Committee on Teaching
UCSC Faculty Survey Regarding SETs
Fall 2017

Overview

This report is based on a survey of UCSC faculty conducted in November and December of 2017. Faculty in all departments and programs were invited to participate and 33% of them responded. This survey was developed by the Committee on Teaching to collect feedback on faculty use of online student evaluations of teaching (SETs) and other ways to demonstrate their teaching effectiveness as well as their input on campus resources to improve teaching and learning. IRAPS provided assistance with survey development, administration, and data analysis. This report that presents the findings from 8 sections of the survey. The presentation of findings is thematic, broken down into two parts: First (A) Faculty assessment of proposed shift in SET framework, and their evaluation of usefulness of current SET question, and options for revision. Second (B) Faculty assessment of a range of specific issues, relating in particular to adequacy of current SETs for both improving teaching and learning and for personnel actions, perceptions of bias in SETs, and how SETs are administered.

Below first are synthesized executive summary of main findings, followed by detailed summary of findings, including response tables, for both parts. (The original survey section numbers are included for reference)

Part A:

1. Proposed shift in SET framework (Sect. #4)
2. Suggestions for revision of SET questions (Sect. #5)

Part B.

1. Using SET and other sources to demonstrate teaching effectiveness (Sect. #1)
2. Using SET and other sources to evaluate one's peers (Sect. #2)

Using SET and other sources to improve one's teaching (Sect. #3)

3. Dealing with bias in SET (Sect. # 6)
4. Administering online SET to students (Sect. #7)
5. Teaching resources and CITL (Sect. #8)

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1. Executive Summaries

A. Proposed framework shift/ Usefulness of Current Standard SET Questions (*original survey Sections 4,5*)

- Campus-wide, only 25% of faculty said that the current SET provides information specific enough to indicate areas needing improvement. One in two said that the current SET results provide general information about one's teaching, and about a quarter said the SET results provide no information that can be used to improve one's teaching.

- Campus-wide, half (49%) of faculty would definitely support a proposed shift to a formative framework, and another 41% indicated possible support. About one in ten faculty said that they would not support this shift.
- Faculty evaluated usefulness of individual items on the standard SET. About ten items were considered by over 50% of faculty to be very important; these items included both quantitative and qualitative SET questions from different sections of SET. However, faculty provided extensive feedback, sometimes contradictory, on whether and how each individual item on SET can be revised.
- In their comments faculty explained that their low ratings are based on their concerns with student bias (for example, gender bias) in answering these questions, lack of expertise needed to evaluate faculty's course preparation or use of class time, and tendency to confuse enthusiasm for subject with entertaining. They explained that students don't have information to rate "fairness in evaluating students."
- Suggestions for revisions included (1) revise questions to evaluate one thing at a time instead of two separate qualities (i.e., availability AND helpfulness), (2) evaluate whether the items are unambiguous (such as "clarity"), and (3) revise questions to focus on student learning experiences, instead of instructor's qualities.

B. SET Usefulness for Assessments, Bias Issues, and SET Implementation (Original survey sections 1-3, 6-8)

- The vast majority of faculty (86%) said that **teaching is valued or highly valued** in their department. Only 2% said that teaching is minimally valued or not valued. The remaining 12% indicated that teaching is "somewhat valued, but it is not seen as central activity of faculty." No significant differences were found across the divisions.
- Most faculty provided support to colleagues in their department frequently or occasionally: 82% exchanged/shared teaching resources and 76% provided advice about teaching. Almost 70% of faculty sought their peers' advice about teaching.
- To demonstrate their **teaching effectiveness for the personnel review**,
    - Most faculty (88-95%) used a personal statement, SET (both qualitative and quantitative results), and course syllabi.
    - About 30% used teaching observations conducted informally by peers or formally by personnel committees/program chairs.
- Faculty who have used these sources, rated their usefulness as follows:
    - The majority (81%) of faculty found a personal statement to be a mostly useful/essential source for demonstrating teaching effectiveness.
    - About half of faculty found SET qualitative and/or quantitative sections to be mostly useful/essential sources. If we only consider sources rated essential, then 25% of faculty

found SET *qualitative* responses to be essential, and only 16% said the same about SET *quantitative* responses.

- Also about half of faculty found teaching observations (formally conducted or optional) to be mostly useful/essential.

- The sources used by faculty to **evaluate their peers' teaching effectiveness** are very similar to the ones they include in their own files for the personnel review. With two exceptions: more faculty (42%) thought that (1) examples of student work and (2) unsolicited letters from students were useful for demonstrating their *own* teaching effectiveness than for evaluating effectiveness of their peers (only 23-26% found them mostly useful/essential).

- Many faculty have used **SET results to make changes in their teaching**:
  - They were more likely to use SET *qualitative* responses than *quantitative* responses: 80% used qualitative responses and 58% used quantitative responses.
  - More than half (56%) of faculty said that *qualitative* responses provided *specific* information that indicated areas needing improvement. The highest proportion was among PBSci faculty (68%) and the lowest was among Arts faculty (42%).
  - Faculty used *qualitative* SET results more frequently than *quantitative* results. One in three faculty members used qualitative results *on a regular basis* and only one in five used quantitative results so consistently to make changes in their teaching.

- Besides SET results, faculty used **other methods/sources to make changes in their teaching** in the last 5 years.
  - Almost everyone (92%) used their conclusions based on grading student work and other assessments of student learning.
  - The majority (80%) also relied on their own reflective writing and observations, and self-critique.
  - Some faculty made changes based on feedback from other faculty (e.g., peers, co-teachers, mentors). One in two faculty members made changes based on their meetings with peers or co-teachers; about one in four had meetings with mentors; one in five used feedback from peer faculty observations.
  - Almost half of faculty conducted mid-quarter evaluations and used them to make changes in their teaching in the last 5 years.
  - There were significant differences related to faculty's rank/position and impact of mentors. For example, Assistant professors were most likely to make changes at least occasionally based on their meetings with mentors (60% of them did so in the last five years and 40% did not). Forty-four percent of Lecturers and almost a third of Associate professors also made changes in their teaching at least occasionally based on meetings with their mentors.
  - Compared to 70% of Lecturers who made changes at least occasionally based on their meetings with peers/co-teachers, only about one in two (55%) of Assistant professors reported having such meetings followed by changes in teaching.

- Faculty expressed **strong interest in using various tools/methods for collecting data or evidence to improve their teaching in the future**.
    - The majority (74-75%) of faculty were interested/very interested in collecting evidence to understand students and their needs and to improve their courses. Other faculty were somewhat interested, and very few faculty (around 10-15%) were not interested in collecting data for any of these purposes. This degree of interest was similar across the divisions.
    - Faculty of all types of appointments expressed interest in collecting data/evidence to improve their instructional approach(s). Associate professors were significantly more likely to express such interest compared to full professors (79% vs. 59%).

- Regarding **dealing with negative bias in SET results**, the vast majority of faculty in all divisions (about 90%) said that they either did not know about any resources, or their department/ program did not have support (e.g., resources) to help faculty deal with it.

    - When faculty noticed negative bias in their SET results, over a quarter (29%) said that they contextualized it in the personal statement for the personnel review. One in five discussed it with Department or Program Chair or College Provost. One in ten included an additional statement for the personnel review.
    - In their comments, many faculty noted that negative bias in quantitative responses is hard to detect/prove with one individual file under one's consideration. Also, faculty are hesitant to bring up or to direct attention to negative bias in their qualitative comments.

- More than half of faculty rated four approaches to **increasing student participation in online SET** to be either an excellent idea or possibly reasonable depending on details, which they discussed in their comments. These four approaches have not been utilized at UCSC thus far, at least not broadly:
    - Allocate class time and ask students to bring electronic devices in class to fill out SET;
    - Require mandatory participation for grade release;
    - Streamline the reminder system (to reduce the number of email reminders);
    - Use campus social media (Facebook, twitter) and video clips to reach out to students about the importance of SET for evaluation and improvement of teaching.

- We asked faculty whether, prior to taking this survey, they were aware of the existence of the **campus's new teaching and learning center (CITL**). Campus-wide, 72% of faculty were aware of the new center. Almost a quarter (24%) of Assistant professors and 37% of Lecturers did not know about the existence of CITL; this was significantly higher than among other groups of faculty (12-15% did not know).
    - Many faculty expressed a definite ("yes") or tentative interest ("maybe") in attending workshops on various teaching-related topics if these workshops were offered during the regular time of department meetings/colloquia.
    - Campus-wide, over 80% of faculty expressed tentative or definite interest in workshops on active and student-centered learning and on teaching to a diverse student population.

- In addition to workshops, faculty also indicated their interest in other resources of CITL. About 70% of faculty said "yes" or "maybe" to using such resources as:
  - Online library of teaching resources, including scholarship of teaching and learning, tutorials, links to information about teaching practices;
  - Visits from CITL staff for observation of their teaching; and
  - Consultations regarding TA preparation and working with TAs.
- Campus-wide, fewer than half (44%) of faculty said that TA preparation is "adequate."

2. Detailed Survey Results /Tables

A. Survey respondents and comparative method

A total of 366 faculty responded to the questions in the COT survey. The respondents included faculty across all Divisions and appointments. The three largest groups of respondents were faculty in Social Sciences (26%), Humanities (24%), and PBSci Divisions (21%), as well as full professors (45% of all respondents). See Table 1.

Table 1: Respondent Profile		**n**	**%**
Division	PBSci	78	21%
	SOE	45	12%
	Social Sciences	96	26%
	Humanities	89	24%
	Arts	44	12%
	The Colleges	14	4%
Rank/ Appointment	Full professor	165	45%
	Associate professor	65	18%
	Assistant professor	46	13%
	Teaching professor /LSOE/PSOE	11	3%
	Adjunct professor (assistant, associate or full)	12	3%
	Unit 18 Lecturer or Instructor	67	18%
	Total	**366**	**100%**

This report summarizes the overall results as well as compares results by divisions[1] and, in some cases, by faculty's appointment/rank. The statistical analysis results are indicated by terms such as "significantly different" or "more/less likely" if we found statistically significant group differences at least at $p<.05$ level; if we did not, we used terms such as "no differences" or "similarly likely." Only key findings and summary tables are included in this report; full tables can be provided upon request.

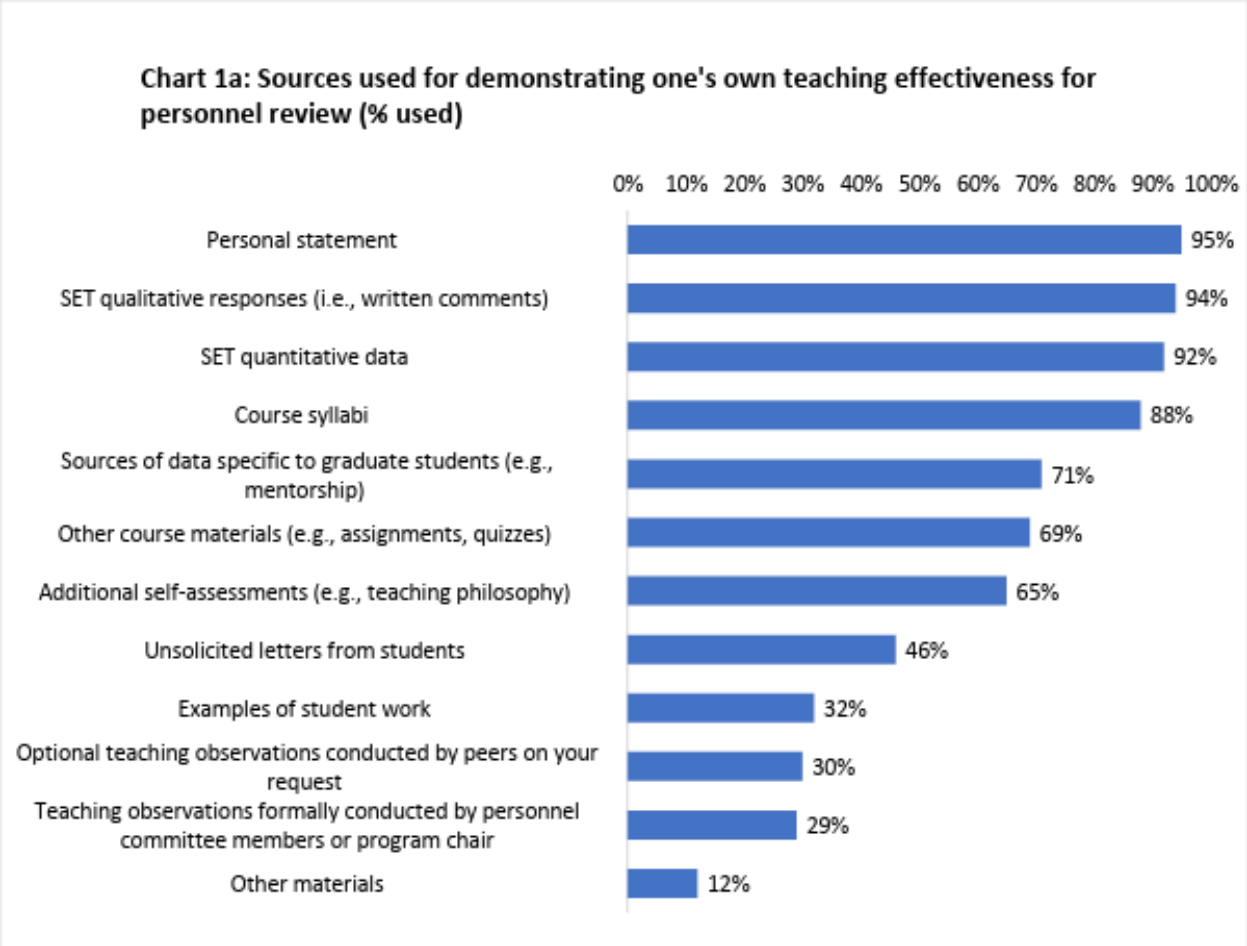
[1] Our comparative analysis across Divisions did not include faculty affiliated only with "the Colleges" due to a relatively low number of respondents in this group (n=14) and the statistical method used.

B. All individual Sections: Detailed results/ Synthesis

Section 1. Using SET and other sources to demonstrate teaching effectiveness for the personnel review

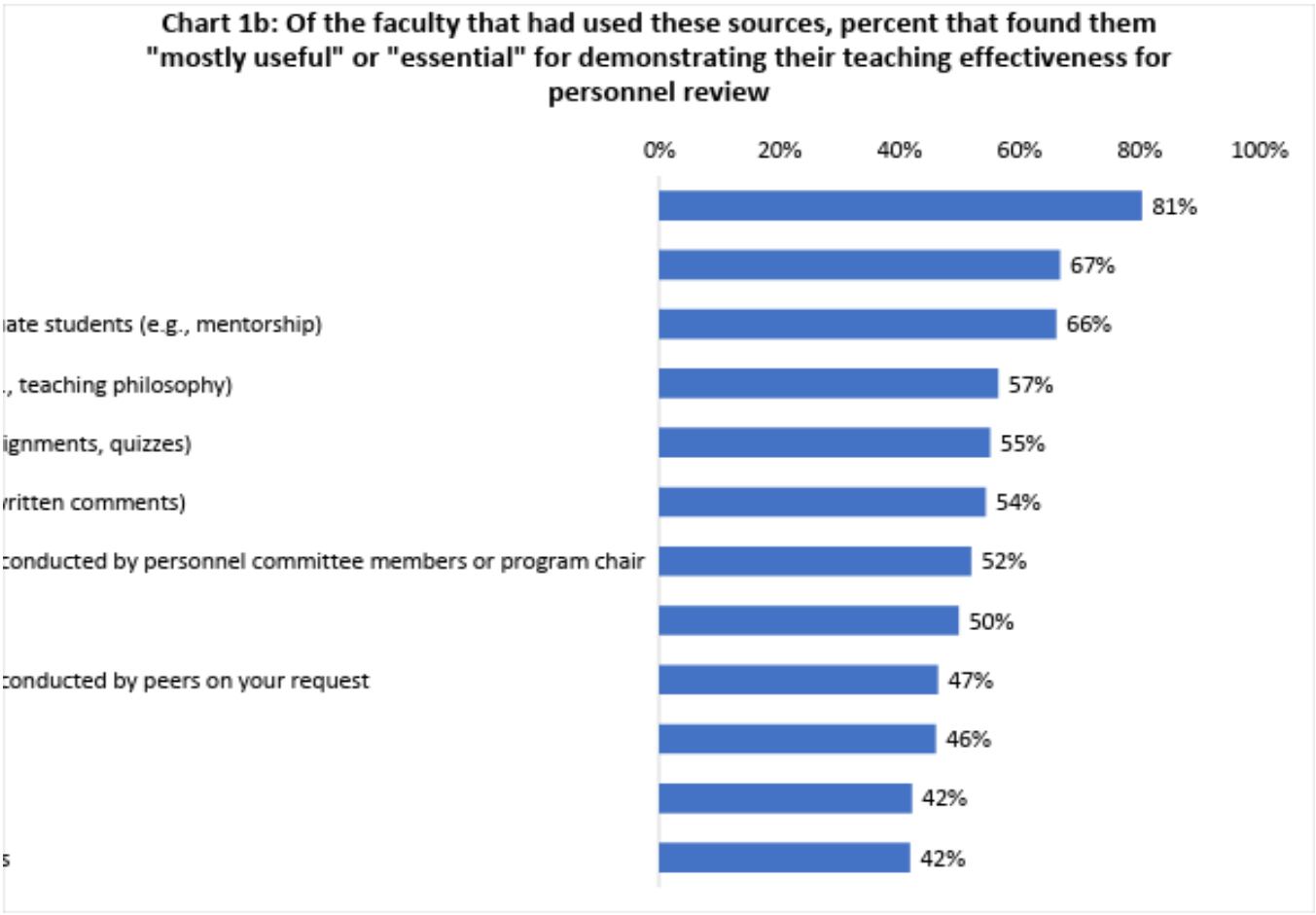
First, we examined the sources faculty used to demonstrate their own teaching effectiveness, and ranked these sources from most used to least used (Chart 1a).

