Committee on Teaching (COT) Update

Students Experiences of Teaching Surveys (SETs)

Ongoing Goal of COT (with CITL):

Encouraging a more “developmental”
campus culture regarding teaching
and teaching evaluation:

• teaching as a developing skill
• recognition of efforts toward
  improvement, innovation
• focus on self-assessment and
  adjustment, not just evaluation

Current Challenges/Opportunities:

Building on our recent experiences in
the rapid shift to remote teaching

• learning ways to assess how it’s
  going for students, adjust as
  needed
• documenting efforts, lessons
  learned, successes
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RECENT CHANGES

1. COT revised SETs (collaborating with CITL & IRAPS):
   • Move from only evaluation to also formative/developmental
   • Name changed from “student evaluations” to Student Experience of Teaching Surveys (SETs)
   • Designed new items - instead of subjective evaluation, focus on specific aspects of students’ experiences
   • Responding to well-documented gender and ethnic bias, removed “overall” evaluation items
   • Revised SETs slightly and temporarily to reflect remote learning environment; potentially revise again permanently to better capture both remote and face-to-face

1. Changing platform for SETs – problems with WDYT; now rolling out BLUE:
   • Providing more opportunities for faculty to improve their own teaching with easily designed custom items, and other types of analysis only to be seen by instructor
   • Flexibility in auto-generating teaching tables; reducing staff workload
   • Roll out will be gradual - more from CITL and COT later this year
3. SETs in Personnel review - in collaboration with CAP:
   - Removing biased “overall effectiveness” item meant changing practice re: “teaching tables”
   - Teaching tables for personnel review this year use the item: “The instructor communicated clearly and explained concepts effectively”
   - Goal for next year and beyond: CAP in conjunction with COT, will decide on a set of items to include in tables for personnel reviews
   - Continuing UCSC practices, we avoid mean scores and comparisons across instructors, looking instead at patterns of students’ responses in the context of specific classes
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MOVING FORWARD

• Beyond SETs -
  • Aligning with UC policy requiring at least two forms of evidence of teaching effectiveness (and EVC suggestion of 3) --
  • CITL has created a departmental workshop and published resources on best practices for the use of these “other measures”
  • Other sources of evidence can be evaluation of one’s own teaching practices in personal statements, discussion of graduate mentoring, inclusion of syllabi in the file, peer review of teaching
• Concerns about low response rates –
  • Working with CITL on best practices to increase rates (e.g., students respond well to the idea that their feedback will help future students)
  • COT is planning to collaborate with SUA to better message to students importance and purpose of SETs