Faculty Survey Report

CEPP survey of faculty regarding qSET

April 3rd 2019, 4:35 am MDT

Q12 - Have you taught at Skidmore in the last 2 years?

1	Have you

Q12 - Have you taught at Skidmore in the last 2 years?

Q13 - What is your position at Skidmore?

Q13 - What is your position at Skidmore?

1	What is your position at Skidmore?	1.00	3.00	2.19	0.85	0.73	167

Q13 - What is your position at Skidmore?

1	Non-Tenure Track (visiting, instructor, staff)	28.74%	48
2	Tenure Track	23.35%	39
3	Tenured	47.90%	80
	Total	100%	167

Q14 - Are you a current, or previous, department chair/program director?

1	Are you a current, or previous, department chair/program director?	1.00	2.00	1.60	0.49	0.24	168

Q14 - Are you a current, or previous, department chair/program director?

Q32 - Have you served on the tenure and/or promotion committee?

Q32 -

Q32 - Have you served on the tenure and/or promotion committee?

Q15 -

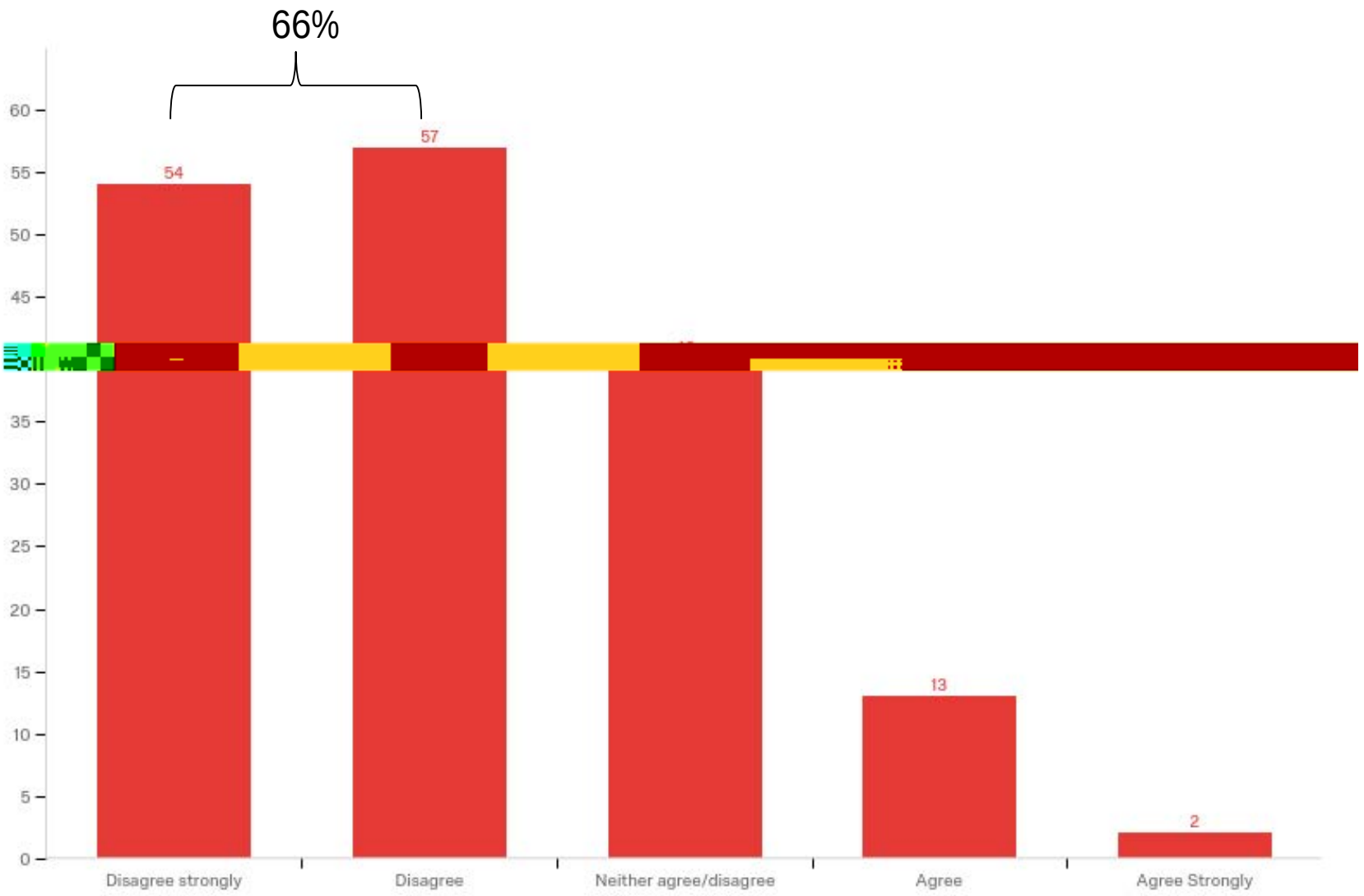
Q16 - The qSET form provides useful feedback to me as an instructor.

1	The qSET form provides useful feedback to me as an instructor.	1.00	5.00	3.02	1.11	1.24	166

Q16 - The qSET form provides useful feedback to me as an instructor.

1	Disagree strongly	10.84%	18
2	Disagree	22.89%	38
3	Neither agree/disagree	24.70%	41
4	Agree	36.14%	60
5	Agree Strongly	5.42%	9
	Total	100%	166

Q17 - The qSET scores are objective evaluations of teaching effectiveness.

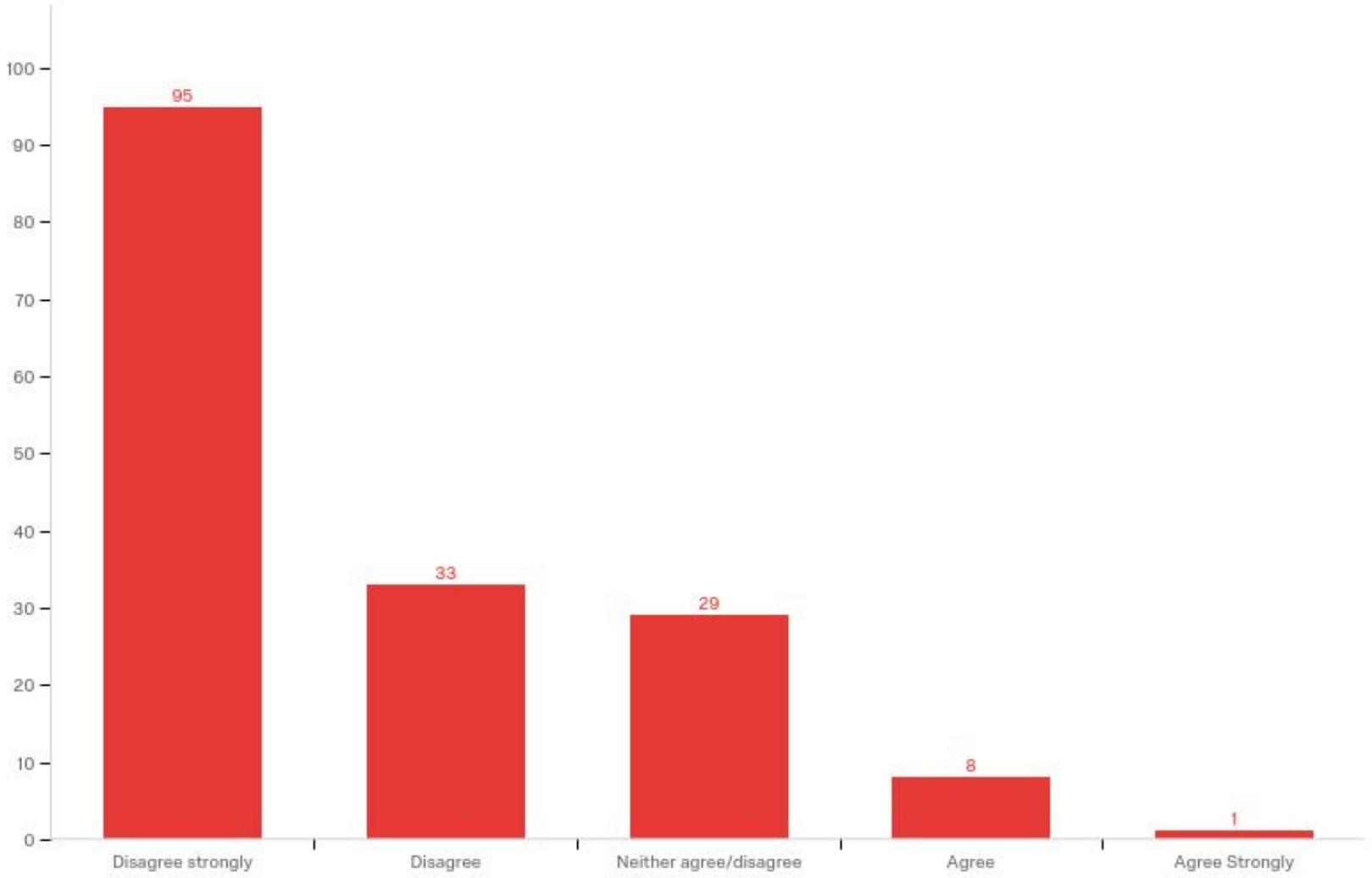


Q17 - The qSET scores are objective evaluations of teaching effectiveness.

