

COMMITTEE ON TEACHING

Annual Report 2022-23

To: Academic Senate, Santa Cruz Division

The Committee on Teaching (COT) met remotely approximately every other week throughout the academic year to conduct business regarding their charge of fostering and promoting effective teaching. COT continued ongoing activities including the implementation of the Student Experience of Teaching surveys (SETs), communicating with faculty about best practices for increasing SET response rates, and soliciting nominations for and selecting recipients of both the annual student-nominated Excellence in Teaching Award and peer-nominated Distinguished Teaching Award (DTA). We outline the committee's major activities below.

I. SETs

Supporting the effective use of SETs continued to be a significant part of COT's work this year. Two principles guided COT's work on SETs: helping instructors gather meaningful information about students' experiences in their classes with a goal of refining and improving instruction, and providing the Committee on Academic Personnel (CAP) valuable, equitable data that can help students' voices inform the evaluation of faculty's teaching as part of personnel reviews.

On June 17, 2022, the Committee on Academic Personnel (CAP) sent correspondence to COT regarding additional questions for old teaching tables and SET anonymity thresholds. After multiple years of modifications to the teaching table (both to reflect revisions to the SETs to reduce bias, and to respond to the disruptions of emergency shifts to remote instruction), in 2023 both CAP and COT sought to avoid further changes to the teaching table and focused instead on other questions around effective implementation, including enabling staff to generate teaching tables and investigating the possibility of establishing an anonymity threshold.

COT and CAP had issued a communication calling for the return to the standard SET for 2021-22, but it became apparent in fall 2022 that the COVID-19 SET survey was still being used (see Appendix 1). This meant that the anticipated transition away from the single-question teaching table for personnel reviews (used during emergency remote instruction) and back to the three-question teaching table proposed with the standard revised SET did not take place. Therefore, the primary objective was to work with relevant parties (Information Technology Services, CAP, Associate Vice Provost for Teaching and Learning Jody Greene, and Provost for Academic Affairs Herbert Lee) to coordinate the implementation of the revised standard SET in fall 2022 and going forward. We worked closely with Leslie Kern (Manager, Learning and Instructional Tools) and her team to ensure implementation; their diligent and responsive work meant that the standard SET was successfully implemented in fall 2022. As part of this process, we collaborated with ITS to revise the instruction language in SETs to clarify for students when and how they will provide separate feedback regarding their TAs. We anticipate that this will help ensure TAs get meaningful feedback through the review process.

Leslie Kern and her team were invaluable collaborators this year. In trying to understand the communication gaps that led to the delayed implementation of the revised standard SET, it seems

that changes in ITS personnel and responsibilities, along with the extremely dynamic circumstances around instructional adaptations during multiple crises in recent years, played a part in creating gaps. In order to promote greater continuity and effective collaboration between ITS going forward (given that both ITS and COT have frequent changes in personnel), COT analyst Rebecca Hurdis created shared files and communication practices that we think will help ensure more consistent communication going forward. We are grateful to ITS and CAP for their responsiveness in getting these changes implemented and look forward to our ongoing work with them to continue to support SETs.

As part of the process of implementing the revised standard SET, it came to AVPTL Greene and COT's attention that some departments and colleges were not using the standard SETs. AVPTL Greene and COT reached out to departments and colleges using older or non-standard SETs to learn why and to explain the goal of reducing bias through the implementation of the revised SET. COT, ITS, and AVPTL Greene worked with departments and agencies to find ways to address needs around modifications of SETs; the overall outcome was more uniform use of the revised SETs. In this process it also came to light that Committee on Courses of Instruction's (CCI) forms for recruiting GSIs requested data that are no longer generated using the revised standard SET. COT reached out to the Committee on Courses of Instruction (CCI) to propose a revision of the form to reflect the current vocabulary and practices of the SET. These were small, yet surprisingly time-consuming issues; nevertheless, COT made progress toward the full implementation of the revised standard SET and helped develop communication practices that we think will support greater consistency of practice.

