



Faculty Workshop on Using Existing SETs: Uses, Issues, and Best Practices

Workshop Outcomes

- Participants will develop a shared understanding of common uses, issues, and best practices regarding student course evaluations.
- Participants will develop new knowledge, skills, and strategies for using course evaluations to improve their course development and pedagogy.
- Participants will develop knowledge and skills in identifying bias and promoting equity in faculty evaluation and promotion.

Workshop Outline

1. Warm-up Activity

- a) In groups, discuss your current instrument. Consider the following:
- How long has the evaluation instrument been used?
 - What parts of the evaluation are most useful to you?
 - What parts of the evaluation are least useful to you?
 - How did you learn how to interpret and use the results of the evaluations?
 - What concerns do you have about the evaluations?

2. Education: Building a Shared Understanding

- a) Project Goal (from the AVD Grant): *This project seeks to update faculty evaluation and promotion criteria in ways that reimagine teaching, scholarship, and service. The goal is to institutionalize new policies and processes that foster leadership and inclusive success.*
- b) Share PowerPoint slide show or handout of current scholarship on SETs, along with any relevant institutional data as determined by the workshop leaders. This Toolkit includes resources for this step, such as the summary of "[Concerns about SETs.](#)"

3. Activity 1: Could be done as each topic is discussed or after.

- a) Response rates: Discuss strategies to increase response rates.
- Making time to complete the evaluations during class
 - Bonus points if x% of the class completes evaluations
 - Sharing changes you have made in the class based on previous evaluations and comments
 - Communicating with students about how evaluations are used as part of the faculty review/improvement process

b) Question construction:

- Review sample questions
- Consider how the sample questions might be revised to improve effectiveness or to address bias concerns

4. Activity 2: Review examples of student responses (group discussion).

- a) Address how we might interpret as instructors and as evaluators.
- b) Discuss how instructor might use when planning subsequent courses.
- c) Discuss how evaluators might proceed.

5. Activity 3: Use of reflection in course evaluations.

- a) Does your instrument allow for written self-reflection?
- b) Have you engaged in written self-reflection? If so, discuss your experience. If not, discuss why not.
- c) How might written reflection address some of the issues and concerns presented in the literature?
- d) Using one of your course evaluations from the previous semester, write a reflection in response to the evaluations.
- e) Discuss.

6. Wrap-Up: Identify key takeaways for the project goals listed above.