- Most faculty (88-95%) used a personal statement, SET (both qualitative and quantitative results), and course syllabi to demonstrate their teaching effectiveness for the personnel review.
- About 2 in 3 faculty also used sources of data specific to graduate students (e.g., mentorship), other course materials (e.g., assignments, quizzes) and additional self-assessment (e.g., teaching philosophy).
- Almost half included unsolicited letters from students.
- A third included examples of student work.
- About 30% used teaching observations conducted informally by peers or formally by personnel committees/program chairs.
- Formal teaching observations were more common in the Humanities (44% of faculty reported having used them) and Arts (32%), and fairly uncommon in PBSci (22%), Social Sciences (20%), and SOE (13%).
- Informal teaching observations conducted by peers on faculty's request were more common in the Arts (43% reported having used them) than in other divisions (about 30%).



Faculty who have used these sources, rated their usefulness as follows (see Chart 1b):

- A personal statement was found to be a mostly useful/essential source for demonstrating teaching effectiveness by 81% of faculty.
- About half of faculty found SET qualitative and/or quantitative sections to be mostly useful/essential sources. If we only consider what faculty rated as essential sources, we find that 25% of faculty found SET qualitative responses to be essential, and only 16% said the same about SET quantitative responses.
- Also about half of faculty found teaching observations (formally conducted or optional) to be mostly useful/essential.



There were some divisional differences in faculty's views on usefulness of SET for demonstrating teaching effectiveness:

- Arts faculty were least likely to find quantitative SET responses to be mostly useful/essential (only 25% said so), while PBSci and Social Sciences faculty were more likely (54-57% found them mostly useful/essential).
- PBSci faculty were most likely to report that SET qualitative results were mostly useful/essential (71% said so). Arts faculty were least likely: 34% found SET qualitative results were mostly useful/essential.

Regarding the use of teaching observations to demonstrate teaching effectiveness:

- Teaching observations formally conducted by personnel committees/program chairs were more common in the Humanities (44% reported having used them) and of those faculty who had formal observations, 65% found them mostly useful/essential. In other divisions, about 50% of faculty found them mostly useful/essential.
- There were no significant differences across divisions in faculty's views on optional teaching evaluations (about 50% found them mostly useful/essential).

Section 2. Using SET and other sources to evaluate peers' teaching effectiveness

Faculty who had evaluated their peers' teaching effectiveness were asked about what sources their peers included in their files and what sources they found useful. Chart 2a shows the sources arranged from most common to least common.

The results are very similar to the sources used by the faculty for their own teaching files (shown in Chart 1a). Moreover, the degree to which faculty found each of these sources useful for evaluating others (Chart 2b) was also consistent with what they reported about their own file (Chart 1b). The same divisional differences were present. This consistency in the results indicates that faculty observe their peers' files and follow established institutional practices in preparing their own files for the personnel review.

Two differences should be noted in regard to (1) examples of student work and (2) unsolicited letters from students. More faculty (42%) thought that examples of student work and unsolicited letters were useful for demonstrating their own teaching effectiveness than for evaluating their peers (only 23-26% found them mostly useful/essential).

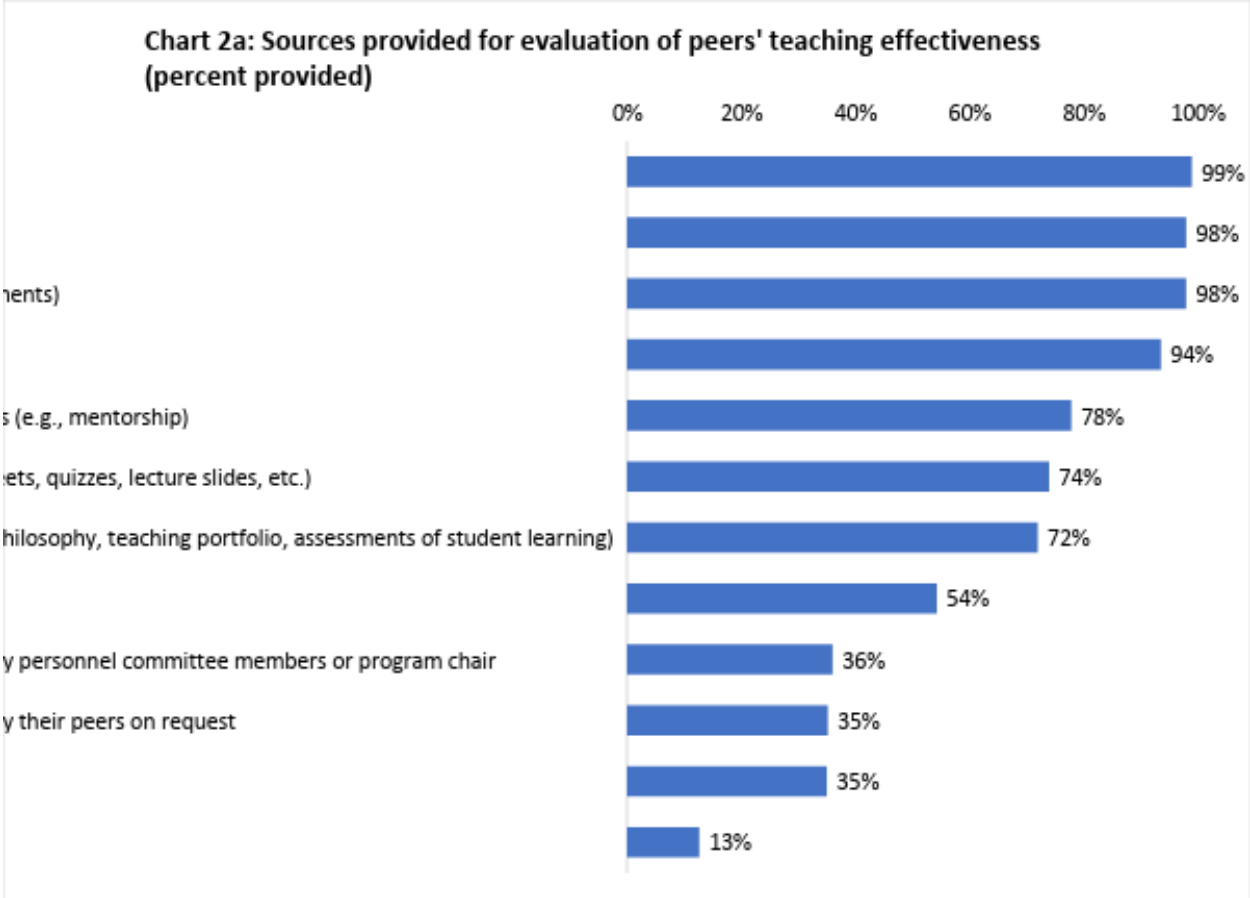
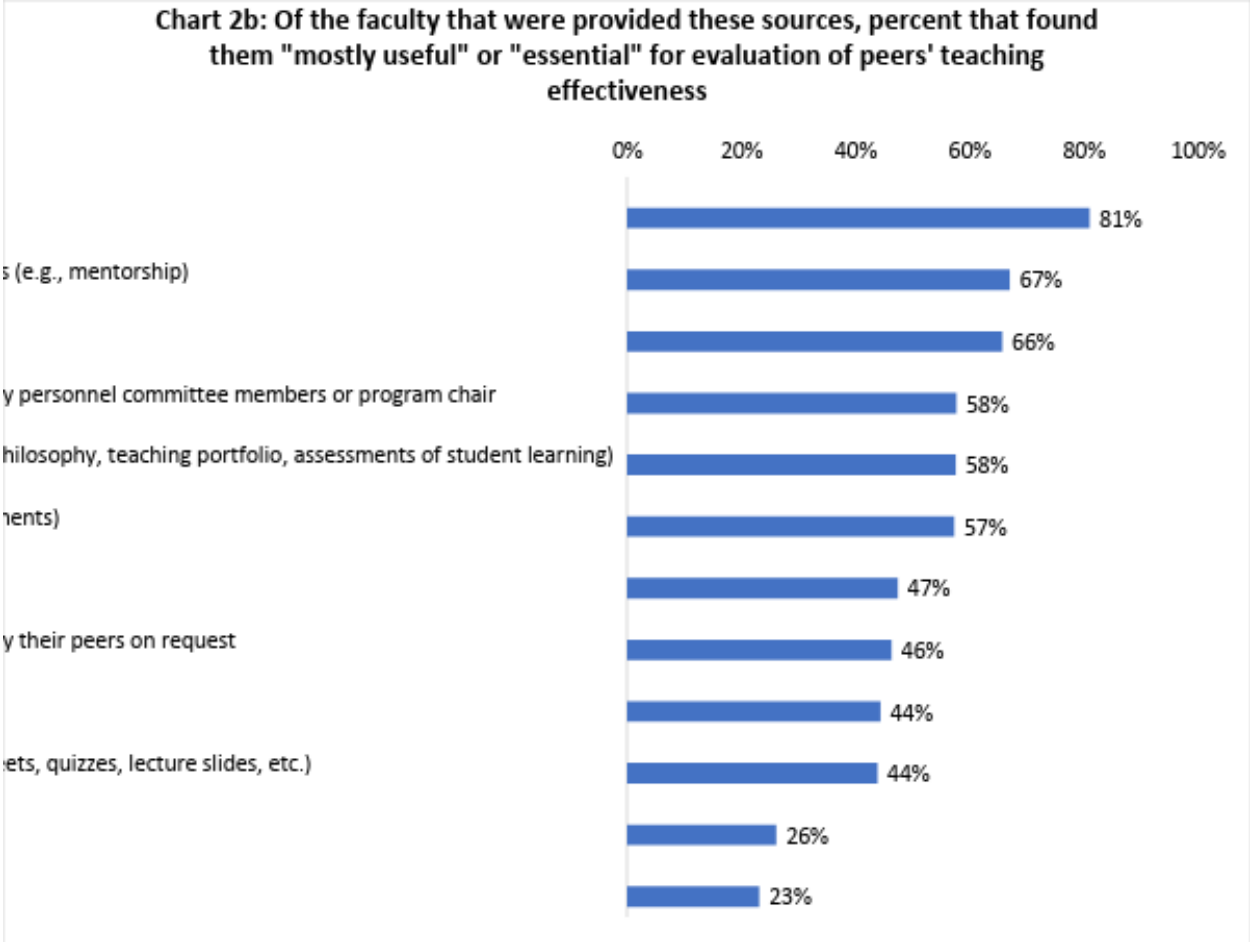


Chart 2a: Sources provided for evaluation of peers' teaching effectiveness (percent provided)
0%
20%
40%
60%
80%
100%
99%
98%
98%
94%
78%
74%
72%
54%
36%
35%
35%
13%
nents)
s (e.g., mentorship)
ets, quizzes, lecture slides, etc.)
hilosophy, teaching portfolio, assessments of student learning)
y personnel committee members or program chair
y their peers on request



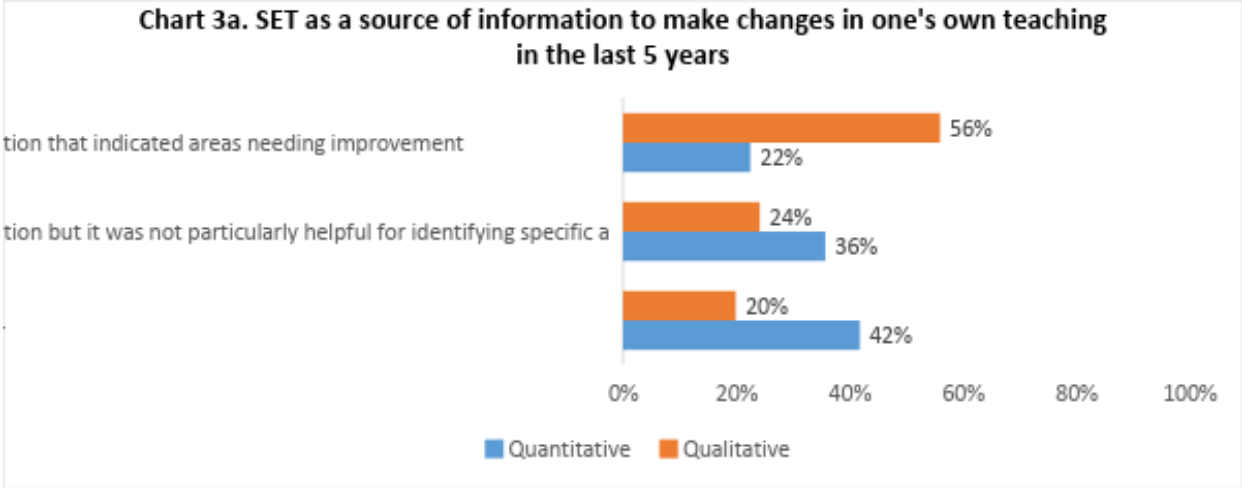
Section 3. Using SET and other sources to improve teaching

Faculty were asked whether they used quantitative and qualitative SET results to make changes in their teaching in the last 5 years.

As Chart 3a shows, faculty were more likely to use SET qualitative responses than quantitative responses. Only 20% did not use qualitative responses compared to 42% who did not use quantitative responses to make changes to their teaching.

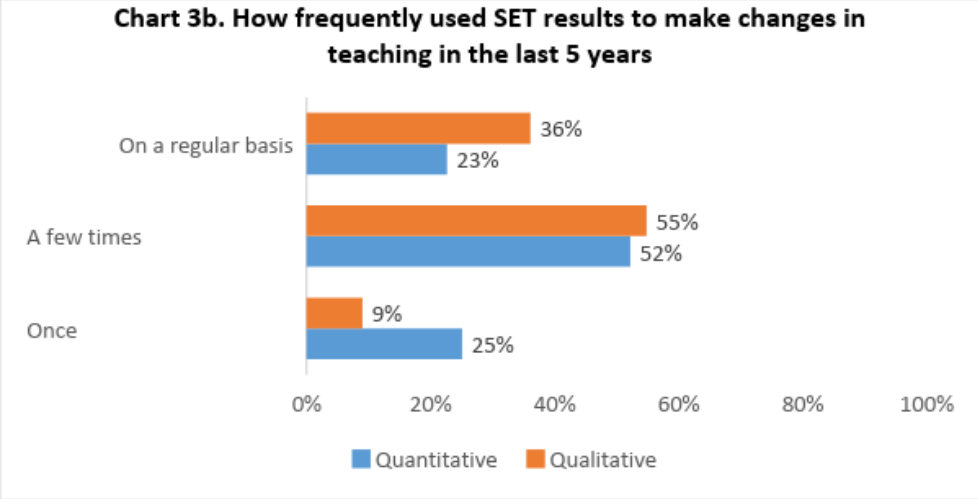
Moreover, more than half (56%) of faculty said that qualitative responses provided *specific* information that indicated areas needing improvement. The highest proportion was among PBSci faculty (68%) and the lowest was among Arts faculty (42%).

