, respect for the students, a clear syllabus, clarity of assignments, consistency, prioritizing the course to at least meet the minimum expectations of those in this degree program who are working during the day, staying late away from their children and families to attend this class, to obtain a degree that will allow them to dedicate their lives to helping those who most need it. The students in this program deserve far better.

4. This course truly made me doubt my decision to return back to school to obtain my MSW and lost confidence as a student. It also questioned my ability to continue working as a social worker. I have never felt so much stress, and anxiety in my education, ever. I struggled with this class. Dr. Marshall is overall a nice person and she does have a lot of knowledge in the social work field that we the students could have benefited from had she shared that knowledge with us. When I had initially met Dr. Marshall in our one to one meeting, I was given the impression of a professor who cares about my education and learning style. I was motivated and excited to start the quarter. It felt like Dr. Marshall was ambitious with us and wanted to cater to each student's needs, but this in turn made the course so difficult to work and function through. And to have to wait for our grades was dreadful and even the feedback on our papers did not give us any insight to what we could have done better. My experience with Dr. Marshall and this course felt like a complete waste of time, money, and effort. I honestly don't know what suggestions can be made for improving this class. I am just glad it's over.

5. I was pleased when Dr. Marshall called each of us in to her office for an initial meeting to get to know our personalities and see how we learn best. I received a good impression when I first met her even though many of my colleagues were troubled with the amount of emails she sent before the quarter started. My view changed however on our first day of class when we went over her requirements regarding APA format and empirical articles. It did not make sense why we were required to use APA, but adjust to her preference, such as having 11.5 font or 1.5 spacing. It seemed to cause anxiety for many of the students, including myself, to make sure to pay to every detail that she requested other than APA formatting. I tried to get over this, but throughout the quarter it seemed more and more preferences occurred that were not stated up front. The syllabus changed and many assignment requirements changed. It was hard to keep up with. A lot of her information seemed disorganized and out of context. I enjoyed having movies, conversations with classmates and listening to presenters, however I would have benefited from more lecture from our course objectives and readings. When asking questions or making mistakes, Dr. Marshall would at times have an aggressive tone and/or appeared to be judgmental, which impacted me wanting to speak up in class and expand my thinking for fear I would be called out in front of others as some of my classmates were. I know that Dr. Marshall was trying her best and this was apparent in given her time to generate discussion questions and thinking about assignments. I did not agree with her grading style, yet I'm aware every professor's style is different— I hope this was not because of favorites (which seemed like she had hers). The last assignment in particular was very troublesome for me and my group mates. The group project was interesting, yet was the same project everyone had, so every group presented on the same thing for three hours on the last day of class. It would have expanded my knowledge and kept me intrigued if there were other topics presented that were related to the life course perspective and course objectives. I do not think this course was as beneficial to my learning as it could have been and I will not take Dr. Marshall again since I do not like her teaching style. I wish her the best at the UW and hope she makes an impact on other students.

6. Get a new teacher for this course.

7. See below: DISORGANIZATION. I was very disappointed with how disorganized this class felt. It was very ambitious but at the cost of depth. The final group project was a nightmare. I felt the three case studies were WAY too much to address in 30min. I was also very shocked that Dr. Marshall assumed we would have enough time to cover anything in groups in our class sessions. We barely had a chance to figure out what needed to be done, let alone do anything. I was very upset that Dr. Marshall made last-minute changes to assignments in-class a week before it was due (I'm talking about the Family Systems Paper). She changed a core detail of one member of the family that I felt would have made it necessary to re-write the entire paper if I had been unlucky enough to have chosen them as my focal. I was also very upset when a "Final Quiz" was posted without warning and without saying whether or not it was graded. I did not contact Dr. Marshall about this because I felt I would not be the first, but I would like to add my voice to the dissent. I do not appreciate that our grades have been CONSISTENTLY posted later than we were told they would be (in one case, more than a week+ late) and I have been unable to view any comments. I would also like to implore Dr. Marshall to consider changing her formatting rules. Using 11.5 size font and 1.5 spacing is NOT APA approved and adds to the general confusion of this course. There were numerous typos and grammatical errors in the syllabus. To me, it felt like this course was put together at the last minute. I was surprised to hear that this is not the first year Dr. Marshall has taught this course. I want to say that I feel very bad writing what I feel is a harsh review of this course. However, I have worked very hard to get to this point in life and I am investing a lot of my hard-earned time and money to get my MSW. I want other students who are doing the same to have a better experience than I had. I would like to see Dr. Marshall become more open to critique and work on making this course work WITH the students and not against them.

8. I really enjoyed speaking with our professor one-on-one and could tell that she cared about our learning and growth. My main suggestion for improving our class is taking into account the situation the students in the evening MSW program are in. Most of us have full-time jobs along with family or other obligations. Many of us commute. 5:30 announcements an hour before our 6:30 class are unhelpful and stressful. We received important information or updates to assignments the same week or just the class session prior to the due date. It is difficult to adjust accordingly within such a narrow time frame. The last day of class for the last 10 mins of class, the professor shared her thoughts, experiences, and wisdom. It's what I've wanted to hear all year and was excellent! Prior to that I felt like I'd heard no real world examples, applicable information, or personal experiences from her. All the makings of a great professor and class are there. With more engaging lecture, rearranging of the content, and simplification/correction of the assignments - this could have been one of the best classes I've ever taken.

9. Clearer communication

10. Tweaking the assignments to include human development. Lectures to further the readings so we have a solid understanding of human development.

IASystem Course Summary Reports summarize student ratings of a particular course or combination of courses. They provide a rich perspective on student views by reporting responses in three ways: as frequency distributions, average ratings, and either comparative or adjusted ratings. Remember in interpreting results that it is important to keep in mind the number of students who evaluated the course relative to the total course enrollment as shown on the upper right-hand corner of the report.

Frequency distributions. The percentage of students who selected each response choice is displayed for each item. Percentages are based on the number of students who answered the respective item rather than the number of students who evaluated the course because individual item response is optional.

Median ratings. *IASystem* reports average ratings in the form of item medians. Although means are a more familiar type of average than medians, they are less accurate in summarizing student ratings. This is because ratings distributions tend to be strongly skewed. That is, most of the ratings are at the high end of the scale and trail off to the low end.