A. Graduate Student Survey

In fall 2022, COT returned to the previous year's discussion of the possible establishment of anonymity thresholds for SETs given concerns about possible retaliation against students (particularly graduate students) when anonymity cannot be ensured. In spring 2022, COT created an anonymous survey that was distributed through the GSA regarding SETs and issues of anonymity. Theresa Hice Johnson (graduate student representative in 2021-22) took the lead on developing and implementing the survey. Daniel Rodriguez Ramirez (graduate student representative in 2022-23) undertook a careful analysis of the data generated through the survey and guided conversations around what it revealed. Although a small number of students expressed concerns about retaliation, it became clear that there were larger concerns regarding how graduate students can provide feedback to instructors about graduate courses and how to cultivate effective advising relationships. In the winter, Kendra Dority (Associate Director for Graduate Programs in the Center for Innovative Teaching and Learning CITL) visited COT and participated in a smaller COT working group to help identify possible future steps and potential collaborators across the Senate and the university to think about next steps. The scope of the issues identified exceed COT's charge but we think we can help coordinate and contribute to efforts to respond to these concerns. We're grateful to our outstanding grad reps for their work in surfacing graduate students' experiences and concerns and helping develop ways to address them. The chairs and analysts for COT and Graduate Council (GC) met in April 2023 to identify areas of possible collaboration to improve graduate mentoring and feedback on graduate courses. Given the attention to these issues in the Implementation Task Force (ITF) report and the strategic planning reports shared this year, there are opportunities for

collaboration and forward movement on these concerns next year. Identifying discrete action proposals and the people from across campus who would be appropriate collaborators will be key to finding ways to take action (Appendix II).

B. Custom Questions Implementation: Question Bank

In winter quarter, COT worked with ITS and AVPTL Greene to plan a pilot program to enable instructors to add custom questions to their SETs. Last year, COT developed a question bank from which instructors could choose custom questions. This year, COT, AVPTL Greene, and Anna Sher from Institutional Research, Assessment and Policies Studies (IRAPS) reviewed and revised the question bank to provide instructors with questions we hope will elicit useful information while minimizing bias. COT also worked with ITS to develop an option for instructors to add their own questions. In spring 2023, ITS ran a pilot on “question personalization” (formerly known as “custom questions,” but changed for consistency with the language instructors will see in Blue, the assessment software used to administer SETs). As part of the pilot, ITS will collect data on participants’ experiences via survey, which COT and ITS will review to help guide fall 2023 implementation and the communication strategy which will support it. During the pilot, some instructors were interested in writing their own questions with scaled answers, as all instructor-written questions were designed to have narrative, open answered questions to avoid multiple scales that may add confusion. In very large classes, however, scaled custom questions may be valuable. During the pilot, ITS helped implement a scaled, instructor-developed question. Working with ITS to understand how this issue might be addressed in the campus-wide rollout in fall 2023 will likely smooth communication. There may also be questions about modifying the question bank itself in order to support implementation. Juliet Wilhelm and Leslie Kern of ITS were very constructive and collaborative in the process of implementing this pilot and COT appreciates their work and expertise.

A consultation with Juliet Wilhelm and Leslie Kern of ITS along with representatives from the Teaching and Learning Center (TLC) early in the 2023 fall quarter will be helpful in getting the committee oriented to this project and for developing communication to support the rollout in fall quarter. Reviewing the results of the post-pilot surveys for guidance on possible modifications will help support the rollout.