1	The qSET scores are objective evaluations of teaching effectiveness.	1.00	5.00	2.11	0.99	0.98	166

Q18 - Instructor characteristics such as race, ethnicity, gender, etc. do not influence the qSET scores.

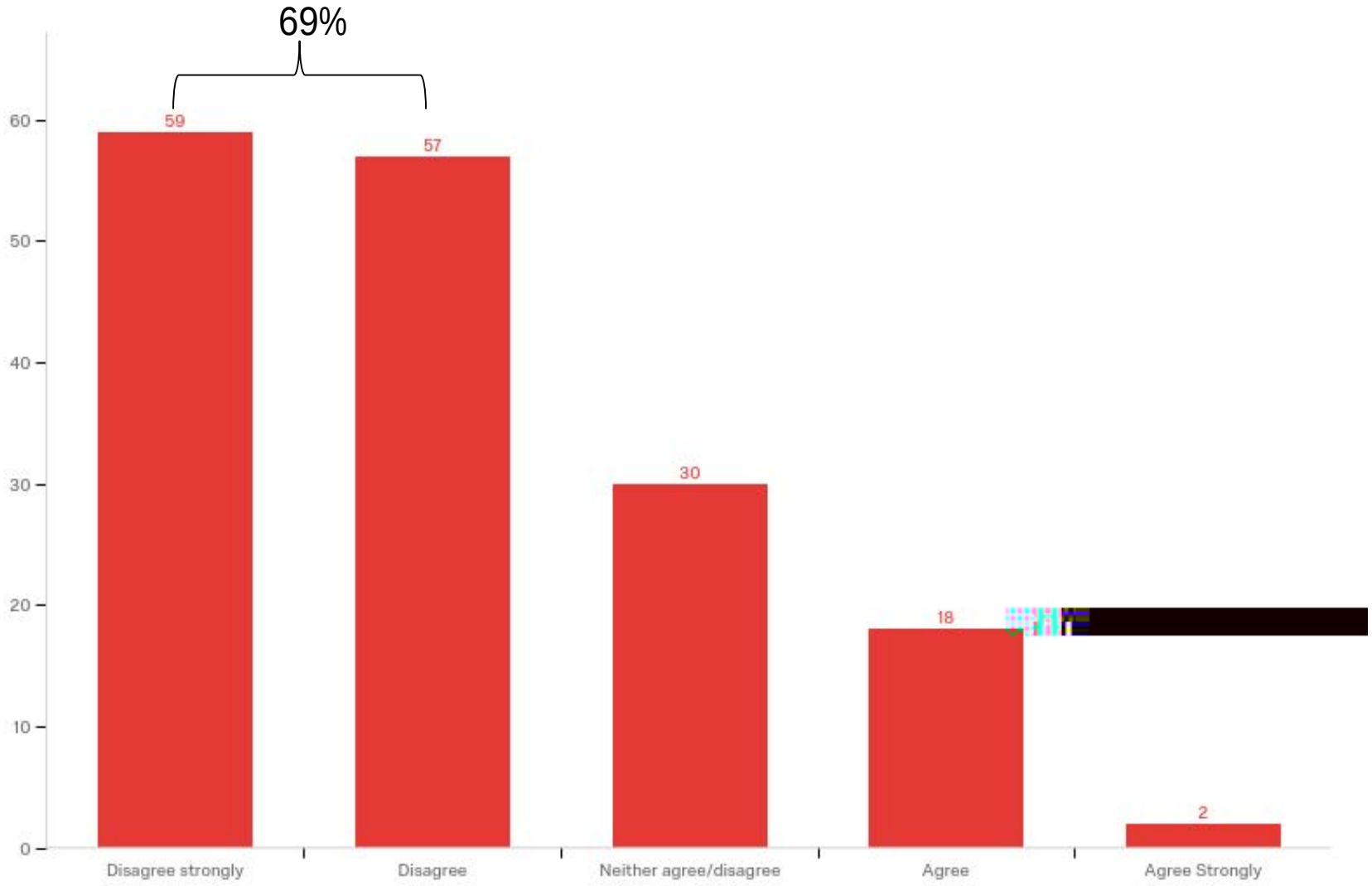
77%



Q18 - Instructor characteristics such as race, ethnicity, gender, etc. do not influence the qSET scores.

1

Q19 - The qSET form is useful for assessing student learning.



Note: responses differed between position TT disagreed more than NTT

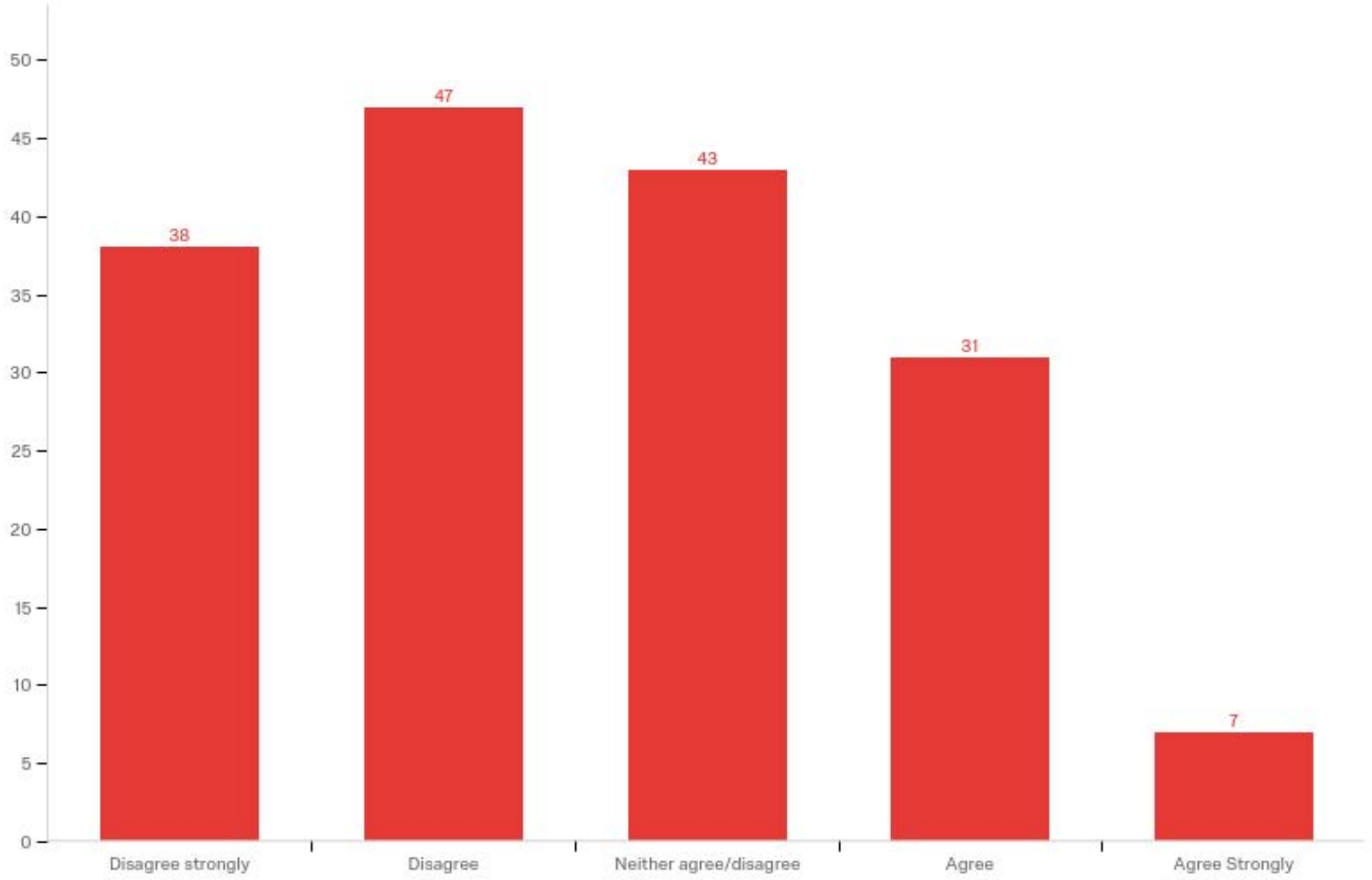
Q19 - The qSET form is useful for assessing student learning.