The median indicates the point on the rating scale at which half of the students selected higher ratings, and half selected lower.

Medians are computed to one decimal place by interpolation.[1] In general, higher medians reflect more favorable ratings. To interpret median ratings, compare the value of each median to the respective response scale: *Very Poor, Poor, Fair, Good, Very Good, Excellent (0-5); Never/None/Much Lower, About Half/Average, Always/Great/Much Higher (1-7); Slight, Moderate, Considerable, Extensive (1-4).*

Comparative ratings. *IASystem* provides a normative comparison for each item by reporting the decile rank of the item median. Decile ranks compare the median rating of a particular item to ratings of the same item over the previous two academic years in all classes at the institution and within the college, school, or division. Decile ranks are shown only for items with sufficient normative data.

Decile ranks range from 0 (lowest) to 9 (highest). For all items, higher medians yield higher decile ranks. The 0 decile rank indicates an item median in the lowest 10% of all scores. A decile rank of 1 indicates a median above the bottom 10% and below the top 80%. A decile rank of 9 indicates a median in the top 10% of all scores. Because average ratings tend to be high, a rating of "good" or "average" may have a low decile rank.

Adjusted ratings. Research has shown that student ratings may be somewhat influenced by factors such as class size, expected grade, and reason for enrollment. To correct for this, *IASystem* reports **adjusted medians** for summative items (items #1-4 and their combined global rating) based on regression analyses of ratings over the previous two academic years in all classes at the respective institution. If large classes at the institution tend to be rated lower than small classes, for example, the adjusted medians for large classes will be slightly higher than their unadjusted medians.

When adjusted ratings are displayed for summative items, **relative rank** is displayed for the more specific (formative) items. Rankings serve as a guide in directing instructional improvement efforts. The top ranked items (1, 2, 3, etc.) represent areas that are going well from a student perspective; whereas the bottom ranked items (18, 17, 16, etc.) represent areas in which the instructor may want to make changes. Relative ranks are computed by first standardizing each item (subtracting the overall institutional average from the item rating for the particular course, then dividing by the standard deviation of the ratings across all courses) and then ranking those standardized scores.

Challenge and Engagement Index (CEI). Several *IASystem* items ask students how academically challenging they found the course to be. *IASystem* calculates the average of these items and reports them as a single index. *The Challenge and Engagement Index (CEI)* correlates only modestly with the global rating (median of items 1-4).

Optional Items. Student responses to instructor-supplied items are summarized at the end of the evaluation report. Median responses should be interpreted in light of the specific item text and response scale used (response values 1-6 on paper evaluation forms).

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[1] For the specific method, see, for example, Guilford, J.P. (1965). Fundamental statistics in psychology and education. New York: McGraw-Hill Book Company, pp. 49-53.

EXHIBIT G

May 14, 2018

Dr. Jill Purdy
Executive Vice Chancellor for Academic Affairs
University of Washington Tacoma

Dear Dr. Purdy,
I am writing to provide my independent recommendation regarding the tenure track reappointment of Dr. Gillian Marshall. In addition, I provide a summary of the concerns expressed by the voting faculty and the outcome of their vote. In addition to touching on this year's Review Committee's recommendations, I summarize important information related to last year's reappointment review, in order to provide context for this year's review. Dr. Marshall is in her third year with the Social Work and Criminal Justice Program and went through the reappointment review process for the second time this spring. At the conclusion of her reappointment review last year (2017), the EVCAA made the decision to postpone Dr. Marshall's reappointment decision until the third year. In brief, my recommendation is that Dr. Marshall *not* be reappointed, and I will explain my reasons in this letter.

Last Year's Review
I was on leave during Dr. Marshall's reappointment review last year and thus Dr. Tom Diehm, Social Work and Criminal Justice (SWCJ) Program Acting Director, provided a recommendation to the EVCAA. The Review Committee, Chaired by Dr. Marian Harris, recommended reappointment and provided specific recommendations by which they felt Dr. Marshall could improve her (graduate) teaching and strengthen her service. Dr. Marshall is released 75% time for grant activities due to a K01-award from the National Institutes of Health. The Committee did not express any concerns with her scholarship/research. As noted in Dr. Diehm's memo to the EVCAA last year, he recommended postponement of the reappointment decision noting the concerns in teaching and service. The reason he cites for recommending postponement is the discrepant recommendations of the Review Committee and the Voting Faculty. In his memo, he reported the faculty vote as follows: one to renew, two to postpone, and three not to renew Dr. Marshall's appointment. Dr. Lavitt, the EVCAA, made the decision to postpone the reappointment decision until the next year. She recommended that during the 2017-2018 year, Dr. Marshall address the concerns raised about teaching and service.

This Year's Review
This year's Review Committee, Chaired by Dr. Lavitt, recommended reappointment by a split vote: two in favor of reappointment and one opposed. The Committee once again expressed no concerns with Dr. Marshall's scholarship, believing it to be a clear area of strength. The Committee noted significant concerns with Dr. Marshall's teaching and improvements needed in teaching and service. The Committee recommended a paid (compensated) teaching mentor from outside SWCJ, ideally a faculty member of color, to actively work with Dr. Marshall in and out of the classroom to "identify, target, and plan an intervention that improves her teaching" (Review Committee letter, dated April 16, 2018, pp. 2-3). At this time, the Committee finds that "her teaching is not on track for tenure" (Review Committee letter, p. 4).