C. Teaching Table

In December, COT, CAP, and ITS sent a request to divisions to help identify department managers who could consult on developing training related to the preparation on files for personnel review. Two years ago, COT and CAP developed a revised SET form to address concerns about bias in SET responses and to provide consistent data for personnel review. It has now been implemented in Blue, the system used to administer SETs and generate tables for personnel review. This year ITS has been pulling the teaching tables on request, and many managers apparently do this work on their own. In future years we would like personnel managers to be able to do this themselves; indeed, ensuring that this process could be automated was part of the reason for selecting Blue as essential to avoiding having the expanded teaching tables not add excessive labor to department managers’ work in preparing personnel files. In December 2022, COT identified appropriate administrative contacts across divisions in order to consult about what the training for pulling teaching

tables should entail. That meeting revealed considerable complexity in generating tables that draw from multiple data systems, as specific reviews cover multiple years. ITS has been exploring multiple strategies for getting departments what they need, including pulling data in rsv files. COT and ITS plan to offer training to department managers in summer 2023 in advance of the reviews that will be carried out in 2023-24. ITS has indicated that they can continue to help department administrators generate teaching tables. In early July 2023, ITS distributed a communication to department managers about the process of generating teaching tables. CAP co-chair Maureen Callanan has been tracking this process and notes that as of summer 2023 there are still some clear challenges in this process. COT, CAP, and ITS will likely need to continue collaborating with Blue to help push toward the kind of automation that was the expectation when Blue was selected as the vendor. Given that VPAA Lee will be the executive sponsor for SETs going forward, his office, in consultation with Academic Personnel Office (APO), COT, and CAP, should consult on the advisability of sending out a joint communication to departments regarding changes to the teaching table and related changes to the SETs.

D. Online Course SETs

AVPTL Jody Greene and Director of Online Education (OE) Michael Tassio reached out about the possibility of creating a modified SET to be used in online courses with the goals of collecting information about particular aspects of instruction in online modalities and gathering data about student experiences related to modality. Working with Leslie Kern and Juliet Wilhelm, we were able to resolve concerns about how changing the order of questions in a modified SET might change teaching tables. In future, we will be able to generate consistent tables regardless of the enumeration of questions. IRAPS Director of Research and Assessment Studies, Anna Sher reviewed the questions and supported the change. Director Sher also added the suggestion that the questions be used for all SETs in reflection of the range of online tools being employed in in-person courses. There is an additional complexity in identifying “online courses” and distinguishing among courses that have received formal CCI approval vs. provisional or emergency approvals. Juliet Wilhelm (ITS) reached out to the registrar and discovered that the process of identifying different kinds of online courses will be complex. Consequently, COT determined that it was not advisable to try to roll this out in fall 2023. Instead, COT will take this up again in 2023-24 in order to have sufficient lead time for an effective implementation. AVPTL Greene and Director Tassio had some interest in rolling it out to apply just to asynchronous courses, but COT felt this was a different project and wanted more time to investigate. COT plans to work with VPAA Lee (executive sponsor of SETs), Michael Tassio (TLC leadership with expertise in online education), the Office of the Registrar, and Juliet Wilhelm and Leslie Kern of ITS next year. As part of larger discussions about modality and curriculum underway across the university, there may be clarification of terms and policies around modalities and course approval in 2023-24. COT may want to consult with other committees like CEP and CCI who may have clarification on definitions, etc.

Working with the Office of the Registrar and perhaps others (e.g., people in TLC who have worked with faculty in developing approved online courses) may help distinguish among kinds of online courses. COT, ITS, and VPAA Lee (who will be the administrative sponsor of the SETs in 2023-24) will work to implement the new SET in fall 2023.

E. Student Response Rates on SETs

Collaboration with ITS and Routinized Messaging

COT has continued to monitor SET return rates. These rates continue to decline from previous years. We speculate that the graduate student strike in fall 2022 may have depressed response rates in some courses. The committee noted that there are variations across divisions regarding response rates; it may be helpful to conduct some targeted outreach to investigate whether particular departments would welcome support on ideas for raising response rates. COT will continue to work with the Executive Sponsor of SETs to determine how best to communicate to instructors and students to complete their SETs.¹