1	The qSET form is useful for assessing student learning.	1.00	5.00	2.08	1.04	1.07	166

Q19 - The qSET form is useful for assessing student learning.

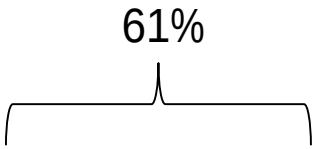
1	Disagree strongly	35.54%	59
2	Disagree	34.34%	57
3	Neither agree/disagree	18.07%	30
4	Agree	10.84%	18
5	Agree Strongly	1.20%	2
	Total	100%	166

Q20 - The qSET data are necessary for evaluating teaching effectiveness.



Q20 -

Q21 - There is a specific overall qSET score which demonstrates a minimum standard of effective teaching.



Q21 - There is a specific overall qSET score which demonstrates a minimum standard of effective teaching.

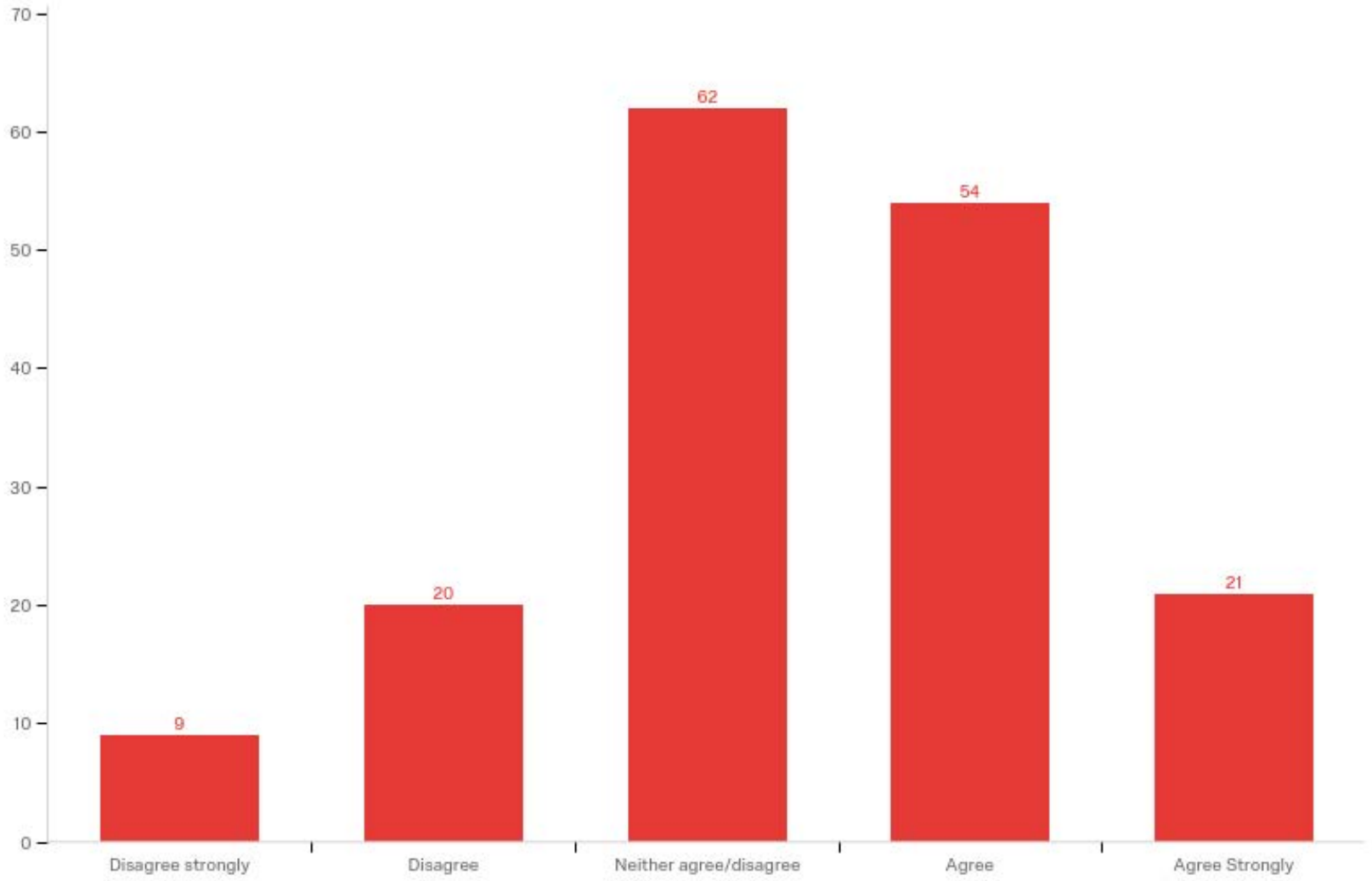
1	There is a specific overall qSET score which demonstrates a minimum standard of effective teaching.	1.00	5.00	2.17	0.94	0.88	165

Q22 - If you agree with the question above, what is your minimum standard for overall qSET

Q22 - If you agree with the question above, what is your minimum standard for overall qSET scores for demonstrating teaching effectiveness?

3 or above
This is absolutely where bias could come in. Strongly disagree, and its a good question

Q24 - Students give higher ratings to instructors who teach less demanding courses.

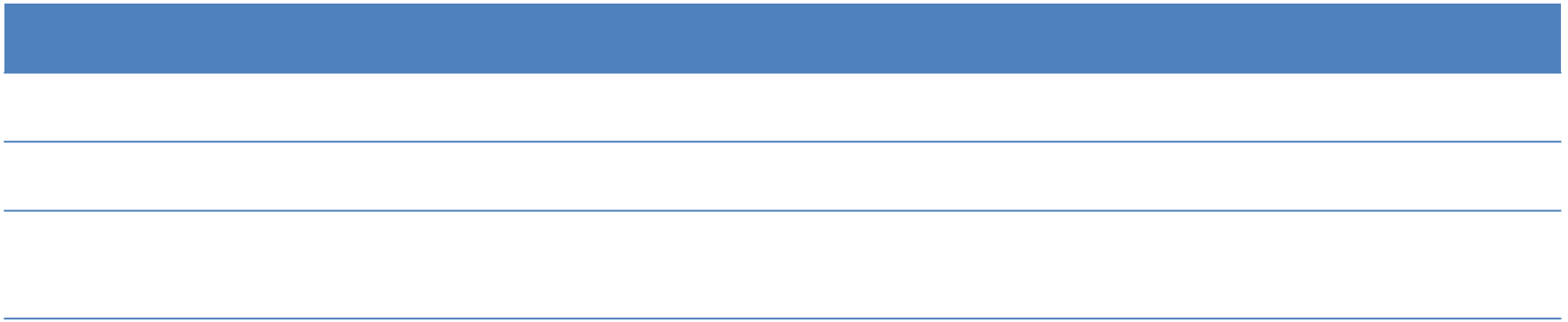


*ATC/PC members differed from other 2.9 v. 3.4, more likely to disagree or ambivalent. TT faculty more likely to agree (3.8 vs 3.2 for NTT/T)