Voting Faculty Recommendation

The senior voting faculty were convened by me on May 4, 2018, to discuss the recommendation for renewal and to vote on reappointment. All seven eligible voting faculty members were present in person or via conference call. The senior faculty noted significant concerns with Dr. Marshall's teaching and to a lesser extent her service. Very little discussion focused on her research. The majority sentiment conveyed was that even with great research, extremely poor teaching and minimal service do not serve our students, program, and campus. In the majority faculty view, great scholarship does not outweigh poor teaching and service outcomes. A dissenting view expressed by one faculty member was that there are not many teaching data points available and that Dr. Marshall received a good course evaluation on the undergraduate course she taught. More time to work on graduate teaching might be beneficial. The voting faculty disagreed that Dr. Marshall has worked hard to improve teaching. They provided examples of significant supports offered that she has not utilized. One stemmed from a recommendation of last year's Review Committee - enlist the help of senior faculty very familiar with the course. The senior faculty member most knowledgeable about the course reported that she had one phone call from Dr. Marshall and this seemed perfunctory. The other example is support offered by Dr. Marshall's assigned faculty mentor, Dr. Charles Emlet. (Dr. Marshall requested him as mentor after meeting him and when arriving at UW – Tacoma, following our normal practice of pairing junior and senior faculty for mentorship.) Dr. Emlet, by his own report, has attempted to work with her for almost three years now, but Dr. Marshall does not initiate contact with him or bring topics for discussion when he suggests they meet. Dr. Emlet informed me that, regardless of the reappointment outcome, he will discontinue his role as mentor to Dr. Marshall, believing he cannot assist someone who does not seek assistance. What is unfortunate is that these supports are offered by faculty members who know our students and have taught them successfully for years, one with a long track record in the same course Dr. Marshall struggles with. In addition, they are experienced and sought after by mentees, and mentees have found them helpful.

As to service, the voting faculty provided examples of disengaged and perfunctory service, citing lack of attendance, lack of engagement when present, and lack of knowledgeable representation to and on behalf of the Program even when that is the service role. In addition, Dr. Marshall's level of service is viewed as considerably lower than that of other junior faculty members who have been here a similar amount of time. After an approximately hour-long and thorough discussion with all eligible faculty members participating, Dr. Marshall received five negative votes and two positive votes for renewal (out of 7 possible votes). (Drs. Lavitt and Emlet, two members of the Review Committee, are included in this vote count. Dr. Emlet was the dissenting vote on the Review Committee this year and the only faculty member on the Review Committee both years. The third member of the Review Committee is a faculty member of the School of Social Work in Seattle and is not a voting member of our faculty.)

Director's Independent Recommendation

As for my own recommendation, I concur with the voting faculty. I recommend non-renewal of Dr. Marshall's reappointment. I do not believe that Dr. Marshall meets the expectations and needs of the Tacoma campus in teaching and to a lesser extent service. These concerns are not outweighed by Dr. Marshall's successful scholarship. Most of all, she does not demonstrate a diligence or willingness to address the concerns. I think it is important to consider Dr. Marshall's performance within the context of the Tacoma campus and the teaching expectations that we hold within our Program. The SWCJ Program has other fulltime, tenure track faculty who struggle to be good

teachers, although even their course evaluation scores are considerably higher than Dr. Marshall's latest score. What is notably different in their response to poor student course evaluations or student complaints is that they take them to heart and actively seek solutions. They seek mentorship from colleagues and discuss teaching with me as Director. They try out different teaching approaches and then evaluate the results, adjusting what they do based on them. They are able to describe what they have done, what they have learned from those approaches, and what they will do differently next time. They persist and make improving teaching a priority. Noticeably absent in Dr. Marshall's response to her course evaluations is this type of response. There is no indication that she would genuinely welcome a teaching mentor's assistance as suggested by this year's Review Committee. Although she has limited opportunity to test out new approaches, her narrative lacks a discussion of what she believes went wrong this year and what she might do differently based on the qualitative comments. She suggests that external factors might be contributors to her low scores, but does not include what they might be or what she might do to make changes to mitigate other factors (p. 16).

Dr. Beth Kalikoff's review of Dr. Marshall's teaching (dated March 24, 2018) is clearly positive. In her review she addresses the discrepancy between the course evaluation scores and what she viewed in the classroom on February 27. The explanations she suggests are 1) that students may prefer traditional lectures rather than evidence-based teaching and 2) that students may be acting on biases, such as those based on gender and race. I, as well as the voting faculty, believe racial and gender bias in student course evaluations are real. In addition, expecting one thing and getting another in a classroom can lead to student dissatisfaction. Other indicators, however, do not suggest that these are primary problems in the graduate level course where Dr. Marshall receives poor course evaluation scores. Dr. Marshall's course evaluation score this year, 1.3 adjusted combined median, is the lowest course evaluation score I have seen by far in six years as director. If bias is operating, it is unlikely to yield this severe a result. I see no themes in the students' qualitative course evaluation comments that indicate bias. (Looking for these themes is suggested when bias is suspected according to the "Guide to Best Practice in Evaluating Teaching" document recommended in Dr. Kalikoff's review.) Also, our graduate students are taught using a variety of teaching approaches; students likely do not expect solely traditional lectures. Finally, some of the critiques students express such as condescending attitude, disorganization, and lack of or unclear communication, ring true to faculty and staff interactions with Dr. Marshall. These behaviors are exhibited by Dr. Marshall in Program or other committee meetings and in response to requests from staff members and administrators. These same attributes impede the quality of her service contributions. In that sense, student comments such as these do not come as a surprise.
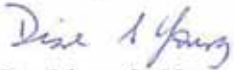
Dr. Marshall has now had three years to demonstrate her commitment to the SWCJ Program and the UW – Tacoma campus. Feedback to her about teaching and service performance has been consistent since the beginning and has increased in urgency as time has gone by. In her first annual conference with me as Director (dated May 20, 2016), which was primarily positive, she was cautioned to find ways to demonstrate that she is a capable instructor to undergraduate and graduate audiences. We do not have distinct undergraduate and graduate faculty. All fulltime faculty, especially those competitively hired, are expected to teach well with both types of students. Then, last year, Dr. Marshall was found non-meritorious by the voting faculty and the Acting Director. She was encouraged to pursue consultation with her mentor or other senior faculty members in our Program. To my knowledge she did not do so. UW – Tacoma is quite distinct from the School of Social Work in Seattle and perhaps other programs elsewhere where Dr. Marshall seeks advice. She had teaching

experience and taught similar content prior to coming to UW – Tacoma. Learning who our students are, improving teaching to *this* audience, and actively engaging in service to benefit one's home unit and campus are basic to doing well here and are *minimal* expectations of all fulltime faculty members. These have not been met.

Conclusion

Given the Review Committee's split recommendation, the Senior Faculty's majority recommendation not to renew, and my own assessment of Dr. Marshall's performance, I thus regretfully recommend that Dr. Marshall's reappointment not be renewed.