Table 1: SET Return Rates AY 2022-23

TERM	Arts	Hum	PBSci	BSOE	Soc Sci	Colleges	Overall
Fall 2022							
	26.52	35.58	36.56	47.51	38.46	38.56	37.52
Winter 2023							
	29.36	42.64	37.06	47.01	48.46	34.53	41.04
Spring 2023							
	27.96	39.38	33.32	38.98	40.80	34.583	36.23

II. Teaching Awards

With the benefit of ongoing support from the Office of the Chancellor, COT was able to carry on administering teaching awards and organizing events to celebrate the recipients in service of the larger goal of promoting appreciation of outstanding teaching on campus. We were delighted to hold an in-person event for the Distinguished Teaching Award for the first time. We were especially pleased to be able to work with CITL in coordinating the DTA lecture to be part of their first ever teaching week. We continued the practice of completing the review and selection of the ‘Distinguished’ award(s) in winter quarter and the ‘Excellence’ award(s) in Spring. We recommended this approach to help distribute the workload in the future.

A. Excellence in Teaching Awards

COT is charged with the administrative oversight of the Excellence in Teaching Awards (ETA). In adjudicating these awards, we look for evidence that the nominee has thought deeply about teaching and learning and effectively applies that thinking in their teaching. ETA winners are based on student nominations.² This year, as in past years, the committee

¹ With an overall rate of 47.2% in fall 2018 to 38.2% in spring 2019, and then, unsurprisingly given the circumstances of shelter-in-place conditions and remote instruction, they declined further during 2019-20 with a low of 19.9% in winter 2020. In 2021-22, the response rates dropped slightly in fall and winter but increased overall in spring.

² In 2019-20, in an effort to reduce the workload on strained faculty and staff, COT eliminated the step of requesting statements of teaching from nominees and letters of support from department chairs or other faculty members.

discussed best approaches for reviewing and evaluating the nominations in identifying recipients that promote diversity, equity, and inclusion (DEI). In 2022-23, COT evaluated nominations by 463 students, for 294 different instructors. We see this as evidence of UC Santa Cruz faculty and instructors' extraordinarily strong commitment to students and their learning. In the last couple of years, COT noted that the number of nominations had decreased, but this year, we saw an overall increase. Faculty recipients each received a \$1,000 cash award. Guido Bordignon received the Ron Ruby award, funded separately by the PBSi division, with a \$2,000 cash award.³

2022-23 Excellence in Teaching Award Recipients (in alphabetical order):

- Caitlin Binder, Continuing Lecturer, Chemistry and Biochemistry
- Guido Bordignon, Associate Teaching Professor, Molecular, Cell, and Developmental Biology
- Saskias Casanova, Assistant Professor, Psychology
- Lindsay Knisely, Continuing Lecturer, Writing Program
- Aida Mukharesh, Graduate Student Instructor, Sociology
- Kailani Polzack, Assistant Professor, History of Art and Visual Culture
- Andrew Quinn, Assistant Professor, Computer Science and Engineering
- Emily Schach, Lecturer, Anthropology

To celebrate this year's teaching awards recipients, COT and the Office of the Chancellor organized a lunch at the Cowell Provost House on June 9th to distribute the physical awards and recognize the winners. COT invited the divisional deans and department chairs of individual recipients as well. Awardees were invited to bring one guest. It was somewhat difficult to predict the size of the event since there were few RSVPs, but we ended up with around 35-40, and it was a good size. The ceremony was brief and the lunch provided a nice opportunity for people to meet and visit. Organizing these events requires a lot of organization and labor by the Senate staff, particularly the COT analyst, but the availability of campus catering this year made this event much easier to coordinate. Announcements about the recipients through *Tuesday Newsday* are important to help spread awareness of the awards and the recipients.