PBSci faculty were also more likely to say that quantitative responses provided *specific* information for teaching improvement (34%) compared to other divisions (about 20%, and 13% in SOE).



Faculty used qualitative SET results more frequently than quantitative results (Chart 3b). One in three faculty members used qualitative results *on a regular basis* and only one in five used quantitative results so consistently. About a quarter of faculty used quantitative results only once in 5 years to make changes in their teaching.

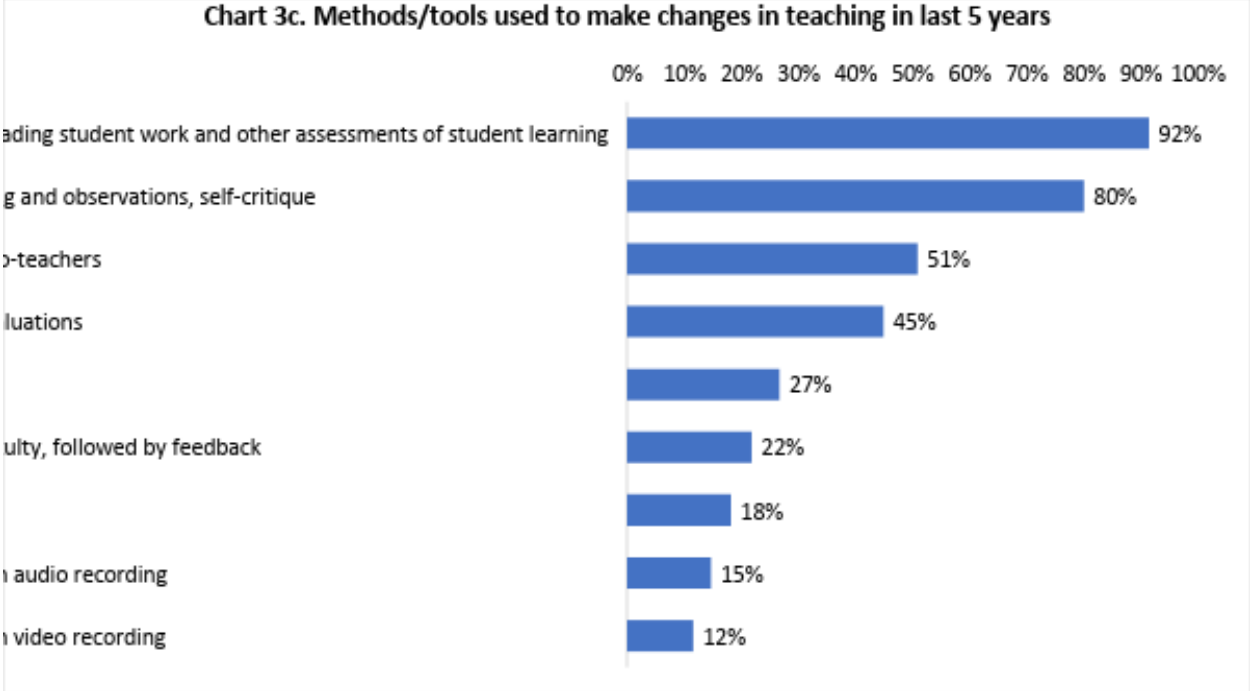
There were no significant differences in frequency of using SET results to make changes in teaching related to faculty's rank (we compared four groups of faculty: full, associate, assistant, and Unit 18 lecturers).



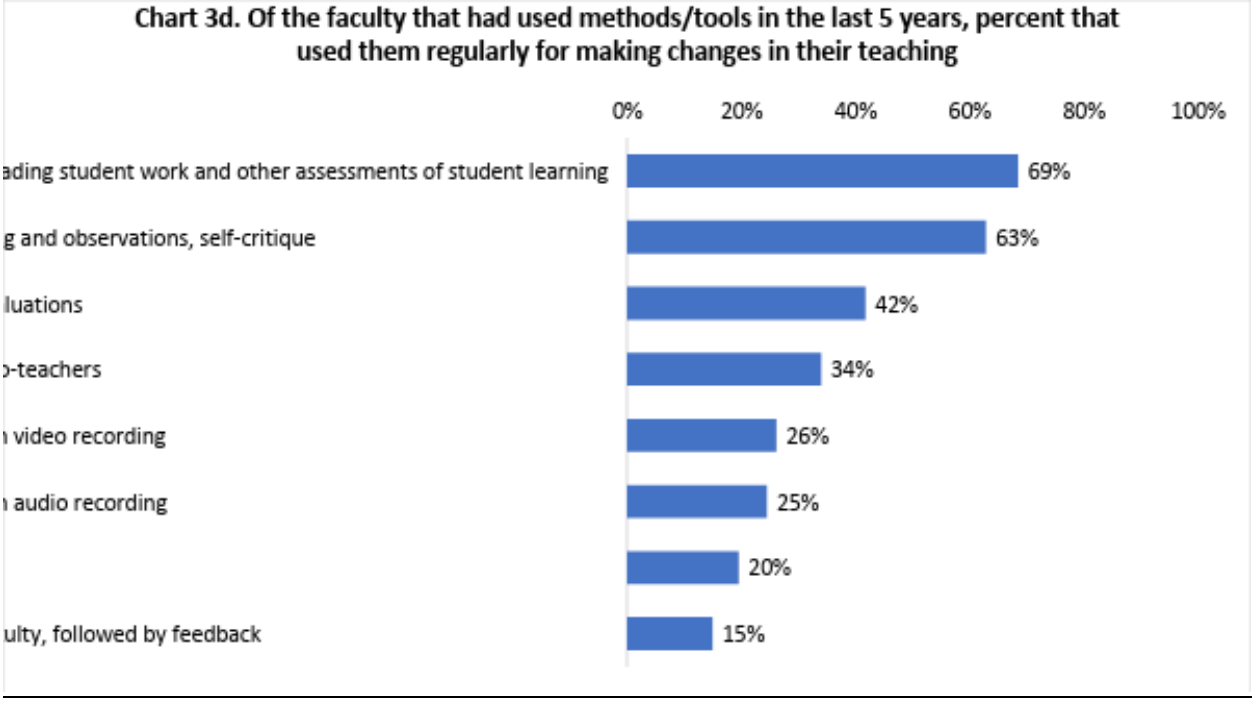
Faculty were also asked about what methods/tools other than SET results they used in the last 5 years to make changes in their teaching (Chart 3c). Almost everyone (92%) used their conclusions based on grading student work and other assessments of student learning. The majority (80%) also relied on their own reflective writing and observations, and self-critique.

Some faculty made changes based on feedback from other faculty (e.g., peers, co-teachers, mentors). One in two faculty members made changes based on their meetings with peers or co-teachers; about one in four had meetings with mentors; one in five used feedback from peer faculty observations.

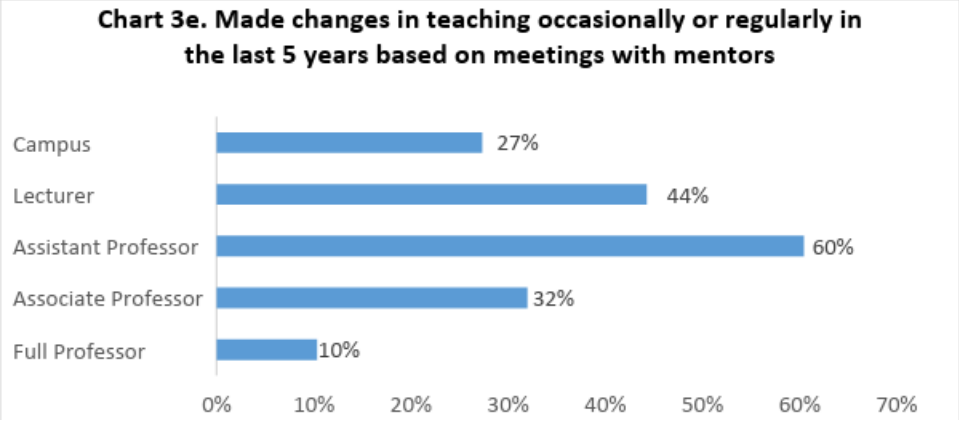
Also almost half of faculty conducted mid-quarter evaluations and used them to make changes in their teaching in the last 5 years.



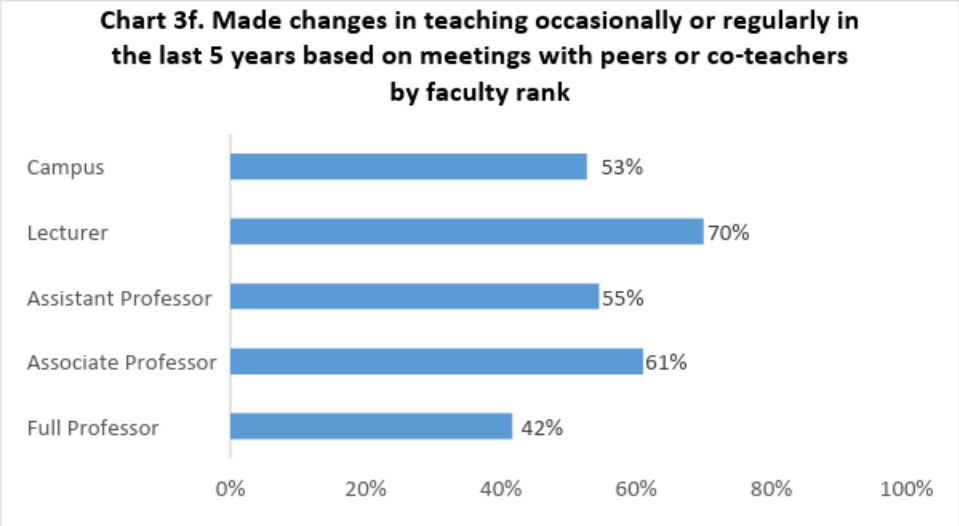
Faculty were asked how frequently (occasionally vs. regularly) they used each of these methods/tools to make changes in their teaching in the last 5 years. About two-thirds of faculty regularly used two sources of information: (1) conclusions based on grading student work and other assessments of student learning, and (2) their own reflective writing and observations. Another third of faculty used them occasionally (Chart 3d).



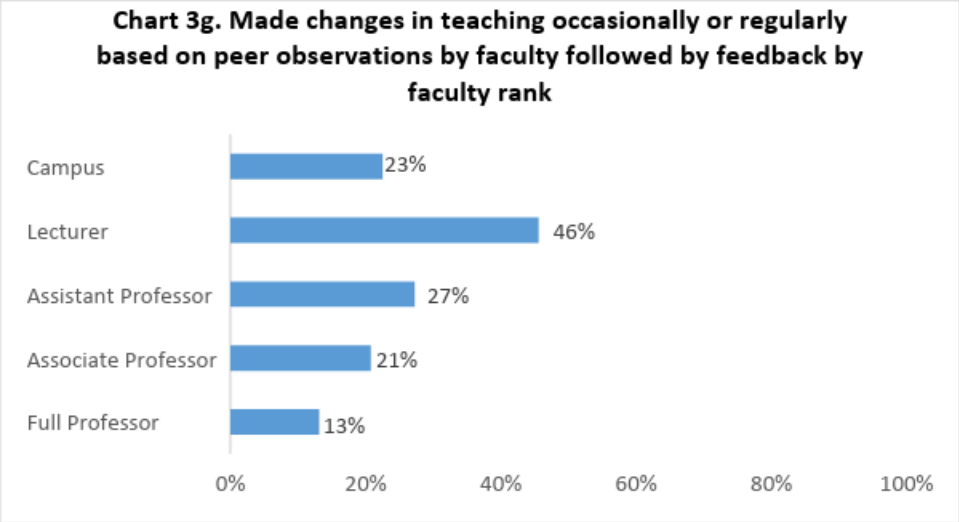
We found some significant differences related to faculty's rank/position. For example, Assistant professors were most likely to make changes at least occasionally based on their meetings with mentors (60% of them did so in the last five years and 40% did not). Forty-four percent of Lecturers and almost a third of Associate professors also made changes in their teaching based on meetings with their mentors.



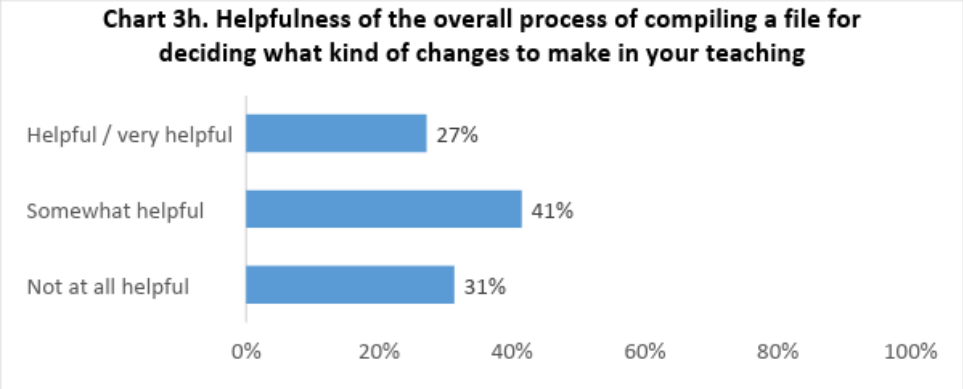
Associate professors and lecturers were most likely to make changes based on their meetings with peers or co-teachers (Chart 3f). Compared to 70% of Lecturers who made changes at least occasionally based on their meetings with peers/co-teachers, only about one in two (55%) of Assistant professors reported such meetings followed by changes in teaching.



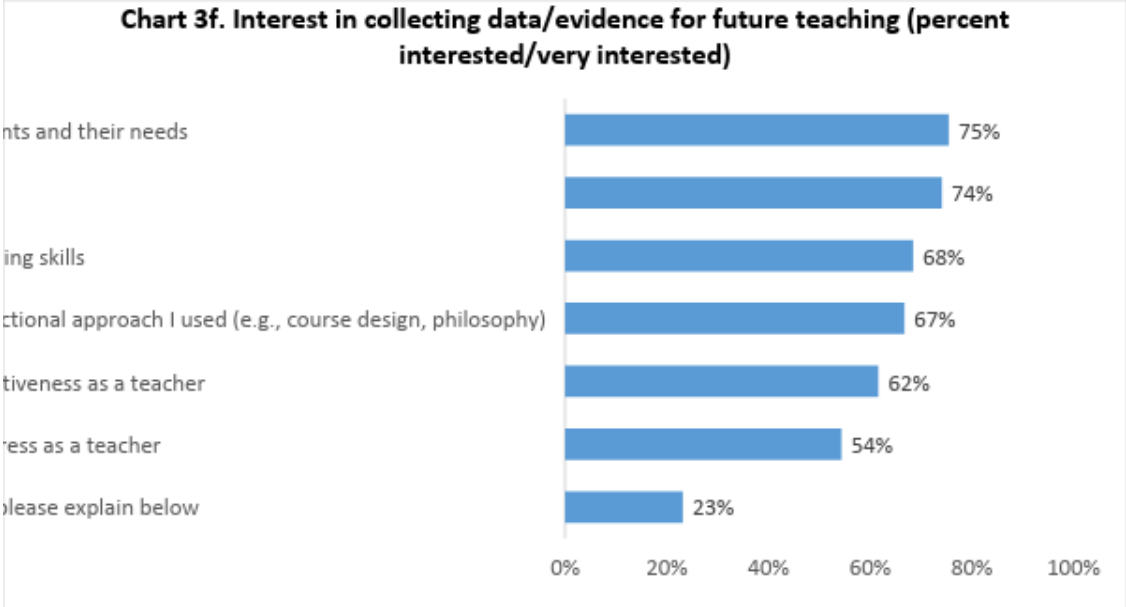
One in two lecturers and one in four Assistant professors made changes in their teaching based on peer observations by faculty following by feedback (Chart 3g).