Sincerely,

Dr. Diane S. Young
Director, Social Work and Criminal Justice Program
University of Washington - Tacoma

EXHIBIT H

June 20, 2018

Dr. Gillian Marshall
Assistant Professor
Social Work and Criminal Justice
Campus Box 358425

Dear Dr. Marshall:

The University's Faculty Code (Chap 24-41) calls for the dean or chancellor to conduct a review in the second or third year of an assistant professor's appointment. A review was conducted during the second year of your appointment, at which time the review committee recommended reappointment, the faculty vote was split between non-reappointment and postponement, and the acting director recommended postponement. The EVCAA supported postponement by one year in a letter dated June 12, 2017, noting, "it is critical that her record reflects additional evidence of supporting students" and recommending increased engagement in service to your unit.

Consequently, a review was conducted in the third year of your appointment, and the voting faculty and the director of Social Work and Criminal Justice have recommended that you not be reappointed to a second three-year term as Assistant Professor. In response, I carefully reviewed the materials you submitted as well as the advice of your unit. I have concluded that you should be reappointed as an Assistant Professor for a three-year term, with mandatory promotion and tenure review occurring in 2020-2021. Below I provide a summary of your professional contributions in teaching, research, and service, and an assessment of your progress toward promotion and tenure.

TEACHING
Due to the responsibilities of your grant, your teaching responsibilities are reduced from a six-course annual load. You taught an undergraduate course in your first year (TSOCWF 1010) and a graduate course in your second and third years (TSOCW 503), all in a face-to-face format. Student evaluations for the undergraduate course were solid; however, evaluations for the graduate course were poor and showed significant decline between the first and second time you taught the course. In

2017, a peer evaluation conducted by a tenured faculty member in the School of Education positively assessed your use of equity-based inclusive teaching practices.

Your narrative indicates that during the past year, you consulted the Center for Teaching and Learning and a social work colleague regarding teaching. This resulted in revisions to the TSOCW 503 course including readings, class activities, and assignments as well as a revised grading scheme for the course. In 2018, students expressed confidence in your expertise yet raised substantial concerns about the organization and quality of the course. A peer evaluation conducted by the Center for Teaching and Learning positively assessed the quality of class discussion. That reviewer offered possible explanations for low student ratings including the active learning approach used and rating biases experienced by women of color. In 2018, faculty in the unit noted concerns that you have not sought teaching support from those most familiar with the course and have not engaged meaningfully with your assigned mentor at UW Tacoma to address teaching improvement.

The effectiveness of UW Tacoma faculty in supporting student learning is central to our urban-serving mission. Appointment to the rank of associate professor requires a record of substantial success in both teaching and research. The 2018 review committee notes that your teaching is not on track for tenure and promotion. Given your grant commitments, you will have very limited opportunities to demonstrate strong teaching capability prior to promotion and tenure review.

SCHOLARSHIP
Your scholarly record includes fifteen peer-reviewed publications, eight of which were completed while in rank as Assistant Professor. In addition, you have received external funding for three projects including a prestigious K01 grant from the NIH/National Institute of Aging. You have disseminated your work through refereed and invited presentations, and your scholarly work addresses relevant questions that may have significant implications for public health. While taking the lead role in several projects, you have successfully collaborated with a variety of research partners. These accomplishments provide a strong foundation for your research portfolio and demonstrate substantial progress toward meeting the expectations of promotion and tenure with respect to scholarship.

SERVICE
Your record of service at the unit level includes past membership on unit level admissions committees and current service on the Seattle/Tacoma BASW degree

committee. Your narrative notes that you additionally served on a faculty search committee during the past year. At the campus level, you served on the Faculty Affairs and Public Lectures committees. You have also mentored three doctoral students and provided several guest lectures in the School of Social Work at UW Seattle. In service to your profession, you are an ad hoc reviewer for six journals and are a member of numerous professional organizations.

Faculty in your unit have expressed concern that your service activities are notably lower than other junior faculty members, and that your level of engagement and representation in those activities is lower than expected. Of particular concern is the level of internal engagement with students and activities in your unit. Competence in service does not carry the same level of importance in promotion and tenure review as teaching and scholarship do, yet internal and external service are important responsibilities of UW faculty and are integral to the University's mission.

In conclusion, I encourage you to attend to the concerns outlined here as you advance toward promotion and tenure review. I stand ready to support your ongoing development as a teacher, scholar and colleague.

Sincerely,

Jill M. Purdy
Executive Vice Chancellor for Academic Affairs

C: Diane Young, Director of Social Work and Criminal Justice
        Mark A. Pagano, Chancellor

EXHIBIT I

December 11, 2018

To: Gillian Marshall, Assistant Professor of Social Work and Criminal Justice
        Diane Young, Director, Social Work and Criminal Justice

From: Erin Casey, Professor of Social Work and Criminal Justice, and
        Chair – Merit Review Committee

RE: Merit Review Committee Findings
_____

Purpose and scope of committee:

Section 24-55 of the University of Washington Faculty Code dictates that, "in the event of two
consecutive annual ratings of no merit," for a faculty member, a committee of departmental
faculty senior to that person is convened to "review more fully the record and merit of that
faculty member." Dr. Gillian Marshall received consecutive ratings of no merit in the 2016-
2017, and 2017-2018 academic years. Accordingly, a merit review committee was convened in
late October, 2018 to review the merit record for these years. This committee was comprised of
myself, Michelle Garner, Associate Professor; Melissa Lavitt, Professor; Eric Madfis, Associate
Professor; and Randy Myers, Associate Professor. All committee members are appointed to the
Social Work and Criminal Justice (SWCJ) Program. The purpose of this memo is to detail the
process and outcome of this committee, and all committee members have reviewed this
document.

The charge of the committee was to review the process and content of Dr. Marshall's merit
reviews for the specified academic years, to identify "what actions, if any, should be undertaken
to enhance the contributions and improve the merit ranking of this colleague, or to rectify
existing misjudgments of his or her merit and make adjustments to correct any salary inequity."
The scope of the committee is limited to the merit review policy and relevant procedure
documents approved by the faculty and in place at the time of the 16-17 and 17-18 academic
years.

Process of merit review committee and materials considered:

The merit review committee convened three times; on November 2, 2018 to review the charge
and process of the committee, on November 30, 2018 with Dr. Marshall to gather her input on
the merit reviews in question, and on December 7, 2018 to discuss findings.