B. Distinguished Teaching Award

This year, COT invited nominations for the fourth annual Distinguished Teaching Award, created in 2019-20. In contrast to the student-nominated Excellence in Teaching Award, this is a campus-wide faculty-nominated award. This year, the committee decided to open the nomination call to include instructors, rather than solely chairs, to nominate their colleagues. Continuing from previous years, the committee discussed ways to make diversity, equity, and inclusion (DEI) more central to the process of selecting winners. It was stated in the call, "The Distinguished Teaching Award is an opportunity to acknowledge the pedagogical contributions of our colleagues that include but also go beyond any one particular course. Is there someone in your department or unit that should

³ The PBSi Division notified COT in April 2020 that they were increasing the Ron Ruby award from \$750 to \$2,000. The ETA awards were increased from \$400 to \$1,000 in 2021-22 following the Chancellor's commitment to continued financial support of the awards going forward.

be recognized for having contributed to a pedagogical culture that has made a difference in your department, program, or college? Is there an instructor who has made significant contributions to educational equity in your department and the university?" COT updated the form to begin addressing some of these concerns. Next year, COT plans to again review the language of the call and the form to help course sponsoring organizations best understand how to prepare nominations.

This year, we used the same Google form that was established in 2021-22, which was designed to reduce workload for nominators and the committee by keeping the nominations brief:

- *Please tell us how your colleague has contributed to a transformative change in the culture of teaching on campus beyond their own classroom.*
- *How has your colleague contributed to educational equity within your department and across campus?*

There was an additional option to provide more comments if necessary. This year we also modified the call to invite any instructor (not just chairs) to nominate a colleague. The hope was that this might diversify the nominations, though there was some concern that it would perhaps result in too many nominations. The committee received 18 nominations from outstanding faculty (including lecturers and ladder rank faculty) across four divisions. Every COT member read all of the submitted nominations, created a short list and met to discuss the candidates and make the difficult decision. COT members were delighted to choose Alegra Eroy-Reveles, Associate Professor of Chemistry and Biochemistry, as this year's Distinguished Teaching Award winner.

COT, in conjunction with Teaching Week, held their first in-person event on Wednesday, April 20, 2023 from 12:00pm to 1:30pm, which was livestreamed via zoom.⁴ With introductory remarks by Campus Provost and Executive Vice Chancellor Kletzer, Nick Mitchell delivered a talk entitled *Reflections on Teaching as Labor, as Challenge, as Joy*. In order to maximize accessibility, the event was held in person with sign translation and also livestreamed. A recording, along with an earlier recording of prior DTF winners' presentations, is available on [COT's website](#). The attendance online in April was small and in-person was also modest, but engaged. The complexity of coordinating these different formats created considerable labor for the staff and may warrant future discussion about managing in the future. Early communication with the nominee was essential to scheduling and planning. COT has worked with each recipient to determine the best format for their presentation (whether a conversation, a formal talk, or some other format). As the award becomes more established, a pattern of practice will emerge.

It has been the practice for the analyst to send correspondence to all nominees sharing the good news that they were nominated by their peers. As the award becomes more established and nominations increase, it may no longer be feasible to do this. One alternative might be to create an option in a google form that would allow a nomination to

⁴ For a recording to the event, go here: https://youtu.be/_jcXh_FNuGI

be automatically shared with the nominee. This approach is used for the [outstanding staff award nominations](#).

III. Other Issues

A. COT members additionally served as representatives on a variety of campus committees. These include subcommittees within ITS as well as committees within other campus units. We list below the main committees to which COT members contributed this year, and briefly describe those contributions.

- Canvas Steering Committee: This committee did not convene during this academic year.
- SETs Committee: The chair of COT regularly attended (approximately twice a quarter) meetings with ITS and AVPTL Greene to discuss and track changes to SETs, implementation, and other issues that arise.
- Technology Enhanced Teaching and Learning Advisory Committee (TETL) TETL is charged with bringing together staff and faculty to review and consider instructional technologies explicitly in the context of working towards campus priorities, making recommendations to the executive sponsors while guiding the campus in making strategic and sustainable investments in instructional technologies. TETL met in March and May 2023 to begin framing the scope of the committee's pending work.
- In the late fall quarter, UC Santa Cruz Representative Katharin Peter for UC Open Educational Resources (OER) Task Force consulted with COT.
- Summer Session Data Request to VPDUEGE Hughey: COT sought and received information from VPDUEGE Hughey's office regarding student outcomes and success measures in summer sessions, particularly in relation to the impact on outcomes for students taking high credit loads. The information was suggestive but also somewhat difficult to parse. Further review and consultation may be helpful in future as the role of summer session and online courses within it continues to evolve.