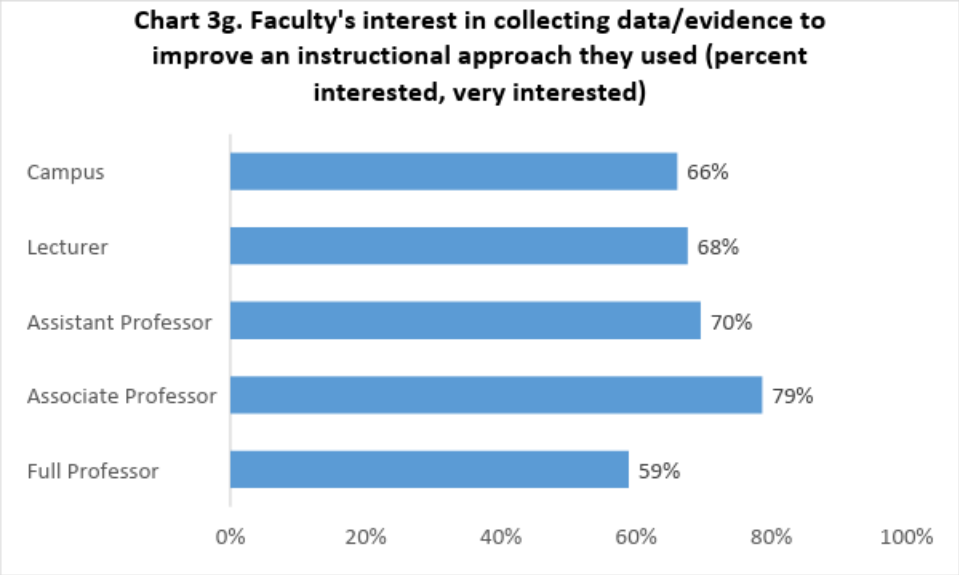
Just over a quarter of faculty found helpful/very helpful the overall process of compiling their file for the last personnel review for deciding what changes to make in their teaching (Chart 3h). Almost a third found it not helpful at all.



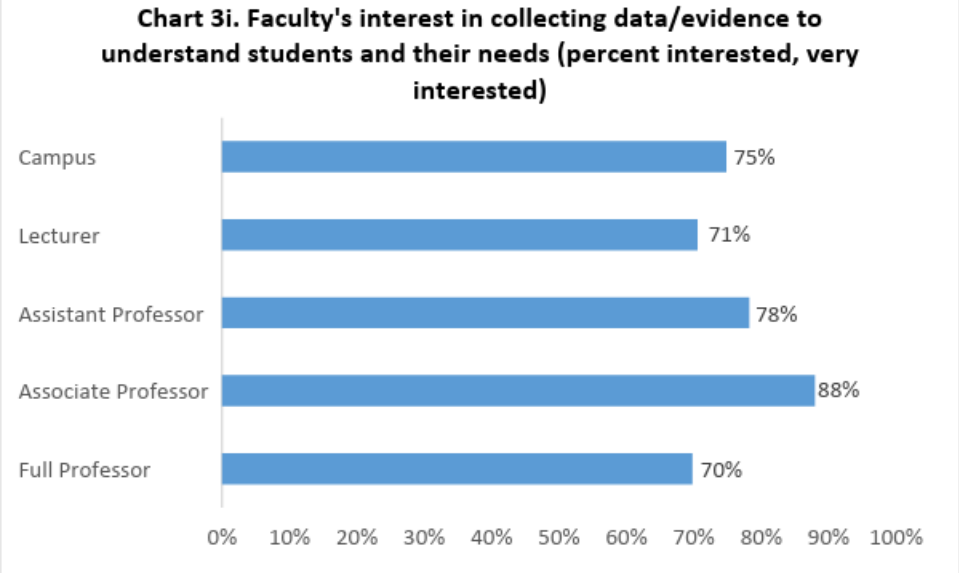
Faculty expressed strong interest in using various tools for collecting data or evidence to improve their teaching in the future. The majority (74-75%) of faculty were interested/very interested in collecting evidence to understand students and their needs and to improve their courses. Other faculty were somewhat interested, and very few faculty (around 10-15%) were not interested in collecting data for any of these purposes. This degree of interest was similar across the divisions.



Faculty across all types of appointments expressed interest in collecting data/evidence to improve their instructional approach(s). Associate professors were significantly more likely to express such interest compared to full professors (79% vs. 59%) (see Chart 3g).



The vast majority (88%) of Associate professors were interested in collecting data/evidence to understand students and their needs; this was significantly higher than among Full professors (see Chart 3i).



Section 4. Proposed shift in SET framework

This section of the survey asked faculty whether the current SET results provide information that could improve their teaching. Additionally, they were asked whether they would support a proposed shift to a formative framework.

The key findings include the following (Tables 2a and 2b):

- Campus-wide, only 25% of faculty said that the current SET provides information specific enough to indicate areas needing improvement. One in two said that the current SET results provide general information about one's teaching, and about a quarter said the SET results provide no information that can be used to improve one's teaching.
- Faculty responses varied slightly across Divisions, but these differences were small and not statistically significant (see Table 2a).
- Campus-wide, half (49%) of faculty would definitely support a proposed shift to a formative framework, and another 41% indicated possible support. About one in ten faculty said that they would not support this shift. No significant differences across Divisions were found (see Table 2b).
- Of the faculty who find the current SET results to be specific enough to indicate areas needing improvement, only 23% said that they would not support a shift.

Faculty were asked to provide feedback on what other measures of teaching effectiveness, within the context of the APM guidelines, they think would be most effective for personnel actions if the campus were to shift to a formative framework.

- Comments by faculty who were not in support of a shift to a formative framework included the following suggestions/comments: (1) adding to or revising the current SET data would be more helpful than shifting to a formative framework, (2) faculty would conduct their own summative evaluations should a formative framework be put in place, and (3) removing a systematic way to receive feedback from students is worrisome to some faculty.
- Faculty who indicated that they might support a shift to a formative framework provided suggestions for other measures of teaching effectiveness that would be most effective for personnel actions. Their suggestions included (1) classroom visits, or observations (by peers, a teaching expert, or department chair), (2) having a better way of measuring student learning (e.g., reviewing student work, exit interviews, learning outcomes, etc.), and (3) looking more carefully at course materials (e.g., syllabi, teaching statements, sample assignments).
- Of faculty that said they would support a shift to a formative framework, many suggested measures of teaching effectiveness such as (1) following student performance in subsequent courses, (2) using peer observation, discussions and review of course syllabi, teaching statements, and sample assignments, (3) learning from former students about their course experiences either through interviews and/or written student letters, and (3) evaluating student work (e.g., exams, portfolios).

Table 2a: Using current SET results to improve teaching by Division

Do you think that the current SET results provide information that you could use to improve your teaching?	**No, the SET results do not provide useful information that can be used to improve one's teaching.**	**Yes, but only in the general sense**	**Yes, the SET results provide specific enough information that may indicate areas needing improvement.**	**# of respondents**
	%	%	%	n
All Divisions	**23%**	**52%**	**25%**	**366**

PBSci	18%	45%	37%	78
SOE	22%	44%	33%	45
Social Sciences	22%	55%	23%	96
Humanities	27%	52%	21%	90
Arts	25%	59%	16%	44
Colleges	23%	69%	8%	13

Table 2b: Support of a proposed shift to a formative framework by Division

Would you support a proposed shift to a formative framework?	**No, I would not support**	**Maybe I would support**	**Yes, I would support**	**# of respondents**
	%	%	%	n
All Divisions	**11%**	**41%**	**49%**	**373**
PBSci	15%	31%	54%	80
SOE	16%	27%	58%	45
Social Sciences	8%	48%	44%	98
Humanities	11%	45%	44%	93
Arts	5%	41%	55%	44
Colleges	8%	62%	31%	13

Section 5. Suggestions for revisions of SET questions

Faculty rated the relative importance of the current SET questions on a 3-point scale ranging from 1="not important," 2="moderately important," to 3="very important;" they also could select "don't know." Tables 3a-3d show the proportion of faculty who rated the current SET questions as "very important"; the SET questions are presented in order starting with those rated higher campus-wide.

First we present the campus-wide results across all sections of SET in Table 3a. About ten items were considered by over 50% of faculty to be very important; these items included both quantitative and qualitative SET questions from different sections of SET. We then discuss individual items by section.

Table 3a: Relative importance or usefulness to faculty of all SET questions

Survey Question: Please indicate relative importance or usefulness of current SET questions to you as an instructor.

Section of SET	Item	Campus-wide proportion **"Very important"**
Instructor	3. Clarity and understandability	67%
Comments	23. Please comment on how the instructor's teaching helped your learning in this course.	67%
Course	15. The course overall as a learning experience (Required Teaching Table question)	66%
Instructor	9. Instructor's overall effectiveness as a teacher (Required Teaching Table question)	65%
Comments	24. Please suggest how the instructor's teaching might improve.	64%
Instructor	5. Respect for students; sensitivity to and concern with their progress	63%

Student	20. I gained a good understanding of the course content.	58%
Instructor	4. Enthusiasm for subject and for teaching	55%
Instructor	1. Course preparation and organization	54%
Student	18. I attended class regularly	52%
Instructor	8. Quality of feedback on submitted work	50%
Instructor	6. Instructor availability and helpfulness	49%
Instructor	2. Use of class time	48%
Student	19. I put considerable effort into this course	47%
Course	12. Assignments	46%
Course	10. Syllabus and handouts	38%
Instructor	7. Instructor fairness in evaluating students	38%
Comments	25. Other comments	37%
Course	13. Required reading	35%
Student	17. This course is in my major field of study	29%
Course	11. Examinations	29%
Student	16. I had a strong desire to take this course.	25%
Student	22. My major field of study is: (write-in)	25%
Student	21. Please enter your year in school.	24%
Course	14. Supplementary materials (films, slides, videos, guest lectures)	24%
	Number of respondents	332

Summary of findings for the **Instructor Appraisal** section (also Table 3b):

- Campus-wide, three items in this section received relatively high rating: "clarity and understandability"(67% thought it was very important), "instructor's overall effectiveness" (65%), and "respect for students; sensitivity and concern" (63%).
- "Instructor fairness in evaluating students" was rated the lowest (38%).
- In terms of how each item was rated across Divisions, there were no significant differences in faculty ratings except for one item: "quality of feedback on submitted work" was rated by Humanities faculty significantly higher $^{p<0.01}$ compared to SOE faculty (64% vs 26% very important respectively).
- There were some small differences across Divisions in how faculty rated specific items relative to other items. For example, Social Sciences faculty rated "Instructor's overall effectiveness" the highest (74%) followed by "clarity and understandability" (67%). SOE faculty considered "enthusiasm for subject and for teaching" to be relatively more important than other items in this section of SET (63%). The top three items in each division are shown in bold in Table 3a.
- In their comments faculty explained that their low ratings are based on their concerns with student bias (for example, gender bias) in answering these questions, lack of expertise needed to evaluate faculty's course preparation or use of class time, and tendency to confuse enthusiasm for subject with entertaining. They explained that students don't have information to rate "fairness in evaluating students."
- Suggestions for revisions included (1) revise questions to evaluate one thing at a time instead of two separate qualities (i.e., availability AND helpfulness), (2) evaluate whether the items are

unambiguous (such as “clarity”), and (3) revise questions to focus on student learning, instead of instructor’s qualities.

Table 3b: Relative importance or usefulness of current Instructor Appraisal SET questions (highlighted yellow are statistically significant differences)

Please indicate relative importance or usefulness of current SET questions to you as an instructor.	Proportion of “Very important”						
	Campus	PBSci	SOE	SocSci	Humanities	Arts	Colleges
Instructor Appraisal							
3. Clarity and understandability	67%	**72%**	**59%**	**67%**	**66%**	**65%**	**67%**
9. Instructor's overall effectiveness as a teacher (Required Teaching Table question)	65%	**63%**	**56%**	**74%**	**66%**	**62%**	50%
5. Respect for students; sensitivity to and concern with their progress	63%	**60%**	47%	**62%**	**68%**	**68%**	**75%**
4. Enthusiasm for subject and for teaching	55%	46%	**63%**	61%	51%	**62%**	**58%**
1. Course preparation and organization	54%	57%	51%	51%	56%	60%	50%
8. Quality of feedback on submitted work	50%	42%	26%	49%	64%	56%	50%
6. Instructor availability and helpfulness	49%	51%	39%	45%	51%	55%	**58%**
2. Use of class time	48%	46%	49%	46%	52%	51%	45%
7. Instructor fairness in evaluating students	38%	37%	39%	34%	45%	29%	50%

Instructor Appraisal **Select comments by faculty**

Noted bias and wanted either the items to be removed or to provide training to students:

#1, #2, #4, and #5 are usually spoiled in my experience by the gender of the instructor and the degree to which the course is technology-dependent or assisted by well-trained and assertive Teaching Assistants. I want these removed from the SET. (Arts faculty)

*All of these questions could be useful, but I think it's important for students to understand when they are being biased and to have some kind of **bias awareness training** before answering these questions. For instance the question of respect for students is certainly important, but how are students assessing that? Do they have different standards for women and men? Do they expect women to be nurturing and to demonstrate excessive performative empathy in the classroom in a way that they do not demand from men? Is being a nurturing mother figure the same or different from being an excellent teacher? Do students equate smiling and feminized body language with caring / helpfulness / enthusiasm rather than the actual work that is performed by the teacher?* (Arts faculty)

Item 5. Student biases in evaluating this far outweigh any usefulness as a teaching improvement tool. Concern with progress might mean, for example, allowing a student to turn in late work. Respect might mean not turning them in for plagiarizing.

Item 6. Student biases in evaluating this far outweigh any usefulness as a teaching improvement tool. I have seen evaluations of male professors' teaching that excuses their no-shows at office hours because the faculty member is a busy person. I have seen evaluation of a female professor's teaching that acknowledges that

she spent a lot of time in her office hours, but because the student still did poorly on the exam, the instructor was not helpful enough.

Item 7. Student biases in evaluating this far outweigh any usefulness as a teaching improvement tool. Students will accept lower grades from some faculty (men) than from other faculty (women). I know of a woman faculty member whose student told her that he felt like his work was at an A level, and that her judgement just isn't on par with the men in the department.

Item 8. Student biases in evaluating this far outweigh any usefulness as a teaching improvement tool. Once again, the kind of feedback acceptable from Professor A is woefully inadequate from Professor B.

Item 9. For the reasons articulated above, I believe that this is also not a good assessment. We have seen time and time again that women are rated worse than men, and people of color are rated worse than white people.