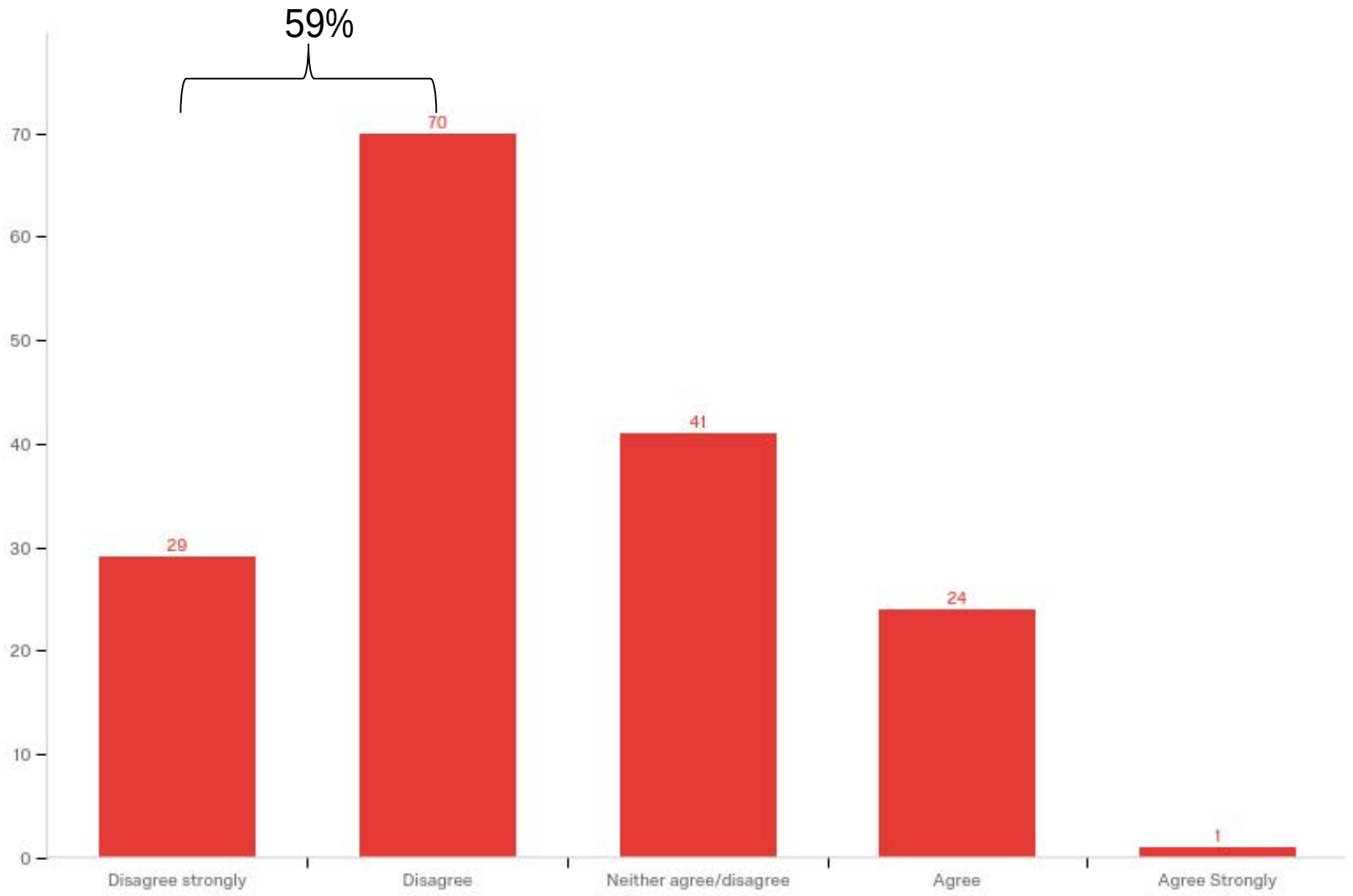
Q24 - Students give higher ratings to instructors who teach less demanding courses.

1	Students give higher ratings to instructors who teach less demanding courses.	1.00	5.00	3.35	1.02	1.05	166

Q24 - Students give higher ratings to instructors who teach less demanding courses.



Q25 - Students base their ratings on how much they learned.



Q25 - Students base their ratings on how much they learned.

1	Students base their

Q25 - Students base their ratings on how much they learned.

1	Disagree strongly	17.58%	29
2	Disagree	42.42%	70
3	Neither agree/disagree	24.85%	41
4	Agree	14.55%	24
5	Agree Strongly	0.61%	1
	Total	100%	165

Q26 - qSET scores correlate strongly with student learning outcomes.

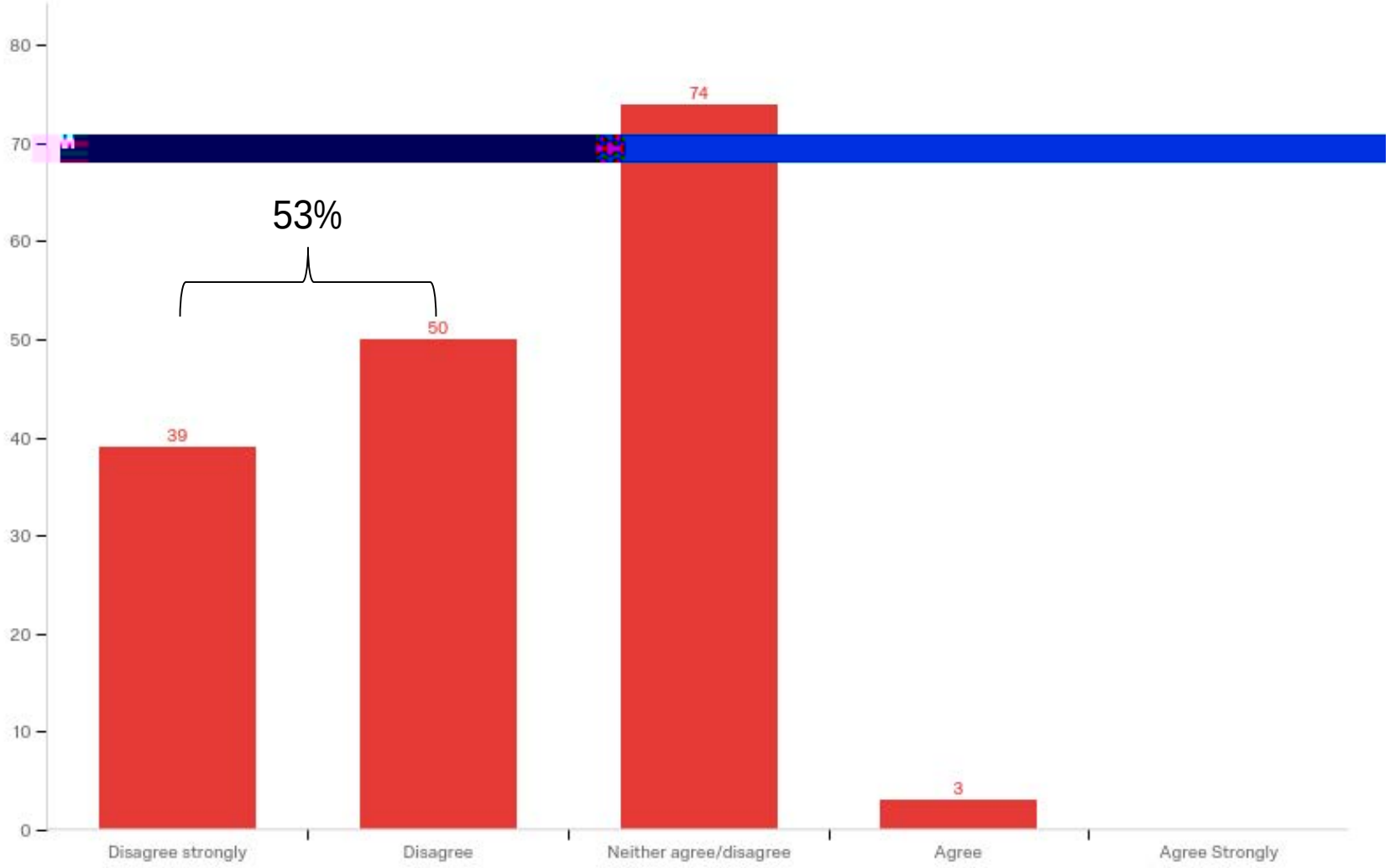
Q26 - qSET scores correlate strongly with student learning outcomes.

1	qSET scores correlate strongly with student learning outcomes.	1.00	5.00	2.21	0.87	0.76	166

Q26 - qSET scores correlate strongly with student learning outcomes.

1	Disagree strongly	22.29%	37
2	Disagree	40.96%	68
3	Neither agree/disagree	30.72%	51
4	Agree	5.42%	

Q27 - qSET scores correlate strongly with students' future academic performance.



Q27 - qSET scores correlate strongly with students' future academic performance.

1	qSET scores correlate strongly with students' future academic performance.	1.00	4.00	2.25	0.83	0.69	166

Q27 - qSET scores correlate strongly with students' future academic performance.