B. COT, along with other Senate committees, reviewed and wrote responses to proposed divisional and systemwide policies or revisions, including the following:

Systemwide:

- Systemwide Review of Draft Presidential Policy - Abusive Conduct in the Workplace (October 2022)
- Systemwide Senate Regulation 630 - Senior Residency (November 2022)
- Systemwide Proposed Senate Regulation SR 479 - CALGETC (November 2022)
- Systemwide Review of Proposed Revisions to Academic Personnel Manual (APM) Section 210, Review and Appraisal Committees (June 2023)

Divisional:

- Request for Senate Consultation on ITS Annual Survey (February 2023)
- WASC Theme Proposal Draft (March 2023)
- Review of the Leading the Change Reports (June 2023)

Tracking requests for feedback and preparing correspondence to convey that feedback, while not onerous, does constitute a notable part of the committee's work over the course of the year.

VI. Carry Forward

- **SETS:**
 - Coordinate with new SETs Executive Sponsor VPAA Lee and CAP co-chairs regarding implementation of SETs and communication with instructors, departments, and CSAs regarding best uses and practices.
 - Review the data from the spring 2023 Question Personalization pilot.
 - Communication to campus regarding the rollout of question personalization options for instructors.
 - Continued collaboration with Graduate Council in developing a SET for graduate courses.
 - Continued collaboration with TLC in developing a SET for online courses.
 - Continue to communicate with faculty and department chairs about the changes to SETs and best practices for encouraging increased response rates.
 - Outreach to the newly configured Teaching and Learning Center to talk about best strategies for communication and consultation.

- **Awards Events:**
 - Review the events organized in 2022-23 and evaluate what approach makes most sense going forward. (e.g., How many events to have? What kinds of events to have? When to schedule?)
 - Committee to discuss if the timeline of events should be modified (e.g., possibly shift DTA talk to the Fall).
 - Consult with the TLC regarding the future of Teaching Week (i.e., Will it continue in future years? If so, how can COT and TLC collaborate?)
 - Distinguished Teaching Award: Early outreach to recipient to discuss the format of the event. Determine with the TLC if Teaching Week is planned for the 2023-24 academic year and if COT will participate.

- **Consultations:**
 - Explore how COT can best work with ITS to support instructional and learning technologies.
 - Collaborate with the DRC Director regarding faculty responsibilities, effective communication with diverse teaching staff, and a potential revised handbook. This may also be an area where TLC could collaborate.
 - Discuss with Graduate Council possible areas of collaboration, including the possibility of a revised graduate course SET and ways to support effective mentoring of graduate students.

Thank you to all the members of COT for their contributions of time, energy, and reflection this year. Our work was greatly enriched by having perspectives from students and instructors from across the university. The work of the committee simply could not happen without the expertise and patient guidance of our analyst, Rebecca Hurdis. The committee benefited enormously not only from her extraordinary organization skills, but also from her institutional memory, foresightedness, and remarkable goodwill in the face of another unpredictable year.