*How are these biases accounted for in our SETs? They are not. They could be -- systematic adjustments could be made based on known data. But they are not. (*Social Sciences faculty)

Rated "fairness in evaluating students" low and explained:

The "fairness" question often provides students who aren't getting the grade the desire to vent, and is useless-- especially if the students don't state what grade they received in the course. (Arts faculty)

Quality of feedback is a much better question than fairness in evaluating, which focuses inevitably on grades and whether a student thinks their grade is/isn't fair. (Arts faculty)

Students cannot tell if instructors are fairly evaluating them, as they do not see the grades of all their fellow students. (Arts faculty)

…students are not always the best judges of whether they are being appraised fairly; many come to college used to grade inflation and have unrealistic visions of the quality of their own work. (Humanities faculty)

These questions are qualitative and tend to be biased towards disgruntled students. In particular, "Respect for students" and "Enthusiasm" questions are based on the instructor's personality and should not be used. The question about "Instructor fairness" is downright dumb because students that don't do their work always think that the instructor is not fair (in my experience). (PBSci faculty)

I put fairness low because students mark down instructors that give hard exams. (SOE faculty)

Argued that students do not have the expertise to evaluate faculty's course preparation and use of class time:

S*tudents have no idea how much course preparation goes into a lecture or seminar, and may not make an accurate assessment of the prep the instructor has undertaken.* (Arts faculty)

I don't find use of class time to generate good answers; sometimes students used it to complain about a lecture they don't think is interesting, or the fact that a lecture class has lectures! (Arts faculty)

SET questions should focus on the student experience to give us a better understanding of what it is like to be a student in our classroom. Questions that ask the student to assess what we are doing as teachers are not important because the students have no idea what it takes to organize and run a course. Thus, for example, when I develop a new lecture course it typically takes 5-6 hours of prep time to develop one hour's worth of material for a lecture. So, I might be putting in 15-20 hours every week to prep for just one course, but then the students find me unprepared because it is the first time I am teaching the course. This kind of feedback is both anticipated and very frustrating. I don't need someone to tell me that the course will be better the next time around and it's exasperating to be told I am not prepared during a quarter like this when I am putting in a couple of hundred extra hours of prep time for a new course. (Arts faculty)

These are the things that would have the most interest to me and my pedagogy. My "enthusiasm for subject and for teaching" is a pretty subjective measure, as is the student perception of my preparation. (If I am very prepared and this set of students wants me to go off-topic or to take an extra class to explain something more, does that make me more prepared and organized or less so? I have noticed that student opinion on this can differ.) (Humanities faculty)

*Many of these questions ask students to evaluate based on what they feel but cannot know (how can they *know* about "fairness" or about a teacher's preparation?).* (Humanities faculty)

… since most students are in the class for the first time, they still do not have a clear idea of the subject they study and they are not in position to evaluate "overall effectiveness". (SOE faculty)

Items 1. and 2. Students sometimes dislike active learning, for example, so may not consider it to be a valuable use of class time even though it's highly effective for learning. This question could conflate actual problems (the instructor was frequently late) with student preferences for low-effort classes. (PBSci faculty)

Items 1 and 3. Students say courses are disorganized if they find the material challenging, even if every single lecture is structured to the minute and a course outline and lecture notes are provided to them. Item 2. Students do not always know what an appropriate use of class time is. They have told me for example that they don't want to hear from other students, only me, the lecturer, even in a seminar course. They don't realize that listening is part of learning, and that their colleagues' ideas are important for the class. Colleague's ideas help instructors assess the learning of the class as a whole, and also allow class discussion to develop in novel directions, that are often highly fruitful for learning. [Social Sciences faculty)

In terms of Q9 [Overall effectiveness], I just don't know if students are able to discern effectiveness. In many instances, students email me several quarters after the class has ended saying they realize the value of my course. This may not be their conclusion at the end of the class and therefore, I'm dinged on effectiveness when some realize how effective my teaching was after the class and evaluations have been completed. (Social Sciences faculty)

Were concerned that enthusiasm is often confused with entertaining:

Enthusiasm for one's subject is important and can impart a similar excitement among students; however, not everyone demonstrates enthusiasm in the same way. Sometimes I think "enthusiasm" gets confused with "entertaining," and some instructors might be disadvantaged by this. (Arts faculty)

I've always felt that category 4 (the `enthusiasm' rubric) rewarded certain personality types and probably correlated poorly with effectiveness of instruction. It rewards a certain kind of showmanship which could well be at odds with goals of effectiveness. (Humanities faculty)

Some of the questions can be interpreted incorrectly by students. For example, "enthusiasm" in teaching to many students means a teacher who is highly animated as opposed to a more low-key person who is nonetheless engaged, creative, caring, committed, and effective as an instructor. Similarly, "instructor availability" etc. is sometimes misunderstood. (Humanities faculty)

People have different personalities. This is an impossible measure to assess fairly across all instructors. [Social Sciences faculty)

Were concerned that SET measures feelings rather than learning:

All questions on the current SET are about how students feel, not whether they learned what the course aimed to teach them. It's the latter that is important. I would be totally ok if the students didn't like me as a teacher and didn't especially enjoy the course, as long as long as they learned as much as possible. The current SET does the exact opposite - it measures how much the students like the professor and enjoy the course, but does not assess how much they learned. (PBSci faculty)

I think that current SETs are useful for certain things. If an instructor is dismal in some area, it's important for the students to have a chance to express that. But I've found that even poor-performing instructors don't get dinged for things that they've done (e.g. not handing back problem sets at all). Ultimately I think they're like Yelp reviews. Most people are between 3 and 4 stars. If you're well-above that, maybe you're doing something right (or maybe you're manipulating the students). If you're well below that, you're probably doing something wrong, and that's when these questions are useful. (PBSci faculty)

Argued that some questions did not work for large classes with TAs

 # 6 is odd for large classes, as are 7 and 8 because of TA's (and I write this as someone who grades in ALL my classes, including introductory -- I do about a section's worth of each assignment regardless of TA staffing). One can't tell what students are evaluating. And, re #7, even in small classes some student downgrade you because you grade fairly and don't pass everything regardless of how bad the work is. (Social Sciences faculty)

Re. 7 and 8: I often teach large courses with TAs, yet students evaluate me on these topics. I think they should include instructions to indicate "If applicable." (Arts faculty)

Some faculty found the items in this section useful and explained:

I find aggregate responses to preparation, use of class time, clarity, respect and overall evaluation to be extremely helpful in determining how well (not what) I'm teaching. Pedagogy is the study of how best to teach irrespective of content. (Arts faculty)

I interpret 1-5 as the quality of the class the student is taking. Poor scores (low numbers) in any one of these seem to reflect poor content. (PBSci faculty)

[As dept. chair] I find #5 [respect …] to be most useful in the quantitative scoring. When instructor sensitivity or concern is a serious problem, students volunteer it in comments or directly to supervisors. (Social Science faculty)

An overall effectiveness question is important because not all classes are structured the same way, so the relevance of each other question varies from course to course. Though overall effectiveness can be more subject to biases than more specific questions, I nevertheless find it very useful to see students' overall reaction to the class. (PBSci faculty)

I think the overall effectiveness question has been important for personnel reviews. I think low ratings on respect for students is something that can be a red flag -- it leads me to look more carefully at the qualitative comments for evidence of problems. (Social Sciences faculty)

Asked to improve phrasing of questions (evaluating more than one item)

Questions that ask two things at once ("preparation AND organization," "clarity AND understandability," "availability AND helpfulness") are inherently flawed, so although the concepts addressed are important, and shed light on the effect of the teacher on student learning (e.g., #5, "respect") the question structure is terrible (thus "not important"). (Humanities faculty)

…it seems to me that "respect" and "sensitivity" belong to another category about inclusive teaching; I think "concern with their progress" can become a separate question. (Humanities faculty)

Varied in their interpretation of "clarity" as an indicator of teaching/learning effectiveness:

Clarity and understandability assumes that if students do not feel that they have mastered course material at the moment the SET takes place, then something has gone wrong with the course; but clearly certain course materials are valuable _because_ they resist the efforts that students and faculty make to reduce them to mere information. We should help students to see that a lack of certainty about important questions and texts may be clear evidence of intellectual achievement. (Humanities faculty)

Clarity is a key issue in understanding whether you are communicating across the cultural difference that is faculty to student. Fairness, or even perceived fairness is important to me. I regard my feedback on student papers as one of the most important things I do and if they notice that is a very good sign. Overall effectiveness helps me get a sense of the overall picture. I only want to know the overall picture. (Humanities faculty)

I find that "clarity" is a charged term. I've read an article about how Asian instructors receive significantly lower points on the teaching evaluation questions concerning clarity. I also find that "fairness" is connected to the question whether or not students feel they receive decent grades. (Humanities faculty)

3. "Clarity and understandability" is highly subjective (PBSci faculty)

I think every teacher should be clear and understandable and that students should feel respected and that their in-class time is spent well. Questions like "enthusiasm for subject" seem like a popularity contest, and students' opinion on whether or not an instructor is "fair" is highly subjective. (Humanities faculty)

I think students can speak well to clarity, feedback, respect, and these are part of a good classroom. Maybe they can also assess fairness, maybe availability, but I'm not sure. Prep, org, enthus, effectiveness, I don't

think they are able to assess this very well at all. As for enthus, that's great, but not all courses that are important building blocks need to be so exciting. (Humanities faculty)

Summary of findings for the **Course Appraisal** section (also Table 3c):

- Campus-wide, "the course overall as a learning experience" was the highest rated item (66% thought it was very important); other items in this section received notably lower ratings.
- The quality of "supplementary materials (films, slides, videos, guest lectures)" was rated the lowest (24%) in this section. It was rated significantly lower $_{p<0.05}$ by PBSci and SOE faculty compared to Humanities, Social Sciences, and Arts faculty (14% or 9% vs. around 30% respectively).
- Faculty from the Humanities Division were significantly more likely $^{p<0.001}$ to rate the "required reading" as very important compared to both PBSci (20%) and SOE (16%) faculty. At the same time, as one Humanities faculty noted, *"No matter how light the reading in a course, even as little as 200 pages per term, a significant percentage of the class will say there is too much reading for this course. This is absurd."*

Table 3c: Relative importance or usefulness of current Course Appraisal questions (highlighted yellow are statistically significant differences)

Please indicate relative importance or usefulness of current SET questions to you as an instructor.	Proportion of Very important						
	Campus	PBSci	SOE	SocSci	Humanities	Arts	Colleges
Course Appraisal							
15. The course overall as a learning experience (Required Teaching Table question)	66%	56%	68%	69%	69%	68%	73%
12. Assignments	46%	41%	32%	43%	55%	55%	45%
10. Syllabus and handouts	38%	33%	29%	40%	45%	38%	42%
13. Required reading	35%	20%	16%	40%	48%	33%	58%
11. Examinations	29%	37%	21%	28%	30%	23%	18%
14. Supplementary materials (films, slides, videos, guest lectures)	24%	14%	9%	30%	27%	28%	42%

Summary of findings for the **Student Profile** section (also Table 3d):

- Campus-wide, "I gained a good understanding of the course content" was the highest rated item in this section (58% thought it was very important).
- Three items: "I had a strong desire to take this course," "Major or field of study" and "Year in school" were rated the lowest (25-24%) in this section and among all SET questions.

Table 3d: Relative importance or usefulness of current Student Profile questions (highlighted yellow are statistically significant differences)							
Please indicate relative importance or usefulness of current SET questions to you as an instructor.	Proportion of Very important						
	Campus	PBSci	SOE	SocSci	Humanities	Arts	Colleges
Student Profile							
20. I gained a good understanding of the course content.	58%	53%	55%	64%	57%	54%	67%
18. I attended class regularly	52%	43%	46%	49%	65%	55%	25%
19. I put considerable effort into this course	47%	41%	41%	46%	58%	46%	33%
17. This course is in my major field of study	29%	26%	26%	31%	31%	31%	17%
16. I had a strong desire to take this course.	25%	18%	26%	27%	30%	27%	17%
22. My major field of study is: (write-in)	25%	24%	24%	30%	25%	19%	17%
21. Please enter your year in school.	24%	17%	16%	29%	27%	31%	25%

Note: students rate the SET questions in this section on a 5-point scale from 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree.

Summary of findings for the **Qualitative comments** section (also Table 3e):

- There were two questions in this section that faculty rated relatively highly in the whole SET: about two thirds of faculty found very important students' comments on "how the instructor's teaching helped student learning in a course" and "how the instructor's teaching might improve."
- "Other comments" was not as highly rated; also, this is the only item on the standard SET where more than 10% of faculty responded "don't know" (17% campus-wide).

Table 3e: Relative importance or usefulness of current Qualitative Appraisal SET questions (highlighted yellow are statistically significant differences)							
Please indicate relative importance or usefulness of current SET questions to you as an instructor.	Proportion of Very important						
	Campus	PBSci	SOE	SocSci	Humanities	Arts	Colleges
Qualitative comments (write-ins)							
23. Please comment on how the instructor's teaching helped your learning in this course.	67%	66%	70%	73%	57%	74%	58%
24. Please suggest how the instructor's teaching might improve.	64%	76%	75%	72%	49%	49%	50%
25. Other comments	37%	33%	50%	42%	29%	39%	43%

Additional Questions

Additional questions can be added by Program Chairs, Program Directors, or College Provosts to the standard SET questions. Faculty rated the importance of quantitative and qualitative write-in questions.

- Almost 40% of faculty campus-wide responded "Don't know" because not all faculty have had additional questions on SET. ("Don't know" responses were included in the analysis of proportions shown in Table 3f).
- Qualitative write-in questions were relatively more important than additional quantitative questions (22% and 11% of faculty found them very important respectively).
- Many faculty across Divisions commented that the standard SET questions are too generic, and that including additional department- or course-specific questions (e.g., keyed to course objectives or learning outcomes) would be very helpful in assessing student learning. As one faculty member suggested: "We should ask them if they feel they have learned some of the substantive specific material taught in the class, rather than assessing the class in vague terms as a whole."
- Some SOE faculty liked the additional questions. As they explained, "The BSoE question about hours a week of work is very important for judging whether students are putting in the amount of work that the number of credits represents. It also helps calibrate answers to other questions (but only if the answers are kept together—is it the students putting in a lot of time or the ones coasting who have specific criticisms?)."
- Some faculty noted that these additional questions should be included by the instructor for their own improvement, as opposed to being added to SET by Chairs.

Table 3f: Relative importance or usefulness of two SET questions mandatory for personnel review teaching table (highlighted yellow are statistically significant differences)

Additional questions added by Program Chairs/Directors of College Provosts to the standard SET questions	Proportion of Very important						
	Campus	PBSci	SOE	SocSci	Humanities	Arts	Colleges
Quantitative questions	11%	6%	18%	12%	12%	11%	0%
Qualitative write-ins	22%	13%	21%	24%	28%	21%	20%

Two Mandatory Teaching Table Questions

Currently only two questions are mandatory for inclusion in the personnel review teaching table: (a) Instructor's overall effectiveness as a teacher, and (b) The course as a learning experience. Faculty were asked how sufficient these two questions are for evaluating faculty teaching for personnel actions and improving teaching and learning. They rated their sufficiency on a 3-point scale from 1="insufficient," 2=somewhat sufficient" to 3="sufficient;" they could also select "don't know."

We found the following:

- Campus-wide, relatively few faculty rated these questions sufficient for evaluating faculty teaching for personnel actions (19%) and improving teaching and learning (13%) (See Figure 1).
- No significant differences were found across Divisions (See Table 4).

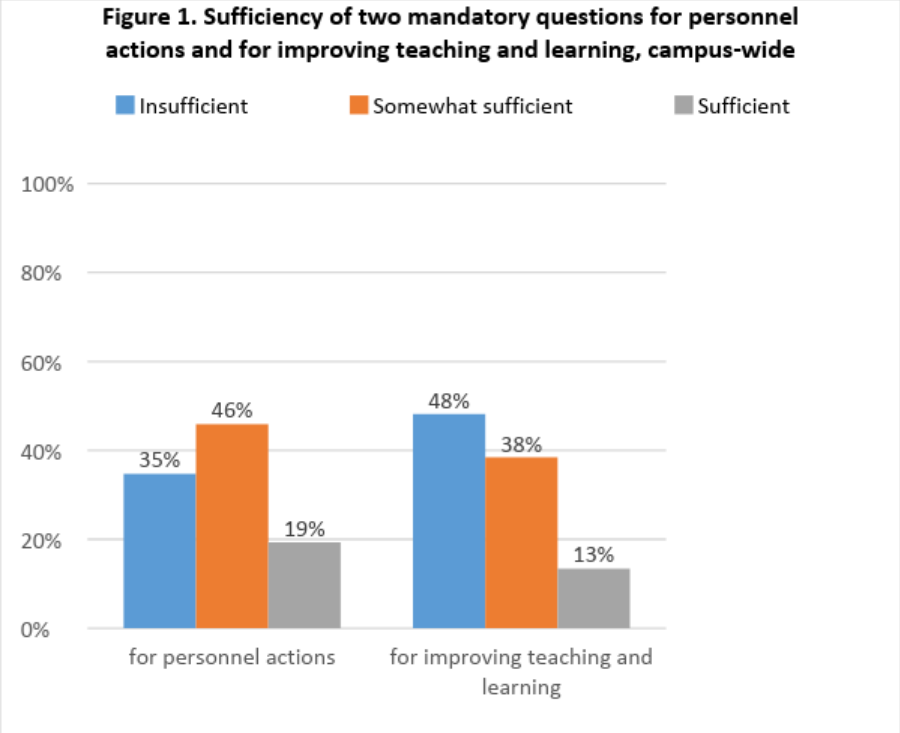


Table 4: Degree of sufficiency of two SET questions, which are mandatory for personnel review teaching table (highlighted yellow are statistically significant differences)

Taken together, how sufficient are these two questions (Instructor's overall effectiveness as a teacher, and The course as a learning experience) for...	Proportion of Sufficient						
	Campus	PBSci	SOE	SocSci	Humanities	Arts	Colleges
Evaluating faculty teaching for personnel actions	19%	25%	15%	21%	19%	8%	20%
Improving teaching and learning	13%	15%	11%	16%	14%	8%	11%

Summary of final comments/suggestions for possible revisions

After evaluating individual questions on the SET, faculty had an opportunity to provide comments or suggestions. Below we summarized the key themes/suggestions and included select quotes.