1	Disagree strongly	23.49%	39
2	Disagree	30.12%	50
3	Neither agree/disagree	44.58%	74
4	Agree	1.81%	3
5	Agree Strongly	0.00%	0
	Total	100%	166

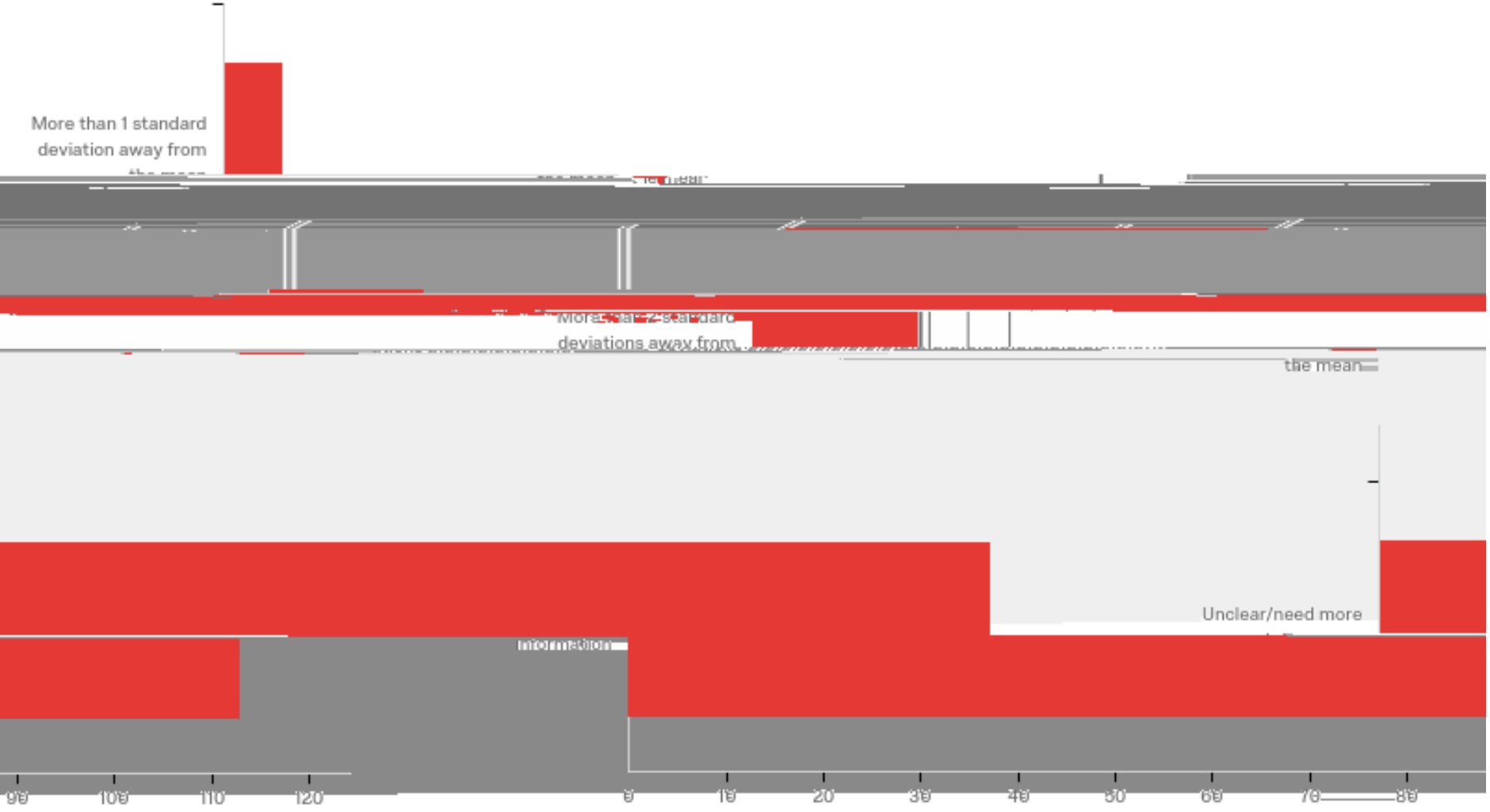
Q28 - A qSET score less than the mean would indicate inadequate teaching effectiveness.

1	A qSET score less than the mean would indicate inadequate teaching effectiveness.	7.00	12.00	11.38	1.65	2.72	161

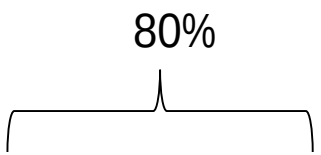
Q28 - A qSET score less than the mean would indicate inadequate teaching effectiveness.

7	Agree	12.42%	20
12	Disagree	87.58%	141
	Total	100%	161

Q33 - If you answered "Disagree" on the previous question, which of the following thresholds would indicate inadequate teaching effectiveness?



Q29 - Students base their ratings on satisfaction with the course or instructor.



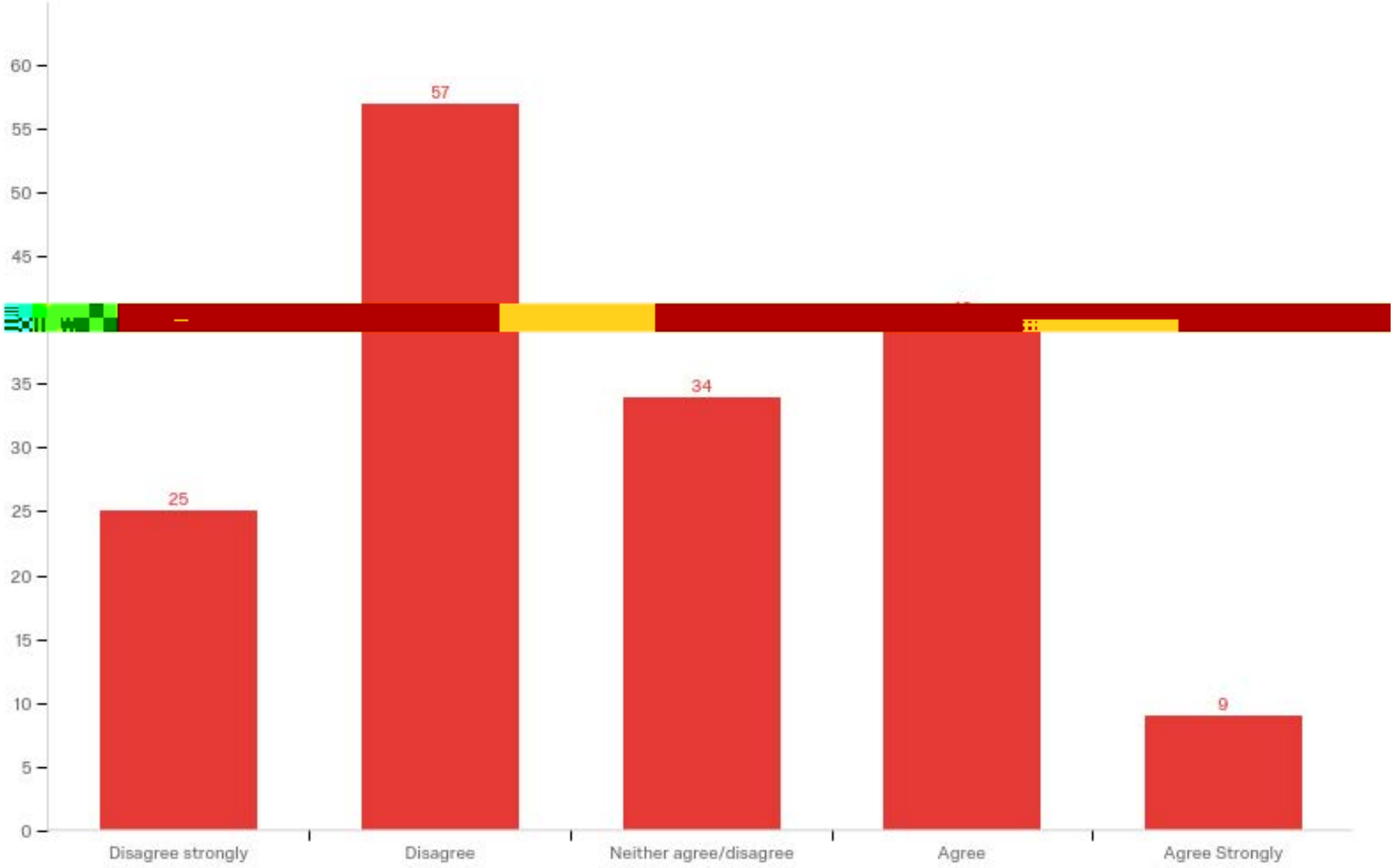
Q29 - Students base their ratings on satisfaction with the course or instructor.

1	Students base their ratings on satisfaction with the course or instructor.	2.00	5.00	3.99	0.65	0.43	164

Q29 - Students base their ratings on satisfaction with the course or instructor.

1	Disagree strongly	0.00%	0
2	Disagree	1.83%	3
3	Neither agree/disagree	16.46%	27
4	Agree	62.80%	103
5	Agree Strongly	18.90%	31
	Total	100%	164

Q30 - I feel pressure to make my class less demanding to get favorable evaluations (i.e. qSET scores).