Several documents were considered in the merit review committee's work. These included
policy and reporting documents outlining the SWCJ Program's merit review process (inclusive
of the Tenure-Track Faculty Criteria for merit, Example Faculty Activities, and template Merit
Rating Ballot documents), Dr. Marshall's Faculty Activity Reports (FARs) for the 16-17 and 17-
18 academic years, and the merit ballots containing faculty ratings and comments pertinent to Dr.
Marshall for the specified years. Dr. Marshall also submitted four pages of written comments
which the committee considered. In the document, Dr. Marshall describes events during the

entirety of her time in the department which she experienced as "significant impediments to my success, which I have no doubt is owing to my race." In the document, Dr. Marshall reports that "I have experienced biased, unfair treatment and hostility which I believe accounts for an undeserved rating of non-meritorious." In the document, Dr. Marshall also provided a re-cap of activities in teaching, service, and scholarship for the years in question, noting her perception that the ratings of no merit were unjustified for these years.

Finally, the committee considered Dr. Marshall's verbal comments from the November 30 meeting with the full review committee. In this meeting, Dr. Marshall noted that she did not have additional information to add beyond the documentation she submitted, and noted that it was unclear to her why she received a rating of no merit in the specified years. Dr. Marshall noted that she did not receive feedback or an explanation regarding those merit decisions. She also noted that without information regarding the nature of the concerns that led to the no-merit decisions, it was difficult to describe what information, resources, or supports would be most useful to her moving forward.

Findings of the review committee:

The unanimous assessment of the review committee is that the merit review process, as specified in program policy and procedure documents at the time, was followed in Dr. Marshall's case in both the 16-17 and 17-18 academic years. The evidence for this decision is described by academic year below.

16-17 Academic Year

The SWCJ merit review policy asks faculty to rate colleagues on a scale of 0-6 in each of the domains of faculty responsibility. A rating of 0 or 1 is operationalized in the merit documents as "non-meritorious" and a ranking of 0 or 1 in any single area results in an overall assessment of non-meritorious for the faculty member being evaluated.

In this year, faculty were nearly unanimous in assessing both Dr. Marshall's teaching and her service as non-meritorious (4 out of 5 faculty provided ratings, and all 4 scored Dr. Marshall with a 0 or 1 in both of these domains). All faculty rated Dr. Marshall's scholarship at a '3' or higher (4-6 is considered "extra meritorious"). Consistent with policy, all faculty who gave Dr. Marshall an overall rating of non-meritorious provided comments explaining their decisions. These comments noted significant concerns with both teaching and service. **All** comments from faculty are listed below:

"Gillian taught one course with very poor evaluations. Her scholarship was fine, and commensurate with the amount of buyout and support she has. Her service was minimal, and below that typically expected of a second year AP. She has not shown engagement with the program, has not attended program events such as orientation, and does not report back to the faculty as a whole about her minimal service commitments. She creates the impression that she is not remotely committed to this program."

"Strong research, but as expected with mentored and protected time. Very limited teaching is marked by troubling disengagement and lack of preparation; service is very limited. All SW faculty are part of

degree committee and student application reviews. Program/campus service lacks investment/ engagement."

"The faculty member did not in her FAR indicate her scoring NOR whether she felt she was meritorious or something else. My opinion is meritorious."

"Teaching unacceptable. Service contributions are exceedingly poor. She totally disengaged from service contributions, and the contributions she makes are poor."

The merit review committee also considered Dr. Marshall's FAR for this year, as well as the supplemental written comments she provided to the committee, and did not find evidence of activities that were overlooked by the voting faculty. It should be noted that guest lectures are listed under "teaching" in the Example Faculty Activities document and are not considered evidence of service. Additionally, all Social Work faculty review MSW and BASW admissions files and attend degree program meetings as core functions of their appointment to the department, and this work is not considered serving on committees. Dr. Marshall listed guest lectures and admission file reviews as evidence of service on her FAR for this year.

It should also be noted that, inconsistent with the directions on the merit ballot, one faculty rated Dr. Marshall's teaching and service as non-meritorious, but awarded an overall, summative rating of "meritorious," resulting in the following overall merit vote for that year: Non-meritorious: 3; Meritorious: 2. Had the directions in the policy been followed, the overall ranking results would have been Non-meritorious: 4, Meritorious: 1. **Based on the totality of evidence and the consistency of faculty members' ratings and comments, it is the opinion of the merit review committee that the merit review process was upheld in the 16-17 academic year.**

2107-2018 Academic Year

In this year, faculty who provided scores were unanimous in assessing Dr. Marshall's teaching record as non-meritorious (4 out of 7 faculty provided ratings, and all 4 scored Dr. Marshall with a 0 or 1 in this domain). All faculty rated Dr. Marshall's scholarship at a '3' or higher. Faculty appeared to take note of Dr. Marshall's membership on a greater number of committees this year, with most scores in this domain sitting at 2 or higher. Consistent with policy, all faculty who gave Dr. Marshall an overall rating of non-meritorious provided comments explaining their decisions. Two faculty who ranked Dr. Marshall as meritorious also included comments. These comments noted significant concerns with the pattern of teaching and a continued perception of a lack of meaningful engagement in service obligations. Again, **all** comments from faculty are listed below:

"Very poor teaching. Limited service and disengagement to the point of failing to perform service to the detriment of the Program."

"Gillian's teaching and ACTING engaged service needs to increase/improve."

"Significant concerns related to teaching."

"Very poor teaching evaluation and poor quality service."

"This is because criteria say that NO element can be below 2 and her teaching does not warrant meritorious ranking."

The merit review committee also considered Dr. Marshall's FAR for this year, as well as the supplemental written comments she provided to the committee. The committee noted the increase in Dr. Marshall's service activities in the 17-18 academic year, and the concomitant increase in faculty merit ratings in the service domain.