The following steps/revisions were suggested:

1. Revise and add more questions about students and their learning experiences

Ask the students specifically what they learned in the course. Ask them what they did not understand. Ask them which assignments they liked and why. Do the same for the assignments they did not like. Ask them about how they collaborated with or discussed the course with other students. Ask them about the social environment of the class: were the other students friendly and helpful, or mean and competitive? Did they meet new people that want to continue to talk with beyond the quarter of the class? Ask them if they are eating and sleeping well or poorly. Ask them how many other courses they are taking that

term -- and what they are. Ask them how long their commute is to get to class. Ask them what they are concerned with politically, socially, environmentally, culturally, professional beyond the confines of the course. In short, ***ask them questions so that we, the faculty, get to know them better as people and better as learners.*** (Faculty in the Arts Division)

I recently saw some questions from other institutions while serving on a hiring committee. The questions I liked included: What advice would you tell a student taking this course next quarter about how to succeed? [write-in] and Likert scale: Based on the professor's expectations how often were you fully prepared for the class?, My appreciation for the course subject increased as a result of taking this course., The professor's interactions with me (helped a great deal, did not help at all) , the level at which the professor challenged me (did not help, helped a great deal). In addition, I saw several examples of where students were asked about specific course content and how much they felt they had learned about that topic as well as an open ended question about skills or knowledge did you learn or improve. (PBSci faculty)

The questions should be revised to focus on what specifically helped students learn or inhibited their learning. Evaluating "required reading" is not as useful as asking whether the textbook was clear. (Social Sciences faculty)

1. Change the order of sections

SET questions should include and be preceded by student SELF evaluation question with regards to their performance in the course, before they proceed to evaluate the course. This method may yield fairer responses when evaluating the instructor. (Faculty in Humanities)

1. Revise questions about instructors

Perhaps stressing or adding questions like: Did the instructor seem knowledgeable about their area; did they seem to make an effort for students to understand the material; did they introduce ideas or concepts that you find useful.... (Faculty in the Arts Division)

Asking generally about availability is not the same as asking whether the instructor gave you the assistance you needed in office hours. There should be a question about how much you liked the instructor or appreciated the instructor's teaching style, because that is really what these questions are getting at. The evaluations should also include a preamble that explains what they are being used for and what students need to base their ratings on. (Social Sciences faculty)

1. Change the format and quantity of questions

Place more emphasis on narrative responses to specific questions rather than rating on scale of 1-5. (Faculty in the Arts Division)

I would not make them too quantified, I would tailor them to disciplines, and I would allow more write-in answers. (Faculty in Humanities)

Cut down - WAY down - on the number of rankings. Maybe 5 total, focused on outcomes and overall effectiveness. Then increase focus on specific suggestions for improvement and specific areas that were strong. (PBSci faculty)

If SET are to be reworked from the perspective of improving teaching and learning, the "overall" questions should be dropped, at least. (Faculty in Humanities)

… there should be fewer questions because I have noticed that students tend to give the same rating for every question--they are rating based on their general sense of the class, not the specific content of the questions. (Social Sciences faculty)

1. Improve data analysis

To make them truly useful, one should do a far deeper statistical investigation. Are the unhappy students the ones who also got bad grades, so that they are mostly complaining about the instructor as a payback for their own low performance? (SOE faculty)

… approach [used in my department] allows the personnel process to see the proportion of […] students in each category, from poor to excellent, which is more informative than averaging. I would hate to see averaging implemented. (Another university I taught in used averaging, and it was much less effective.) (Social Sciences faculty]

1. Continue to use the SET for evaluation of teaching

It appears that the idea behind revisions is to remove the students' ability to directly rate teacher job performance. I do not agree with this idea. The student teaching evaluations should be directly applicable to rating teacher performance for hiring, retention, and promotion decisions. Teachers should know that students can hold them accountable for personnel decisions. (Faculty in Humanities)

1. Stop using the SET for evaluation of teaching

Popularity with students is cool, but our jobs should not depend on it. In particular, SET questions that ask students to pass value judgements on instructors are to be avoided at all costs. These value assessment are hard for experts to arrive at and students cannot answer them well. Furthermore, we know students perpetuate societal biases when asked to give such judgements. These questions thus disadvantage women and minorities. Students can and should give input on their interaction with course materials and their learning progress. Instructors can then use student input to improve course-- one aspect of which is their interaction with students. (Faculty in Humanities)

My main comment is on how the SET questions are used. The fact that these questions, with all their biases, are used as the be-all-and-end-all of how good a teacher someone is is highly objectionable. (Social Sciences faculty)

Only people that like you or hate you fill these things out. They are never an unbiased assessment of your skills. (Social Sciences faculty)

SET should be less central to evaluation. SET should be revised to take into consideration how women, racial minorities, and other groups may be discriminated against by students. SET should provide an opportunity to ask if the course met the learning goals, and even allow instructors the option to putting the course's particular learning outcomes on the SET. (Social Sciences faculty).

1. Allow faculty to build their SET from lists of questions, designed and pre-tested using survey research

I would like to have a broader list of questions that have been screened for appropriate wording that I could choose from to build surveys for different courses. This would allow me to get feedback more tailored to be relevant to each class, which would make the survey a better tool for improving my teaching. For this to be feasible, there would need to be a way to save the sets of questions so it didn't need to be redone each time the course is offered. I would also like to be able to add a small number of my own questions, but since I know that research has been done on survey design, a question bank that takes advantage of that would be great. (PBSci faculty).

I strongly suggest that you allow individual faculty to create some questions (maybe up to 5) of their own devising. Another university that I was affiliated with did this and it allowed me to assess my own specific pedagogical goals for the course (which differ from course to course). (Social Sciences faculty)

1. **Use mid-term evaluations instead**

I find the midterm IN CLASS evaluation more useful than the end of the quarter at home one. By example, in the midterm evaluation, there is a part for self-reflection: how the student thinks that he is doing and what he believes he should be doing. These questions are helpful to shake students up and remotivate them to refocus their energy on the class. (Faculty in Humanities)

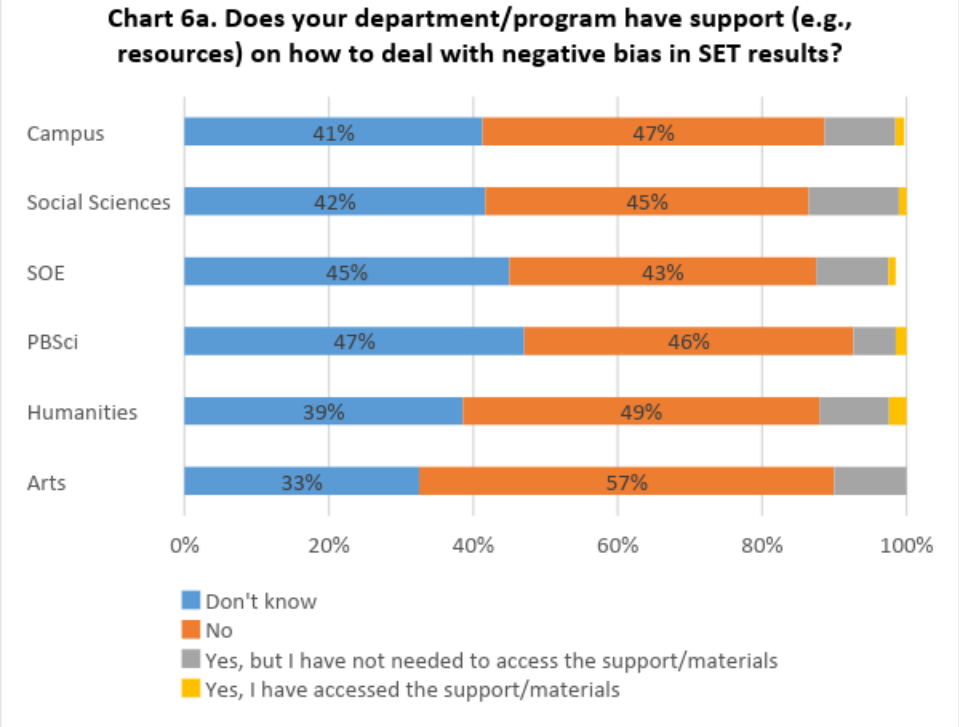
Section 6. Dealing with bias in SET results

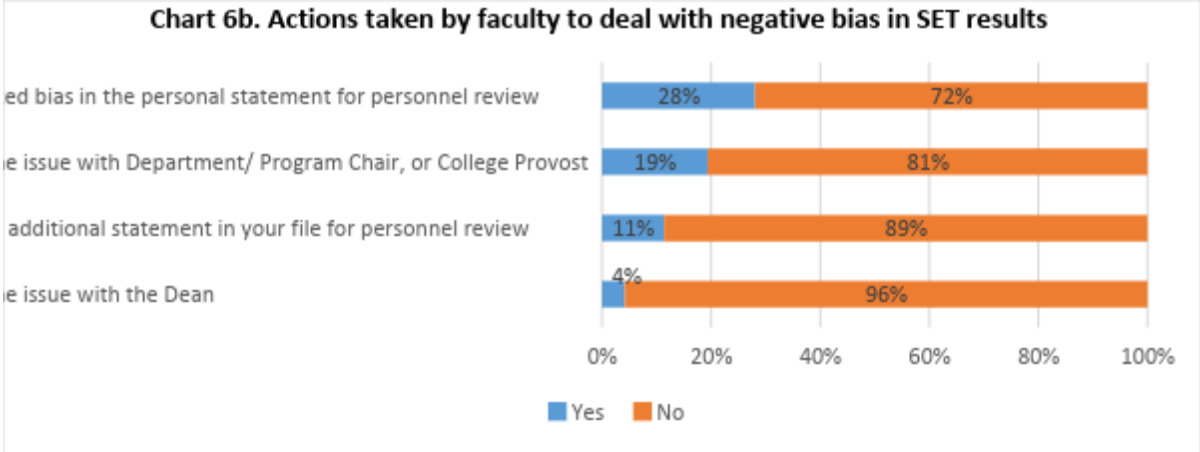
Faculty were asked about their experiences with seeing negative bias in their own evaluations and in the evaluations of other faculty. Instances of negative bias were reported in relation to each of the 15 personal characteristics listed in the survey questions. In their comments faculty provided numerous examples of bias they have experienced. These comments and the extent to which some subgroups of faculty are affected more than others will be analyzed in a separate report (because it requires group-specific analyses, rather than reporting a percentage of any given type of bias in the overall population).

Here we included results related to resources available to faculty for dealing with negative bias in SET results. The survey question was: Does your department/program have support (e.g., resources) on how to deal with negative bias in SET results? The vast majority of faculty in all divisions (about 90%) answered either "Don't know" or "No" (Chart 6a).

When faculty noticed negative bias in their SET results, over a quarter (29%) said that they contextualized it in the personal statement for personnel review (Chart 6b). One in five discussed it with Department or Program Chair or College Provost. One in ten included an additional statement for the personnel review.

In their comments about dealing with negative bias, many faculty noted that bias in quantitative responses is hard to detect/prove with one individual file under consideration. Also, faculty are hesitant to bring up or to direct attention to negative bias in their qualitative comments.





Section 7. Administering online SET

Faculty reported various ways they have tried in order to encourage students to complete online SET. Almost everyone (92%) has tried to explain to students that their opinions are valued and taken seriously (Chart 7a). And most (70%) do it regularly (Chart 7b).

Also the vast majority (87%) have explained that SET is very important to the faculty's improvement of their teaching. Almost two-thirds (62%) of faculty have explained that departments use SET for faculty's hiring, firing, and promotion. A third of faculty have allocated time in class to fill out SETs. Very few faculty have given an extra credit a few times but no one does it regularly.

More than half of faculty thought that four approaches to increasing student participation in online SET were either an excellent idea or possibly reasonable depending on details, discussed below. These four approaches have not been utilized at UCSC thus far, and they include:

1. Allocate class time and ask students to bring electronic devices in class to fill out SET;
2. Require mandatory participation for grade release;
3. Streamline the reminder system (to reduce the number of email reminders);
4. Use campus social media (Facebook, twitter) and video clips to reach out to students about the importance of SET for evaluation and improvement of teaching.

In their comments, many faculty expressed reservations about using class time to fill out SET because they thought that SET was not about student learning, because they did not think the current SET was a valuable tool, or because they did not have time for it, especially due to cuts to lecture time. Several faculty in different divisions noted that they have a policy of no electronic devices in a classroom and would not be able to have students fill an online form in class.

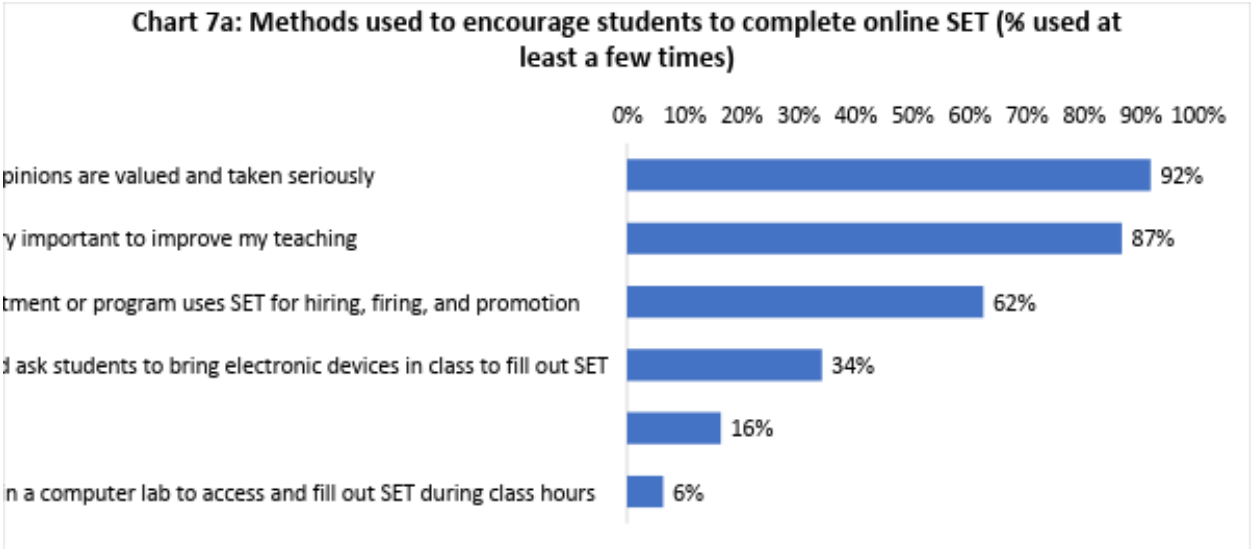
Many faculty across divisions emphasized the importance of creating a culture where students view SET as their responsibility. As one faculty put it, "linking SET to grade release will make everybody participate

and will elevate SET into a requirement/responsibility. I think that if this is done, we should understand that many students will do it with some resentment (because they are forced to do it), so their replies might be careless or biased, but in the process of doing it they might change their minds -especially if the evals are introduced by a brief paragraph that discusses why we require SET and how we use them."

However, faculty's concerns about requiring participation in SET included not only making some students angry or grumpy but also producing thoughtless evaluations and inaccurate results.