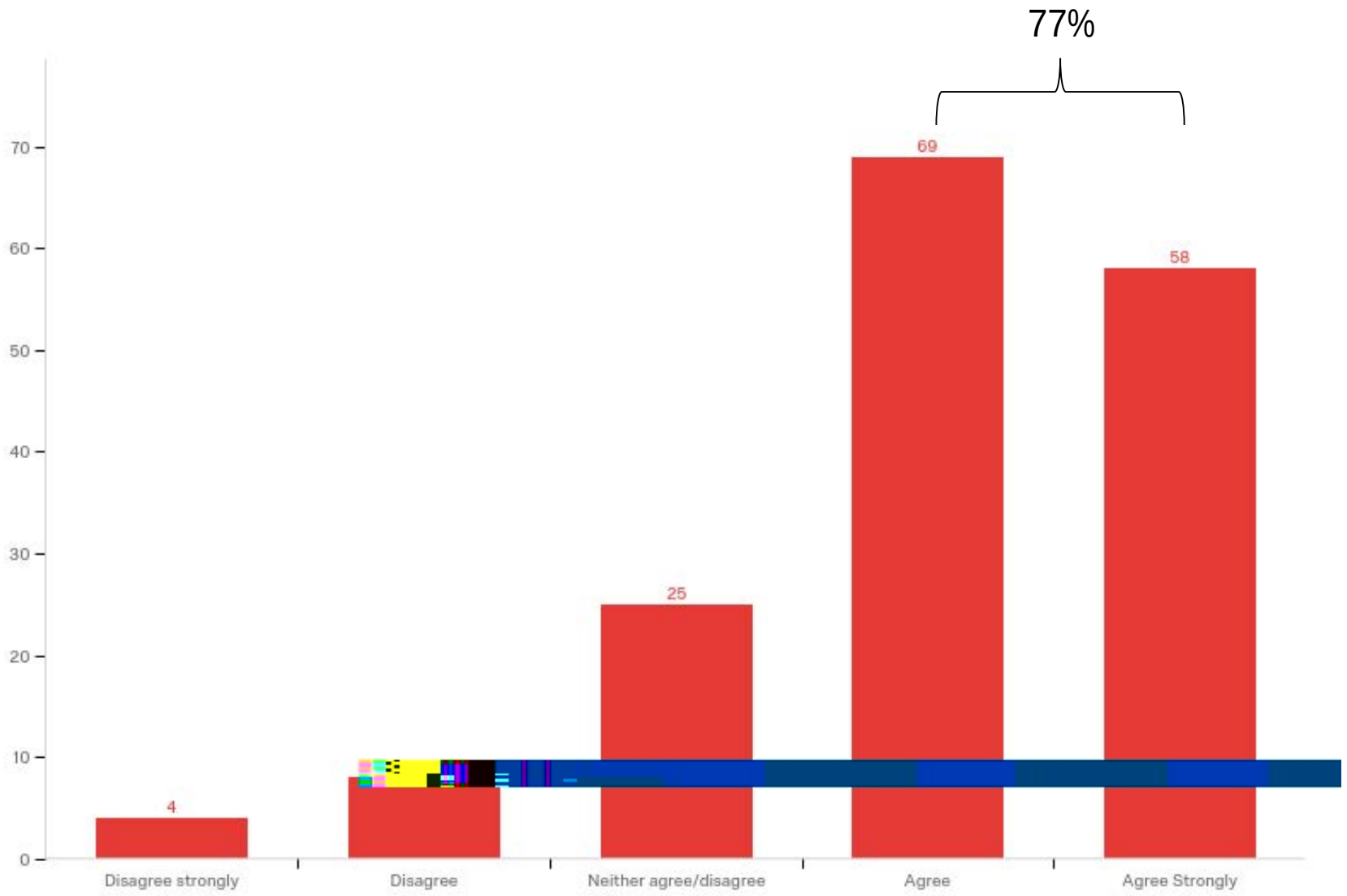


*ATC/PC members differed from other 2.2 v. 2.8, more likely to disagree or ambivalent.
TT faculty less likely to disagree than tenured faculty (3.1 vs. 2.6)

Q30 - I feel pressure to make my class less demanding to get favorable evaluations (i.e. qSET scores).

1	Disagree strongly	15.15%	25
2	Disagree	34.55%	57
3	Neither agree/disagree	20.61%	34
4	Agree	24.24%	40
5	Agree Strongly	5.45%	9
	Total	100%	165

Q31 - Students are influenced by an instructor's gender in their evaluations of teaching (e.g. qSET scores).



NTT faculty less likely to agree than TT or T faculty

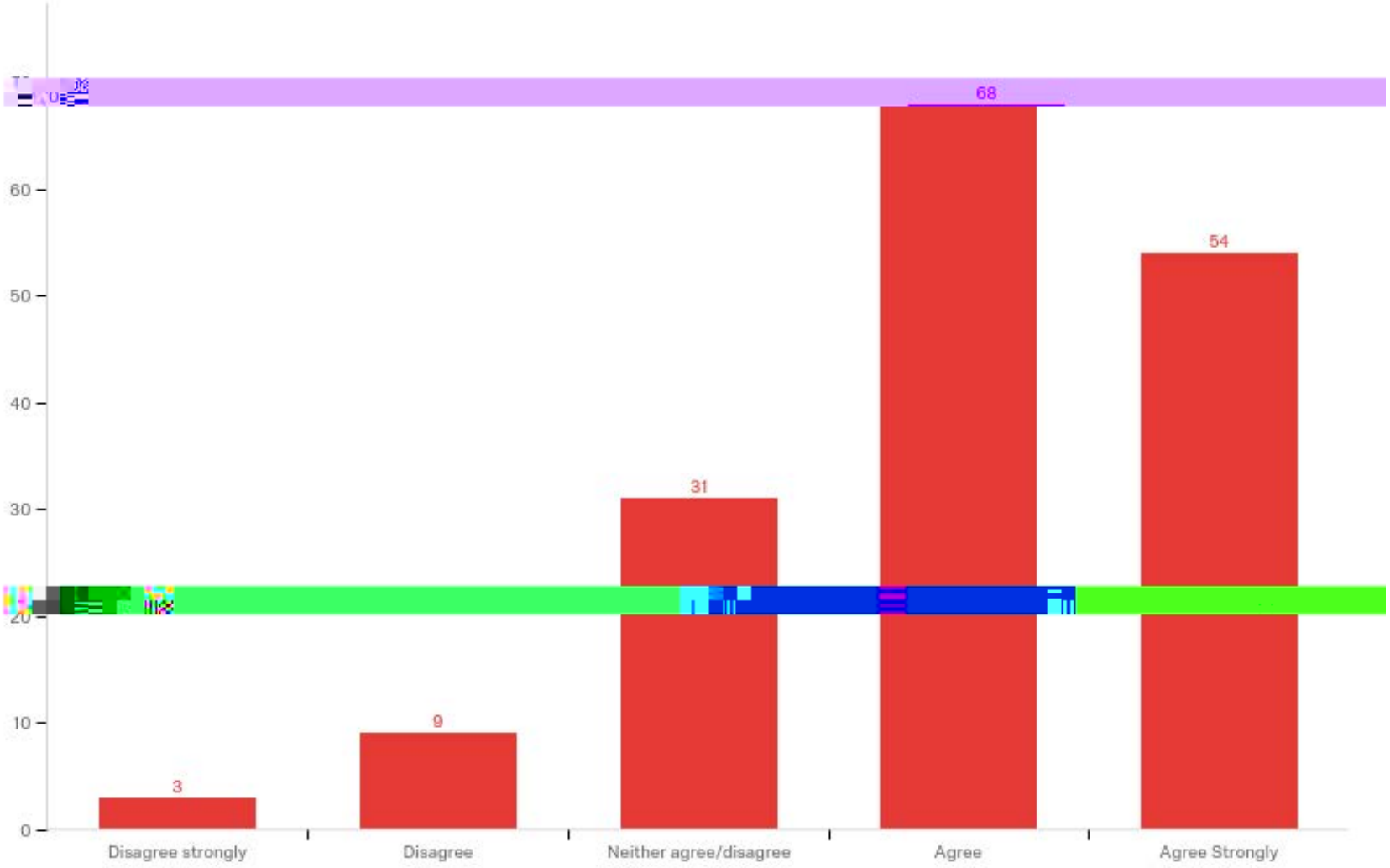
Q31 - Students are influenced by an instructor's gender in their evaluations of teaching (e.g. qSET scores).

1	Students are influenced by an

Q31 - Students are influenced by an instructor's gender in their evaluations of teaching (e.g. qSET scores).

1	Disagree strongly	2.44%	4
2	Disagree	4.88%	8
3	Neither agree/disagree	15.24%	25
4	Agree	42.07%	69
5	Agree Strongly	35.37%	58
	Total	100%	164

Q32 - Students are influenced by an instructor's race/ethnicity in their evaluations of teaching (e.g. qSET scores).