It should also be noted that, inconsistent with the directions on the merit ballot, two faculty rated Dr. Marshall's teaching as non-meritorious, but awarded an overall, summative rating of "meritorious," resulting in the following overall merit vote for that year: Non-meritorious: 4; Meritorious: 3. Had the directions in the policy been followed, the overall ranking results would have been Non-meritorious: 6, Meritorious: 1. The committee did not find evidence of activities reflected in the merit documents that were overlooked by the voting faculty. **Based on the totality of evidence and the consistency of faculty members' ratings and comments, it is the opinion of the merit review committee that the merit review process was upheld in the 17-18 academic year.**

Recommendations for Dr. Marshall:

Pursuant to the merit review committee's charge, and based on faculty comments from the merit ballots from the years under consideration, we offer the following recommendations to Dr. Marshall as she anticipates future merit reviews.

Teaching:
- We recommend that Dr. Marshall take full advantage of teaching mentoring opportunities offered to her, and that she describes these efforts in future FARs and appointment, promotion, and tenure (APT)-related documents.
- We recommend that Dr. Marshall work toward a consistently upward trajectory in student teaching evaluations.
- We recommend that, in the event of future classes in which Dr. Marshall views student teaching evaluations as unfavorable or unfair, that she addresses this explicitly in FARs and other APT-related documents. This may include describing efforts to enhance teaching in the course and her perceptions of reasons for the student evaluation scores. Dr. Marshall is also encouraged to submit documentation that helps to contextualize student evaluations – faculty are allowed to submit supporting documentation with FARs, and this can provide voting faculty with a more complete account of teaching efforts and sources of evaluation beyond student evaluations of teaching.

Service:

- We recommend that Dr. Marshall demonstrate consistent engagement with programmatic and campus committees to which she is a SWCJ representative. This means providing regular reports to the program regarding the activities of those committees, soliciting SWCJ staff and faculty feedback to take back to those committees, and then reporting back to the faculty regarding the results of that feedback being shared.
- We recommend that Dr. Marshall demonstrate consistent engagement with the SWCJ Program by participating in the required minimum number of program events including but not limited to new student orientations, MSW Hooding, the Capstone Fair, Phi Alpha Induction events, and Commencement. On an annual basis, 4-6 events are required of all faculty.
- We recommend that Dr. Marshall prioritize SWCJ program and UWT campus service opportunities when selecting service obligations.

Recommendations to the SWCJ Program:

The committee's review of the SWCJ merit review process also revealed areas that warrant clarification or revisiting. The committee takes seriously the possibility that racial bias can play a role in teaching evaluations and in the merit review process. The committee also notes that there is an emerging campus-wide discussion about merit review policies and about the role of student teaching evaluations that may result in changes to policies in the future. Given the retrospective nature of this committee's scope and charge, the committee is limited to commenting on the degree to which merit review policies and procedures that were in place at the time were upheld.

Nonetheless, moving forward, the committee recommends that the SWCJ revisit its merit policies and documents and address the following points:

- The merit review policy, procedures, and supporting documents should be reviewed for points at which bias may enter merit processes and outcomes. The merit review committee recommends that the relevant policies and documents be reviewed by the Social Work and Criminal Justice Equity and Inclusion committee for such sources of bias.

- Dr. Marshall noted that she did not receive feedback regarding the reasons for her rankings of non-merit. While the committee notes that it has been practice in the SWCJ program that faculty can request information about the feedback on merit ballots (and members of the committee have themselves used this practice), it is also clear that this practice is not formally codified and perhaps not universally known. The committee recommends that merit review policies be updated to require automatic feedback to faculty who are rated non-meritorious, or whose rating differs from their self-assessment. This automatic feedback should include the opportunity for faculty to read the exact ratings and qualitative comments from the colleagues who evaluated them.

- The committee notes that Dr. Marshall is in a unique position because of the magnitude of the course release afforded by her National Institutes of Health K01 award. The committee notes that there is not currently an overt mechanism within the merit review policy or procedures to specify how expectations are shifted in each of the three domains for faculty members who have course releases for research or for administrative appointments. The committee recommends that merit review policies be updated to create transparency about baseline expectations in each domain for faculty with a workload configuration that differs from the standard 6-course per year load. It is expected, for example, that course release would result in a decrease in teaching load expectations, but an increase in scholarly or administrative productivity expectations, depending on the nature of the source of the buy-out.

- The committee notes the on-going conversations in the UW, Tacoma Faculty Assembly Executive Council regarding merit policies across campus, and the role of student teaching evaluations in assessing faculty teaching. The committee recommends that the SWCJ actively monitor these conversations and initiate a relevant review of the merit procedure and documents should new policy or guidance be approved by the voting faculty.

- Finally, the committee notes inconsistency in the degree to which faculty followed the policy that a non-meritorious rating in any single domain of colleagues' responsibilities necessarily results in an overall non-meritorious ranking. More closely adhering to this directive would have resulted in even more non-meritorious votes for Dr. Marshall in both years under consideration. The committee recommends that this aspect of the merit review policy be revisited and either affirmed or modified.

EXHIBIT J

IASystem

COURSE SUMMARY REPORT
Numeric Responses

University of Washington, Tacoma
Social Work
Term: Winter 2019

T SOCW 503 A
Human Behavior And The Social Environment II
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: C
Responses: 12/18 (67% high)

Taught by: Gillian Marshall
Instructor Evaluated: Gillian Marshall-Assist Prof

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
1.9	2.5
(0=lowest; 5=highest)	

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 5.5
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The course as a whole was:	12	8%	8%	8%	33%	17%	25%	1.8	2.4
The course content was:	12		33%	8%	50%		8%	2.3	2.9
The instructor's contribution to the course was:	11	9%		9%	36%	27%	18%	1.6	2.2
The instructor's effectiveness in teaching the subject matter was:	12		8%	17%	25%	17%	33%	1.5	2.2

STUDENT ENGAGEMENT

Relative to other college courses you have taken:	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Do you expect your grade in this course to be:	12	8%	8%		42%	17%		25%	3.7
The intellectual challenge presented was:	12	17%	17%	8%	42%	8%		8%	4.3
The amount of effort you put into this course was:	12	67%	17%	8%	8%				6.8
The amount of effort to succeed in this course was:	12	75%	8%	8%	8%				6.8
Your involvement in course (doing assignments, attending classes, etc.) was:	12	58%	33%		8%				6.6

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 7.5 Hours per credit: 2.5 (N=12)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
		25%	25%	8%	8%	17%	8%			8%	

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 4.8 Hours per credit: 1.6 (N=12)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
25%	8%	25%	17%	8%	8%	8%					

What grade do you expect in this course?