At the same time, several faculty in every division pointed out that paper evaluations used to be done during class time and that this approach yielded high response rates.

Many faculty explained their objection to giving extra- or participation credit based on several ideas (1) grades should reflect academic performance, (2) extra credit would take up more faculty time to calculate final grades, and (3) SET is a student responsibility. For example, "Giving extra credit or participation credit for SET has two major drawbacks: making the calculation of grades more complicated for both instructors and TAs, and feeding into the mentality that one does something only if there is an immediate reward (like extra credit) rather than because that's the right thing to do and because it will improve future class experiences."



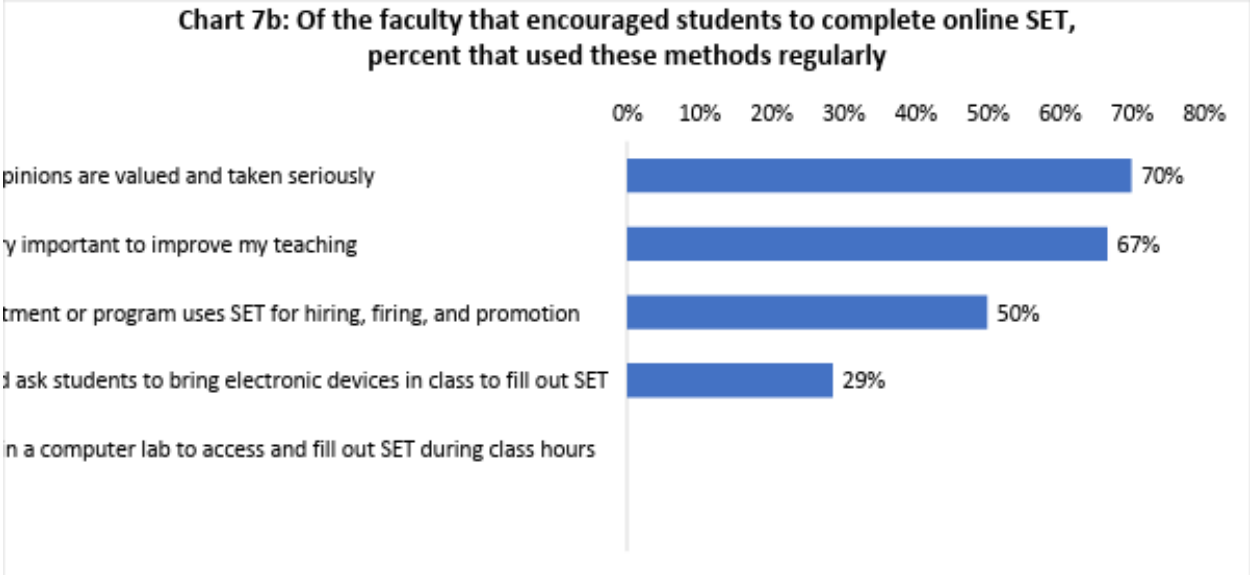


Chart 7b: Of the faculty that encouraged students to complete online SET, percent that used these methods regularly
0%
10%
20%
30%
40%
50%
60%
70%
80%
pinions are valued and taken seriously
70%
y important to improve my teaching
67%
tment or program uses SET for hiring, firing, and promotion
50%
l ask students to bring electronic devices in class to fill out SET
29%
n a computer lab to access and fill out SET during class hours

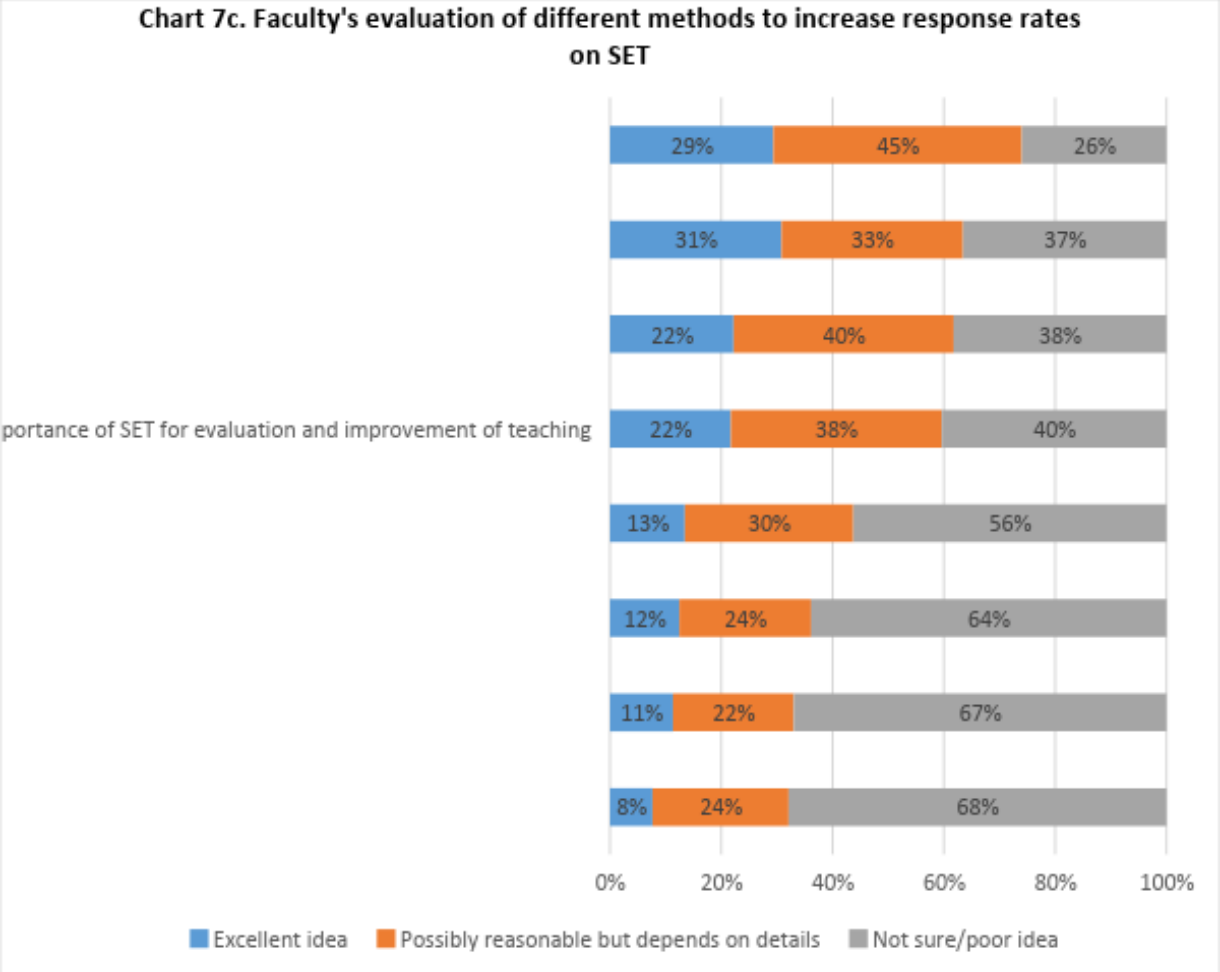
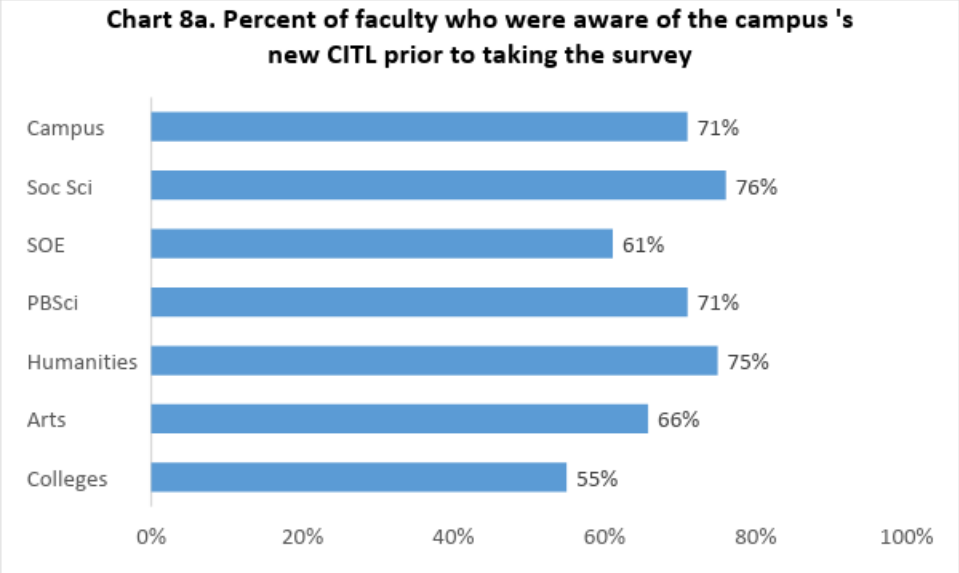


Chart 7c. Faculty's evaluation of different methods to increase response rates on SET
29%
45%
26%
31%
33%
37%
22%
40%
38%
portance of SET for evaluation and improvement of teaching
22%
38%
40%
13%
30%
56%
12%
24%
64%
11%
22%
67%
8%
24%
68%
0%
20%
40%
60%
80%
100%
Excellent idea
Possibly reasonable but depends on details
Not sure/poor idea

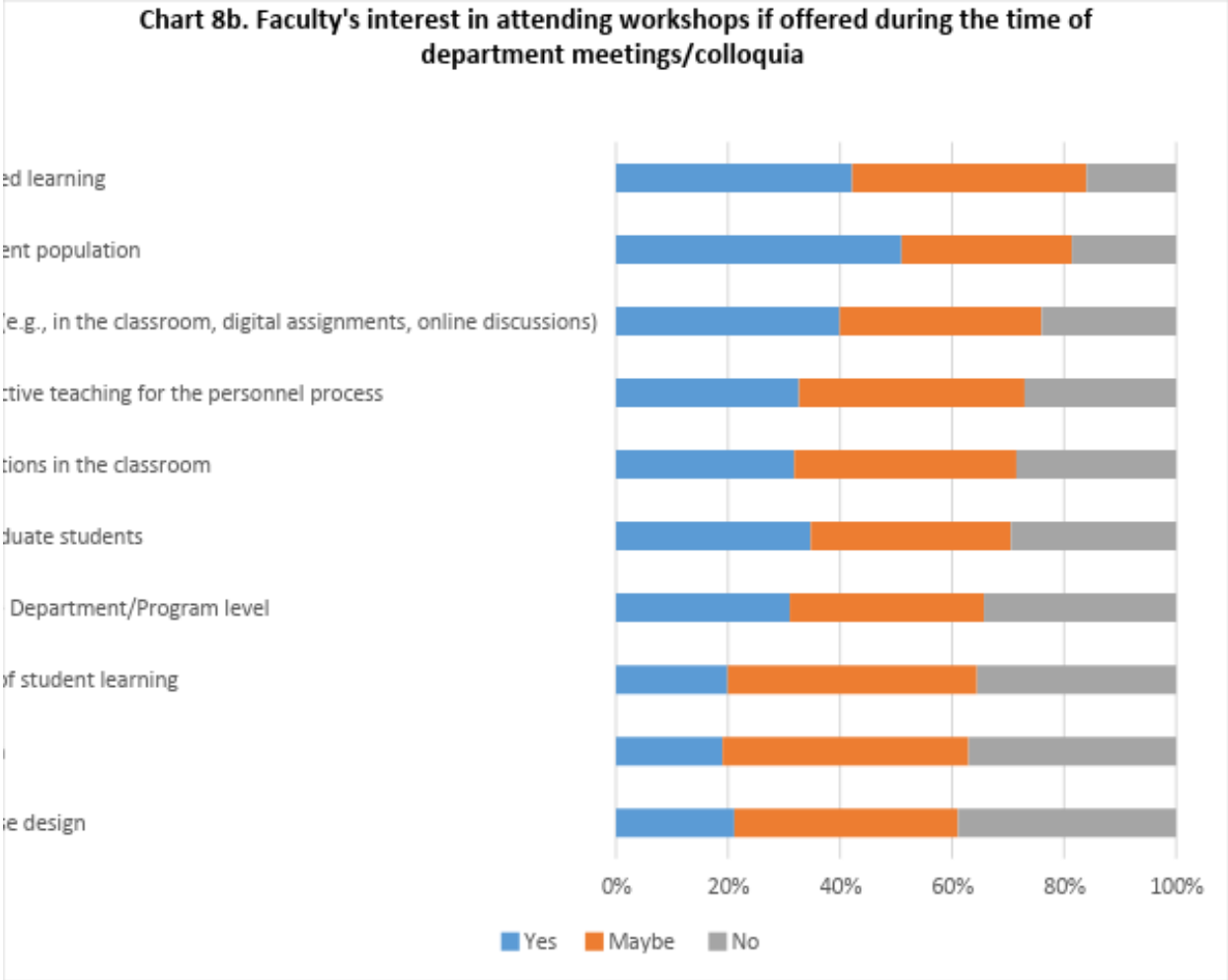
Section 8. Teaching Resources

We asked faculty whether, prior to taking this survey, they were aware of the existence of the campus's new teaching and learning center (CITL). Campus-wide, 72% of faculty were aware of the new center. Compared to other divisions, somewhat fewer faculty in the School of Engineering, Arts, and the Colleges knew about CITL (see Chart 8a).



Almost a quarter (24%) of Assistant professors and 37% of Lecturers did not know about the existence of CITL; this was significantly higher than among other groups of faculty (12-15% did not know).

Many faculty expressed a definite ("yes") or tentative interest ("maybe") in attending workshops on various teaching-related topics if these workshops were offered during the regular time of department meetings/colloquia. Campus-wide, over 80% of faculty expressed at least tentative interest in workshops on active and student-centered learning and teaching to a diverse student population (see Chart 8b).



Some of these topics were of <u>similar</u> interest to faculty regardless of their division. These topics included:

- Effective mentoring of graduate students
- Providing evidence of effective teaching for the personnel process
- Curriculum planning at the Program/Department level
- Rubric-based assessment of student learning
- Course and syllabus design
- Hybrid and/or online course design

Faculty's interest somewhat depended on their division in the following topics of workshops:

- There was more definite interest (said "yes, would attend") in the workshops on active and student-centered learning in the Arts, Humanities and PBSci divisions than in SOE and Social Sciences.

- Teaching with technology was of interest to the majority of faculty in four divisions (about 75% said yes or maybe) and to about half (47%) of SOE faculty.
- Curating difficult conversations in the classroom was of interest to 80% of faculty in the Arts, Humanities, and Social Sciences and to about 50% of PBSci and SOE faculty (including "yes" and "maybe").

We identified topics of definite interest to about 50% of faculty (they said "yes, would attend"), and listed them in order for each division in Table 2. SOE faculty did not report any topics of interest to about 50% of their faculty so we listed two topics of definite interest to about a third of their faculty.

Table 2. Most important topics to faculty by division (% said "yes, would attend")

Arts (n=40)	Humanities (n=78)	PBSci (n=65)	SOE (n=34)	Social Sciences (n=89)
Teaching to a diverse student population (58%)	Teaching to a diverse student population (51%)	Active and student-centered learning (52%)		Teaching to a diverse student population (54%)
Curating difficult conversations (53%)	Teaching with technology (48%)	Teaching to a diverse student population (50%)		Teaching with technology (41%)
Active and student-centered learning (48%)	Active and student-centered learning (45%)	Teaching with technology (45%)		Curating difficult conversations (39%)
Curriculum planning (45%)			Teaching to a diverse student population (35%)	Teaching to a diverse student population (38%)
Mentoring grad students (45%)			Mentoring grad students (32%)	
Evidence of effective teaching for the personnel process (45%)				

Many faculty across all types of appointments were interested in workshops on all of these topics. For example, Chart 8C shows faculty's interest in workshops about teaching to a diverse student propulation by rank/appointments.