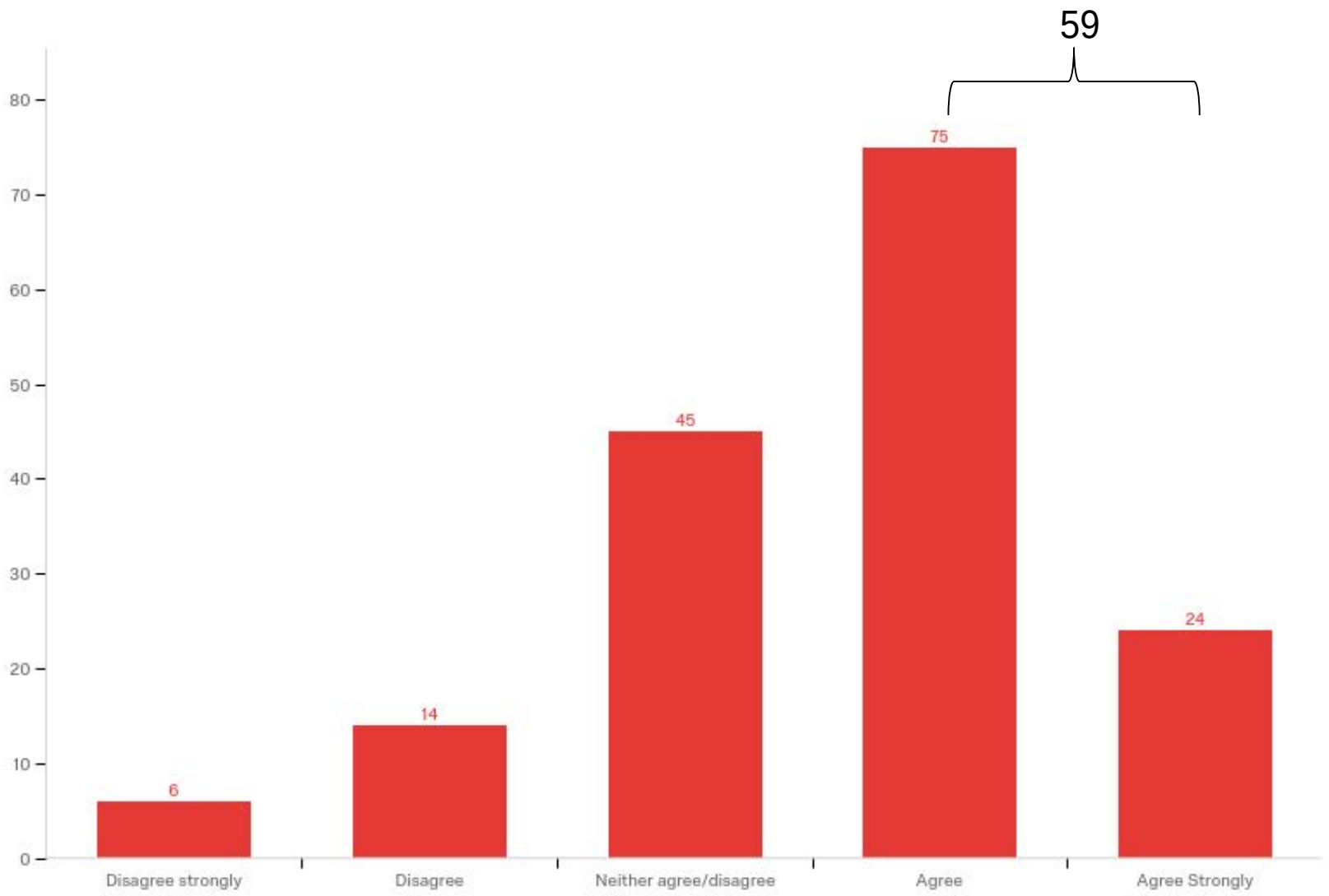
Q32 - Students are influenced by an instructor's race/ethnicity in their evaluations of teaching (e.g. qSET scores).

1	Students are influenced by an instructor's race/ethnicity in their evaluations of teaching (e.g. qSET scores).	1.00	5.00	3.98	0.95	0.90	165

Q32 - Students are influenced by an instructor's race/ethnicity in their evaluations of teaching (e.g. qSET scores).

1	Disagree strongly	1.82%	3
2	Disagree	5.45%	9
3	Neither agree/disagree	18.79%	31
4	Agree	41.21%	68
5	Agree Strongly	32.73%	54
	Total	100%	165

Q33 - Instructors take the student evaluations seriously.



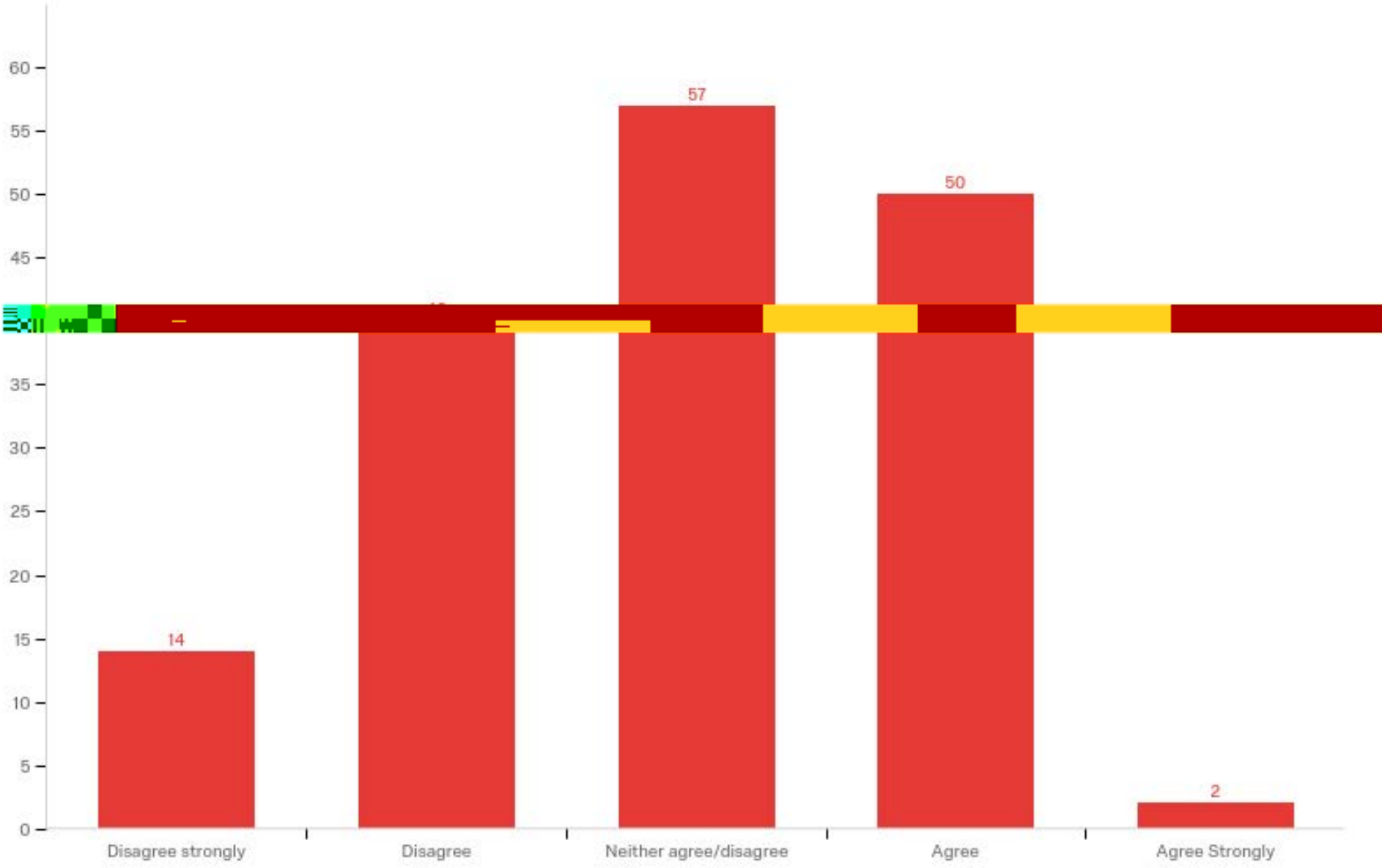
Q33 - Instructors take the student evaluations seriously.

1	Instructors take the student evaluations seriously.	1.00	5.00	3.59	0.96	0.92	164

Q33 - Instructors take the student evaluations seriously.

1	Disagree strongly	3.66%	6
2	Disagree	8.54%	14
3	Neither agree/disagree	27.44%	45
4	Agree	45.73%	75
5	Agree Strongly	14.63%	24
	Total	100%	164

Q34 - Students take the evaluations of teaching seriously.