Class median: 3.0 (N=12)

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	E (0.0)	Pass	Credit	No Credit
17%	8%	17%	33%	8%	17%									

In regard to your academic program, is this course best described as:

(N=12)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
25%	17%			58%	

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STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Course organization was:	12		8%	8%	8%	42%	33%	0.9	14
Instructor's preparation for class was:	12		17%	8%	33%	25%	17%	1.8	12
Instructor as a discussion leader was:	12		17%	17%	42%	8%	17%	2.1	7
Instructor's contribution to discussion was:	12		8%	33%	42%	8%	8%	2.3	9
Conduciveness of class atmosphere to student learning was:	12		17%	25%	17%	17%	25%	2.0	6
Quality of questions or problems raised was:	12		17%	25%	33%	8%	17%	2.2	8
Student confidence in instructor's knowledge was:	12		25%		42%	25%	8%	1.9	17
Instructor's enthusiasm was:	12	25%	8%	50%	8%	8%		3.2	4
Encouragement given students to express themselves was:	12	17%	8%	17%	33%	8%	17%	2.2	10
Instructor's openness to student views was:	12	8%		8%	50%	25%	8%	1.8	16
Interest level of class sessions was:	12		25%	17%	25%	25%	8%	2.2	3
Use of class time was:	12	8%	8%	25%	17%	25%	17%	2.0	5
Instructor's interest in whether students learned was:	12			33%	42%	8%	17%	2.1	13
Amount you learned in the course was:	12		8%	50%	25%	8%	8%	2.7	2
Relevance and usefulness of course content were:	12	8%	25%	33%	8%	8%	17%	3.0	1
Evaluative and grading techniques (tests, papers, projects, etc.) were:	12		8%		17%	25%	50%	0.5	18
Reasonableness of assigned work was:	12		8%	8%	33%	8%	42%	1.5	11
Clarity of student responsibilities and requirements was:	12		8%		8%	50%	33%	0.8	15

UW00013003

IASystem
The Course Evaluation Standard

COURSE SUMMARY REPORT
Student Comments

University of Washington, Tacoma
Social Work
Term: Winter 2019

T SOCW 503 A
Human Behavior And The Social Environment II
Course type: Face-to-Face

Taught by: Gillian Marshall
Instructor Evaluated: Gillian Marshall-Assist Prof

Evaluation Delivery: Online
Evaluation Form: C
Responses: 12/18 (67% high)

STANDARD OPEN-ENDED QUESTIONS

Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

1. No it was very stressful the teacher always forgot stuff toll last minute and gave no time to work on anything but gave like 4 group projects

2. The most stimulating part of this class were the guest speakers. We were able to be taught by really excellent presenters who are knowledgeable and skilled and it was truly enlightening to learn from them.

3. it was

4. It was very intellectually stimulating. It provided opportunities I didn't have before to learn things I never knew.

5. I found the work to be a challenge for me to succeed. I found the material stretched my thinking and I found the activities were the best method of making me think more about the assignment.

6. This class had the potential to be intellectually stimulating, howeve, the professor's lack of organization made it hard to understand and the class often felt rushed and all over the place.

7. No to all the above. Instructive seemed unprepared, lectured only once and went off the slides without adding any useful information, outsourced most of the class time to guest speakers, some of which were insightful and some who spoke about seemingly unrelated topics.

8. At times it did. The guest speakers invited to share were wonderful and I found their discussions and presentations to be intellectually stimulating. When the professor would share it felt like she expected the class to do all of the work and she was to just call on us and determine if we were right it wrong. This is a lazy way of educating and not very intellectually stimulating.

9. yes the debate, guest speakers the information each speaker presented was very helpful in the field of social work.

10. The content of this course was intellectually stimulating and important, but the method of teaching was ineffective. This course requirements were disorganized and expectations were not clearly defined. It was difficult to understand what the professor wanted from the students.

What aspects of this class contributed most to your learning?

1. Nothing I have never taken a worse class in my life so unorganized teaching things in 15 minute section so you only get 1/2 of what you need to know

2. The guest speakers and online lecture. And though it was very limited, in-class small group work and discussion was helpful.

3. the speakers

4. Papers, debate, presentation

5. The guest speakers were the biggest contribution to my learning along with the group activities

6. The guest speakers were very good. They were clear and concise and really knew their topic they were discussing.

7. Some of the readings were helpful in understanding the difficulties of specific groups and their unique challenges to development in later stages of life. One guest speaker in particular was impactful and spoke on current treatment and interventions being utilized amongst professionals in the private sector.

8. Guest speakers and the final group project.

9. Dr.Marshal lectures and guest speakers

10. The family systems paper was an interesting assignment and I learned a lot from it.

What aspects of this class detracted from your learning?

1. She spent more time on gimmickie stuff like dolls and candy and wasted time for her 6 15 minute unorginzed projects a class

2. High expectations from Dr. Marshall without the teaching or organization to meet them. All quizzes had mistakes and errors; professor was unwilling to acknowledge or change; office hour was difficult to utilize for a night student and dr. marshall was not flexible. There seemed to be a profound disconnect between the professor and the needs of students. I'm still unclear on what an evidence based approach to the course is.

3. the quizzes were often graded incorrectly and an example paper would have been nice

4. Not having feedback on papers in a timely manner, spending too much time in class on preparing in groups which could have been done outside of class, lectures were at times subpar-- though online lectures improved

5. I feel like the class was very chaotic. There was not enough time to complete any assignment before another one was thrown in. Assignments were not talked about in class and no class time was given to work on assignments. Tests were scheduled on a day there was no class and were timed which most people in the class failed. When an assignment is given, the professor should take time to grade the papers and not wait until the quarter has ended to make them rewrite it. If most of the class has to rewrite the paper, then that shows the professor was not effective in teaching the material. This was the most chaotic and stressful class I have ever experienced in all of my college life. The class could have been less stressful if the Professor was more involved with how the students were doing with their assignments.