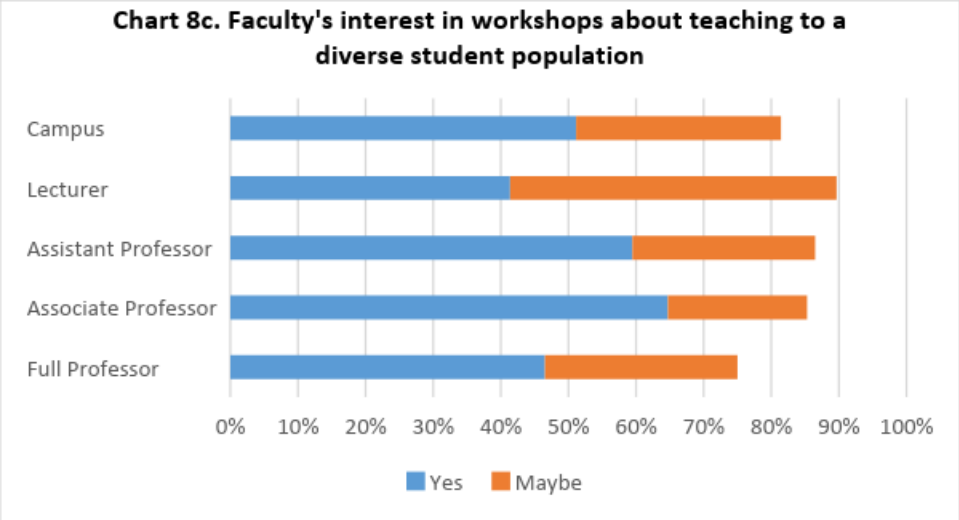


Chart 8c. Faculty's interest in workshops about teaching to a diverse student population
Campus
Lecturer
Assistant Professor
Associate Professor
Full Professor
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Yes
Maybe

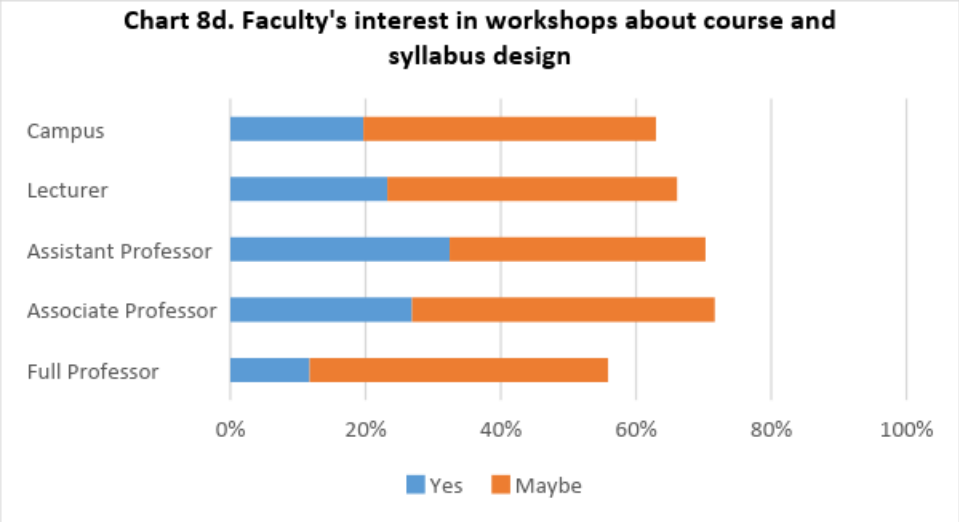


Chart 8d. Faculty's interest in workshops about course and syllabus design
Campus
Lecturer
Assistant Professor
Associate Professor
Full Professor
0%
20%
40%
60%
80%
100%
Yes
Maybe

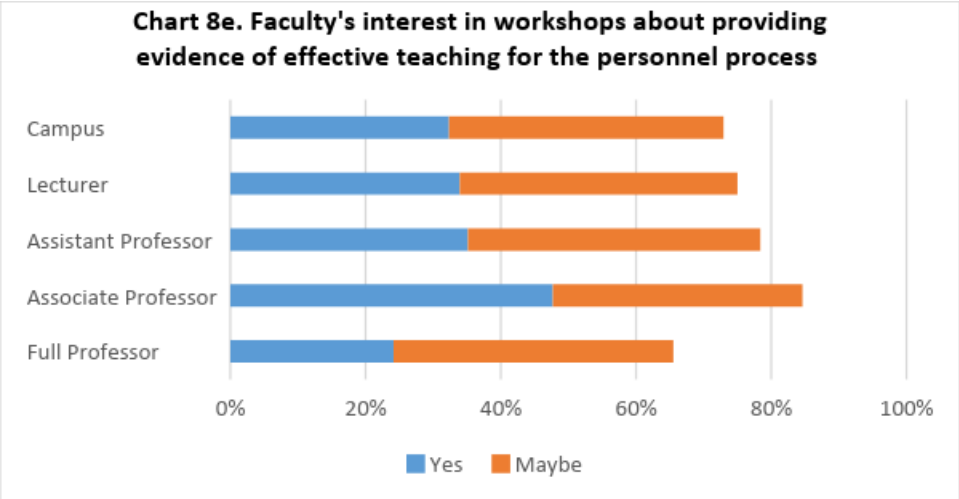


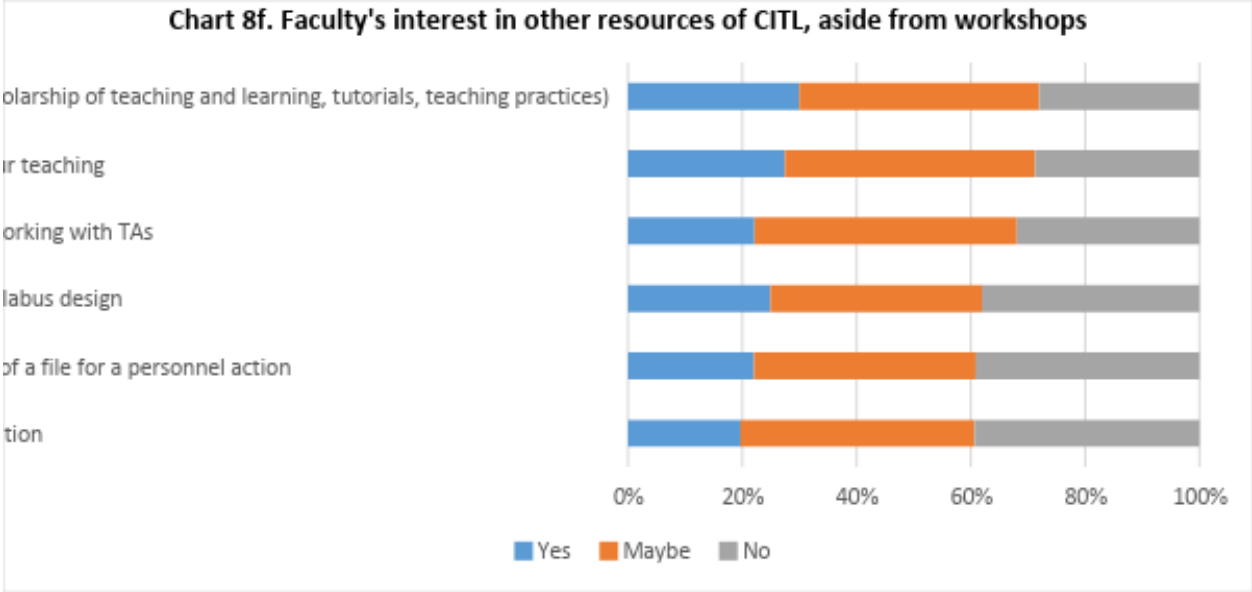
Chart 8e. Faculty's interest in workshops about providing evidence of effective teaching for the personnel process
Campus
Lecturer
Assistant Professor
Associate Professor
Full Professor
0%
20%
40%
60%
80%
100%
Yes
Maybe

Faculty also listed additional topics for workshops they would be interested in attending. Here is a list with the division of the faculty who suggested these topics:

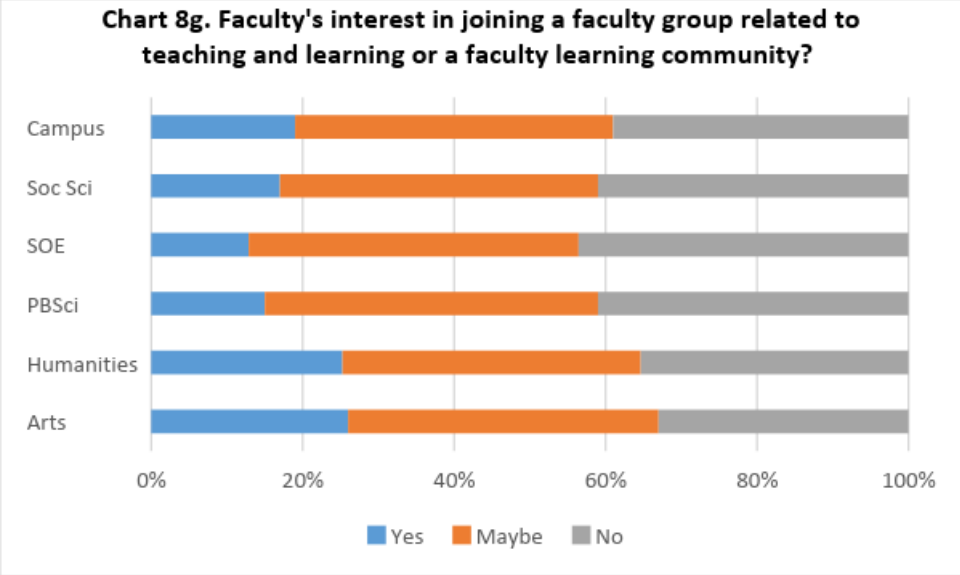
- How to lecture to a large class (Arts, SocSci)
- How to scale classes for larger number of students (SOE)
- On the different types of biases present in teaching evaluations and how to prevent these biases from impacting personnel actions (Arts, Hum)
- Putting together a teaching portfolio (Hum)
- Teaching to first generation students (Arts)
- About campus resources for students such as LSS, tutoring centers
- How to support international students (Hum)
- How to deal with students with emotional disabilities/differences in the classroom--anxiety, depression, aspergers, etc... (Hum, SocSci)
- About teaching effectively about sexual dynamics and gender politics in various types of instructional settings (Colleges)
- Talks about teaching in fundamental ways (Arts)
- Planning of assignments and exams (collaborative projects, alternative forms of assignments, more learning-centered assignments and exams) (Arts)
- Best practices for designing a syllabus (Hum)
- How to teach writing (Hum)
- About reading (Hum, SocSci)
- How to provide written feedback efficiently and effectively (Hum)
- How to conduct meetings with individual students or groups of students during office hours (SocSci)
- How to handle disruptive behavior in class (Hum, SocSci)
- Navigating microaggressions, politically fraught dynamics to promote student retention and success. Helping faculty to be more aware of power dynamics in the classroom (SocSci)
- Effects of meditation on student performance and how to lead it (is it worth the time taken away from class?) (Hum)
- Funding sources to support hands-on teaching (SOE)
- Public speaking (SocSci)
- A workshop on creating ppt slides, embedding video and other media into lecture presentations (SocSci)
- How to manage and work with TAs (giving them some autonomy yet closer mentoring if needed) (SocSci)

In addition to workshops, faculty also indicated their interest in other resources of CITL. About 70% of faculty said “yes” or “maybe” to using such resources as:

- Online library of teaching resources, including scholarship of teaching and learning, tutorials, links to information about teaching practices;
- Visits from CITL staff for observation of their teaching; and
- Consultations regarding TA preparation and working with TAs (see Chart 8f).

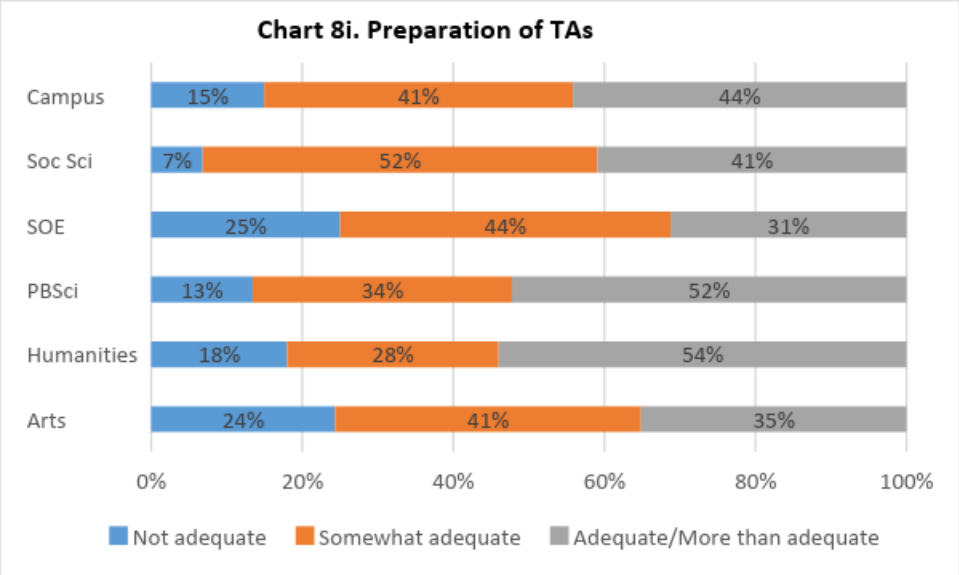


Around 60% of faculty expressed tentative or definite interest in joining a faculty group related to teaching and learning or a faculty learning community (Chart 8g). A quarter of faculty in the Humanities and Arts said yes.



Faculty evaluated TA preparation in their department on a four-point scale: (1) not adequate, (2) somewhat adequate, (3) adequate, and (4) more than adequate.[2] We combined top two categories "adequate" and "more than adequate" in Chart 8i.

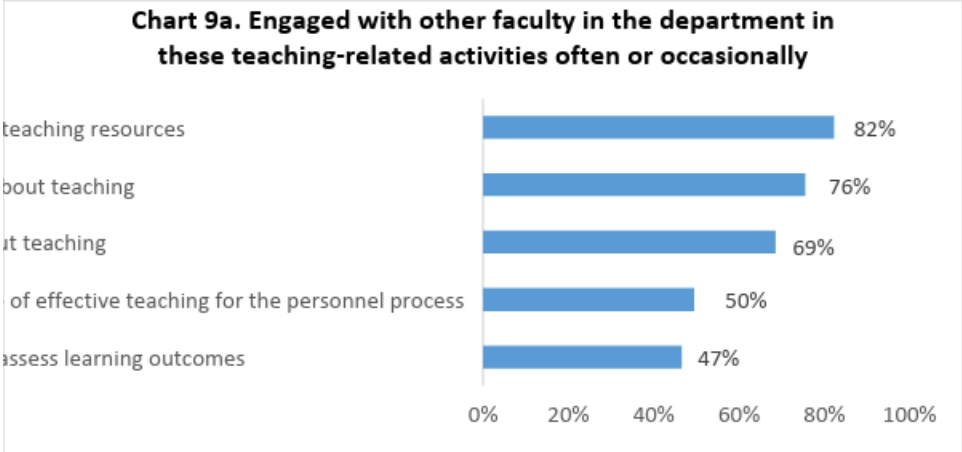
Campus-wide, fewer than half (44%) of faculty said that TA preparation is either adequate or more than adequate. Only about a third of faculty in the Arts and the School of Engineering considered TA training adequate. In PBSci and Humanities programs over half of faculty thought TA preparation was adequate.



Addendum Question: IS TEACHING VALUED IN YOUR DEPARTMENT?

most faculty provided support to colleagues in their department frequently/occasionally: 82% exchanged/shared teaching resources and 76% provided advice about teaching (Chart 9a). Almost 70% sought advice about teaching. One in two faculty at least occasionally discussed evidence of effective teaching for the personnel process and discussed ways to assess learning outcomes.

[2] Faculty who indicated that classes they teach don't have TAs were excluded from the analysis (12% campus-wide).



The survey ended with a question about the extent to which teaching is valued in their department (Chart 9b). The vast majority of faculty (86%) said that it is valued/highly valued. Only 2% said that teaching is minimally valued or not valued. The remaining 12% indicated that teaching is "somewhat valued, but it is not seen as central activity of faculty." No significant differences were found across the divisions.