Respectfully Submitted,

COMMITTEE ON TEACHING

Noriko Aso

Robin Dunkin

Soleste Hilberg

Albert Narath (*F, S*)

Catherine Jones, *Chair*

Hazel Uber Kellog, SUA Representative (*F*)

Camnhi Hoang, SUA Representative

Daniel Rodriguez Ramirez, GSA Representative

August 31, 2023

Appendix I. COT to CAP re SETs History

SANTA CRUZ: OFFICE OF THE ACADEMIC SENATE

June 15, 2023

Stefano Profumo, Chair
Committee on Academic Personnel

Re: History of Recent Changes to the SET and Teaching Table

Dear Stefano,

As Senate committee chairs and members cycle off, and as we move past COVID-19 emergency disruptions, the Committee on Teaching (COT) has tried to capture the changes to Student Experience of Teaching (SET) has undergone in recent years with a focus on their impact on the teaching tables used in personnel reviews. COT and the Committee on Personnel (CAP) developed modifications to the SET in coordination with IRAPS and Associate Vice Provost for Teaching and Learning (AVPTL) Jody Greene. These changes (some undertaken to improve the data generated with the SETs, others to address the switch to emergency remote instruction during the COVID-19 pandemic) will affect the appearance of the teaching tables for several years. COT has collected related correspondence in order to provide a timeline of those changes that we hope will be helpful for future committee members and our collaborators in ITS, APO, and other relevant administrative offices.

Timeline of recent changes and related correspondence:¹

- 2019: [CAP and COT determined to plan for implementing three questions for the teaching table once we had a system in place that could generate tables automatically](#):
 - Question 5: The instructor used class time effectively to support my learning.
 - Question 6: The instructor communicated and explained concepts clearly.
 - Question 12: Lectures and other instructor-led presentations were well structured and had clear goals.
- 2020: In the spring, COT developed a [modified SET](#) in response to the move to emergency remote during the COVID pandemic.
- 2020: [October 23, 2020, COT and CAP sent out a joint correspondence](#) informing campus that until the campus had the capacity to automatically generate teaching tables based on three questions, the teaching tables would shift from tracking the “overall teaching effectiveness” item to responses to a specific question. It stated:
 - Teaching tables will now use item #6: “The instructor communicated and explained concepts effectively” instead of “overall teaching effectiveness.” This means that for 2020-21 personnel actions, the teaching table will consist of two parts: one through spring 2019 (with the overall teaching effectiveness question) and one for Fall 2019 through spring 2020 (with question #6).
- 2021: Following consultations with CAP, CITL and IRAPS, on [July 14, 2021, COT sent correspondence to Herbie Lee, Vice Provost for Academic Affairs](#) recommending

¹ For additional historical context, please refer to [COT](#) and [CAP](#)'s websites for past communication and annual reports.

a slight revision to the language of the teaching table questions to be implemented in fall 2021.:

- Question 5: The instructor used course time effectively to support my learning.
 - Question 6: The instructor explained concepts in ways that supported my learning.
 - Question 12: Lectures and other instructor-produced presentations (e.g., video-recorded lectures)
- 2022: [COT learned that those changes](#) had not been implemented and that instead teaching tables for 2021-2022 included only the unrevised question 6:
 - "The instructor communicated clearly and explained concepts effectively."
 - 2022-23: ITS implemented the change to teaching tables with the three revised questions:
 - Question 5: The instructor used course time effectively to support my learning.
 - Question 6: The instructor explained concepts in ways that supported my learning.
 - Question 12: Lectures and other instructor-produced presentations (e.g., video-recorded lectures) were well structured and had clear goals.

Impact: These changes, which were designed to reduce bias in responses to SETs, improve the data provided to CAP as part of personnel reviews, and to accommodate the instructional disruptions of COVID, mean that the teaching tables will look different year-to-year.

- Teaching tables generated from SETs collected from summer 2018 to summer 2019 included only one item: "overall effectiveness"
- Teaching tables generated from SETs collected between fall 2019 and summer 2022 included only one item: responses to question 6: "The instructor communicated and explained concepts effectively"
- Teaching tables generated from SETs collected from fall 2022-present include three items: responses to
 - Question 5: The instructor used course time effectively to support my learning.
 - Question 6: The instructor explained concepts in ways that supported my learning.
 - Question 12: Lectures and other instructor-produced presentations (e.g., video-recorded lectures) were well structured and had clear goals.