UW00013004

6. Professor's lack of organization, class get rushed. The professor also had really high expectations but it didn't match what she was putting forth as a professor. Also sometimes she made comments that would be considered rude and made students feel as though they were not smart and often called people out in class. This made people less likely to speak up. She was a nice person but made rude comments and lacked organization. Her class would be a lot easier if she was more clear and students understood what was expected of them.

7. Organizationally it was a mess. The syllabus was long and confusing, and had many conflicting tasks that required weekly clarification. Introduction of material was scattered and not tied in well with topics of discussion (handouts, case studies that had nothing to do with assignments). Weekly timed quizzes with vague questions regarding the readings that were interpretive at best. Assignment expectations poorly outlined as evident by nearly half the class having to rewrite a paper that was submitted in week 8. Feedback given verbally during week 10 (last week of the quarter) and only verbally, which added to confusion over expectations.

8. The timed quizzes were difficult to finish on time and the professor would put the same answer twice. It felt like we were set up to fail.

10. The disorganization of assignments and class time detracted from my learning. There were not clear expectations of what the professor was looking for and this made it difficult to succeed. The quizzes were difficult due to question errors and this led to confusion.

What suggestions do you have for improving the class?

1. I dont think you can shed all over the place her speakers where better then her classes

2. Better organization and communication, clarity with regard to test, quizzes and assignments.

3. listen more to students needs. Several of use mentioned the quizzes and the assignments lacked guidance

4. talk to your students more. give them feedback. if they're struggling, or if their grades are low, give them a chance to make up for it.

5. Guest speakers are great, but the professor must provide time for the students to work on the assignments that are given. Not providing any time for assignments or questions leads to failure. No student should feel like the class was set up for them to fail. College work is stressful and it is important for the professor to recognize that students will have questions about the assignments. Perhaps if the professor is going to give tests then they should not be timed. Most people in the class could not pass with an 80 percent which is frustrating and makes people feel like a failure.

6. Be more clear and open to students suggestions and input. The class was so much more difficult because of the lack of organization and students often feeling like they didn't know what was expected and rushed.

7. This professor is not in their first year of teaching and is either not interested or incompetent. Immediate removal from this program is extremely necessary. My understanding is that the professor receives a large amount of grant money for research projects and this is the only reason for keeping them employed as an instructor, but this should not be the case. Check the amount of students who switch out of her class after one session and that should be all the evidence needed.

8. I think the professor needs to focus more on the material we need to be learning in class - human behavior and development. She needs to educate the students. If we wanted to educate each other then why is she there? I would suggest she get more organized and ensure she communicate effectively. Also, Gillian comes off as condescending and judgemental when students ask questions one on one. She doesn't foster a supportive environment for learning. Especially for first year students.

9. Maybe less prompts and more lecture

10. Clear guidelines related to grading and assignments. Be open and honest with students about expectations for papers and projects. Be understanding and lenient regarding difficulties with course material and assignments.

IASystem Course Summary Reports summarize student ratings of a particular course or combination of courses. They provide a rich perspective on student views by reporting responses in three ways: as frequency distributions, average ratings, and either comparative or adjusted ratings. Remember in interpreting results that it is important to keep in mind the number of students who evaluated the course relative to the total course enrollment as shown on the upper right-hand corner of the report.

Frequency distributions. The percentage of students who selected each response choice is displayed for each item. Percentages are based on the number of students who answered the respective item rather than the number of students who evaluated the course because individual item response is optional.

Median ratings. *IASystem* reports average ratings in the form of item medians. Although means are a more familiar type of average than medians, they are less accurate in summarizing student ratings. This is because ratings distributions tend to be strongly skewed. That is, most of the ratings are at the high end of the scale and trail off to the low end.

The median indicates the point on the rating scale at which half of the students selected higher ratings, and half selected lower. Medians are computed to one decimal place by interpolation.[1] In general, higher medians reflect more favorable ratings. To interpret median ratings, compare the value of each median to the respective response scale: *Very Poor, Poor, Fair, Good, Very Good, Excellent (0-5); Never/None/Much Lower, About Half/Average, Always/Great/Much Higher (1-7); Slight, Moderate, Considerable, Extensive (1-4).*

Comparative ratings. *IASystem* provides a normative comparison for each item by reporting the decile rank of the item median. Decile ranks compare the median rating of a particular item to ratings of the same item over the previous two academic years in all classes at the institution and within the college, school, or division. Decile ranks are shown only for items with sufficient normative data.

Decile ranks range from 0 (lowest) to 9 (highest). For all items, higher medians yield higher decile ranks. The 0 decile rank indicates an item median in the lowest 10% of all scores. A decile rank of 1 indicates a median above the bottom 10% and below the top 80%. A decile rank of 9 indicates a median in the top 10% of all scores. Because average ratings tend to be high, a rating of "good" or "average" may have a low decile rank.

Adjusted ratings. Research has shown that student ratings may be somewhat influenced by factors such as class size, expected grade, and reason for enrollment. To correct for this, *IASystem* reports **adjusted medians** for summative items (items #1-4 and their combined global rating) based on regression analyses of ratings over the previous two academic years in all classes at the respective institution. If large classes at the institution tend to be rated lower than small classes, for example, the adjusted medians for large classes will be slightly higher than their unadjusted medians.

When adjusted ratings are displayed for summative items, **relative rank** is displayed for the more specific (formative) items. Rankings serve as a guide in directing instructional improvement efforts. The top ranked items (1, 2, 3, etc.) represent areas that are going well from a student perspective; whereas the bottom ranked items (18, 17, 16, etc.) represent areas in which the instructor may want to make changes. Relative ranks are computed by first standardizing each item (subtracting the overall institutional average from the item rating for the particular course, then dividing by the standard deviation of the ratings across all courses) and then ranking those standardized scores.

Challenge and Engagement Index (CEI). Several *IASystem* items ask students how academically challenging they found the course to be. *IASystem* calculates the average of these items and reports them as a single index. *The Challenge and Engagement Index (CEI)* correlates only modestly with the global rating (median of items 1-4).

Optional Items. Student responses to instructor-supplied items are summarized at the end of the evaluation report. Median responses should be interpreted in light of the specific item text and response scale used (response values 1-6 on paper evaluation forms).

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[1] For the specific method, see, for example, Guilford, J.P. (1965). Fundamental statistics in psychology and education. New York: McGraw-Hill Book Company. pp. 49-53.