During the 2023-2024 academic year, Leslie Kern and Juliet Wilhelm of ITS have been working with Blue, the vendor used for administering the SETs, on the process for automatically generating teaching tables for reviews. They have also undertaken outreach to department managers in collaboration with COT in preparation for training to support staff in this process in advance of the review cycle that will begin summer 2023. In the past, Senate committees with responsibility for SETs have circulated correspondence regarding SETs to senators and the executive sponsor of the SETs.

COT to CAP re SETs and Teaching Table History
06/15/2023
Page 3

It would be helpful to clarify the best mechanisms for communication with department managers and chairs. It's likely best that ITS collaborate with COT, CAP, and the SETs executive sponsor in providing guidance and be the source of communication with departments given the likelihood that follow-up questions will end up directed to ITS.

Sincerely,



Catherine Jones, Chair
Committee on Teaching

cc: Maureen Callanan, incoming Co-Chair, Committee on Academic Personnel
Susan Gillman, incoming Co-Chair, Committee on Academic Personnel
Elisabeth Cameron, incoming Chair, Committee on Teaching
Lori Kletzer, Campus Provost and Executive Vice Chancellor
Herbert Lee, Vice Provost for Academic Affairs
Jody Greene, Associate Vice Provost for Teaching & Learning
Patty Gallagher, Chair, Academic Senate
Matthew Mednick, Director, Academic Senate
Leslie Kern, Manager, Learning and Instructional Tools, Information Technology Services
Juliet Wilhelm, Instructional Technology Specialist, Information Technology Services
Grace McClintock, Assistant Vice Provost for Academic Personnel
Cris Imai, Academic Personnel Systems Manager, Academic Personnel Office
Ibukun Bloom, Manager of Academic Advancement, Academic Personnel

Appendix II. COT to GC re Future Collaboration between COT and GC

SANTA CRUZ: OFFICE OF THE ACADEMIC SENATE

June 29, 2023

Andrew Fisher, Chair
Graduate Council

Re: Future collaboration between COT and GC

Dear Andy,

Thank you for all your thoughtful and skillful work in support of graduation education on our campus. I am writing to follow up on our meeting in April 2023 where we discussed ideas about how COT and GC might collaborate in 2023-2024 to support more effective mechanisms for collecting feedback on graduate student courses and to encourage strong mentoring practices. I hope that there will be broader conversations about how to advance proposals on improving graduate education developed in the Implementation Task Force for Inclusive Excellence in Graduate Education Report ([ITF Report](#)) and strategic planning reports shared this year, and I imagine those conversations may well help identify more discrete goals and priorities. In the meantime, however, I wanted to capture some of our conversation that might be the basis for GC and COT identifying specific projects they may want to undertake in 2023-24.

- **Developing a SET for graduate courses**
 - GC and COT to collaborate on developing questions that would be more meaningful for graduate courses.
 - Moving toward implementation would require consultation with VPAA Herbie Lee (the executive sponsor for SETs), ITS (likely Leslie Kern and Juliet Wilhelm), TLC, IRAPS, and potentially CAP (given their use of SETs data in personnel reviews).
- **Advising:**
 - Building on the suggestions around implementing some of the proposals for strengthening mentoring provided in the ITF report p. 19.
 - Developing mechanisms to track mentoring and student success; training for advisors/departments.
 - Exploring using IRAPS external review questions as a way of gathering information on graduate student experiences.

Graduate representatives to COT have identified some additional objectives for improving graduate students' experiences, that COT and GC might also want to explore, including cultivating collaboration between grad students and faculty in developing and adapting courses. Kendra Dority in the TLC has been working on some of these issues and would be a good potential collaborator moving forward.

Thank you again for your work; I hope GC and COT will find ways to collaborate on these projects next year.

Sincerely,



Catherine Jones, Chair
Committee on Teaching