Q34 - Students take the evaluations of teaching seriously.

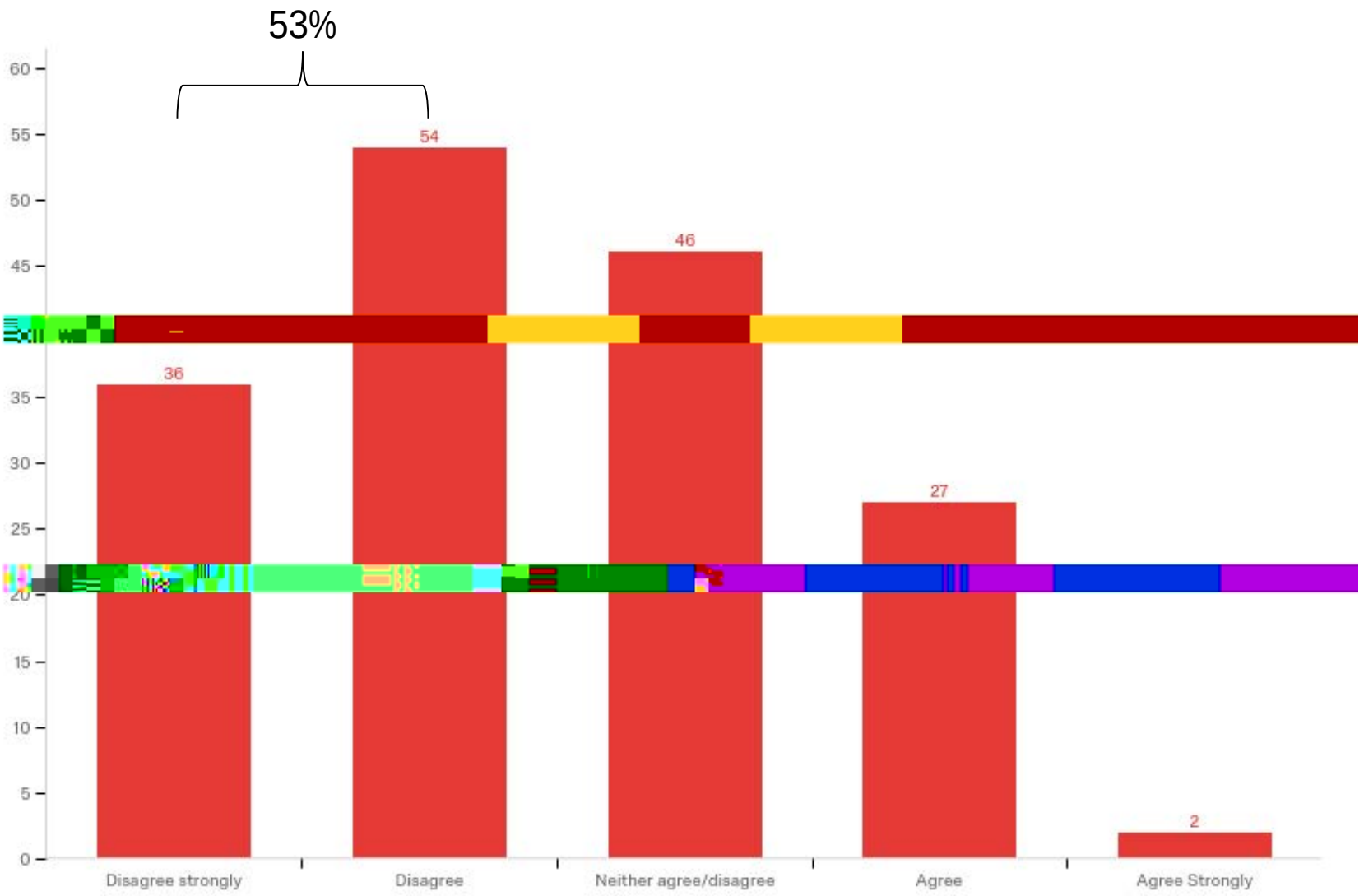
Q34 - Students take the evaluations of teaching seriously.

1	Disagree strongly	8.59%	14
2	Disagree	24.54%	40
3	Neither agree/disagree	34.97%	57
4	Agree	30.67%	50
5	Agree Strongly	1.23%	2
	Total	100%	163

Q35 - Students should be trained about the qSET and its use.

1	Disagree strongly	6.06%	10
2	Disagree	8.48%	14
3	Neither agree/disagree	23.03%	38
4	Agree	35.15%	58
5	Agree Strongly	27.27%	45
	Total	100%	165

Q36 - I am satisfied with the current qSET form.

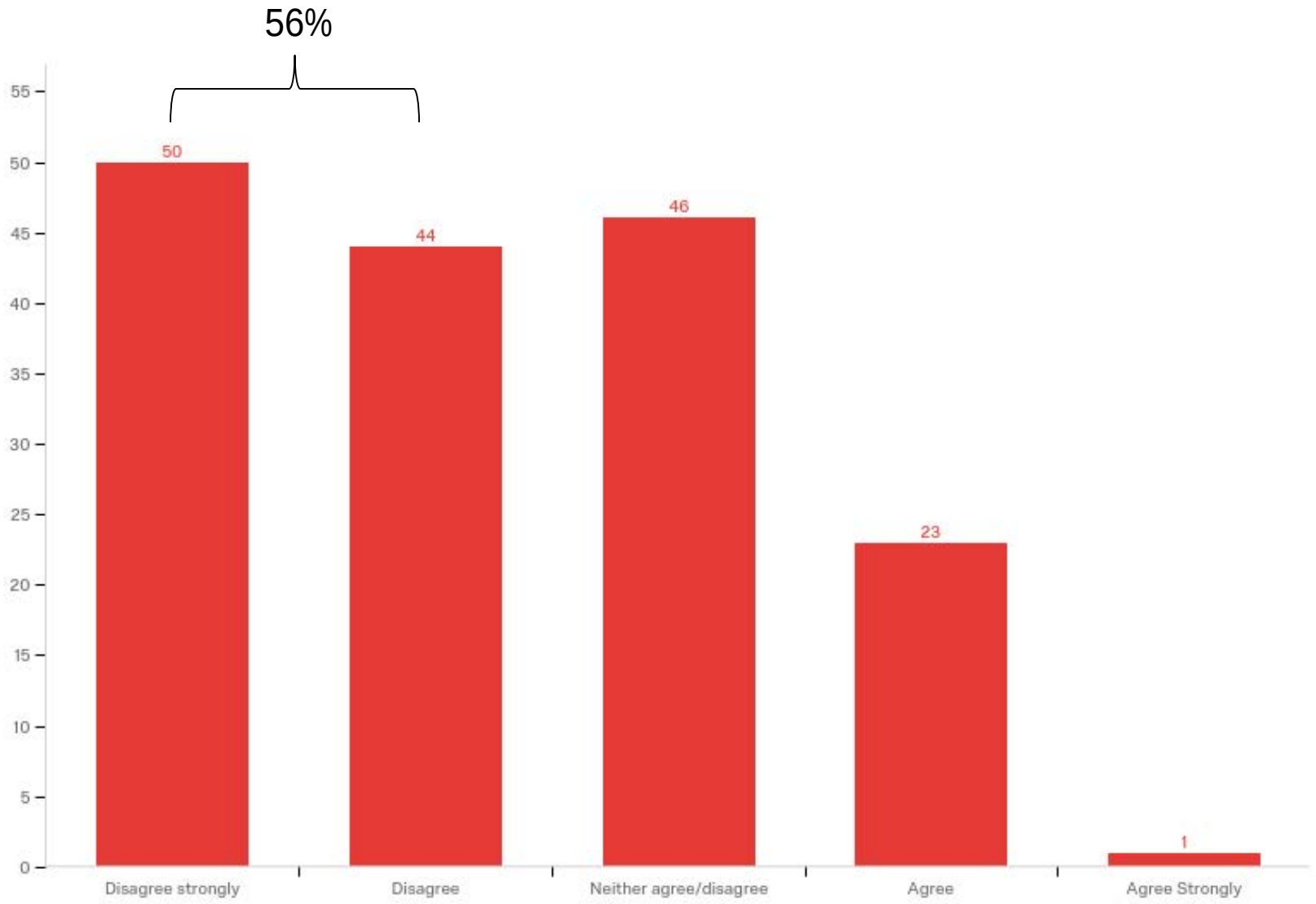


Q36 - I am satisfied with the current qSET form.

1	I am satisfied with the current qSET

Q36 -

Q37 - I am satisfied with how the current qSET form is used.



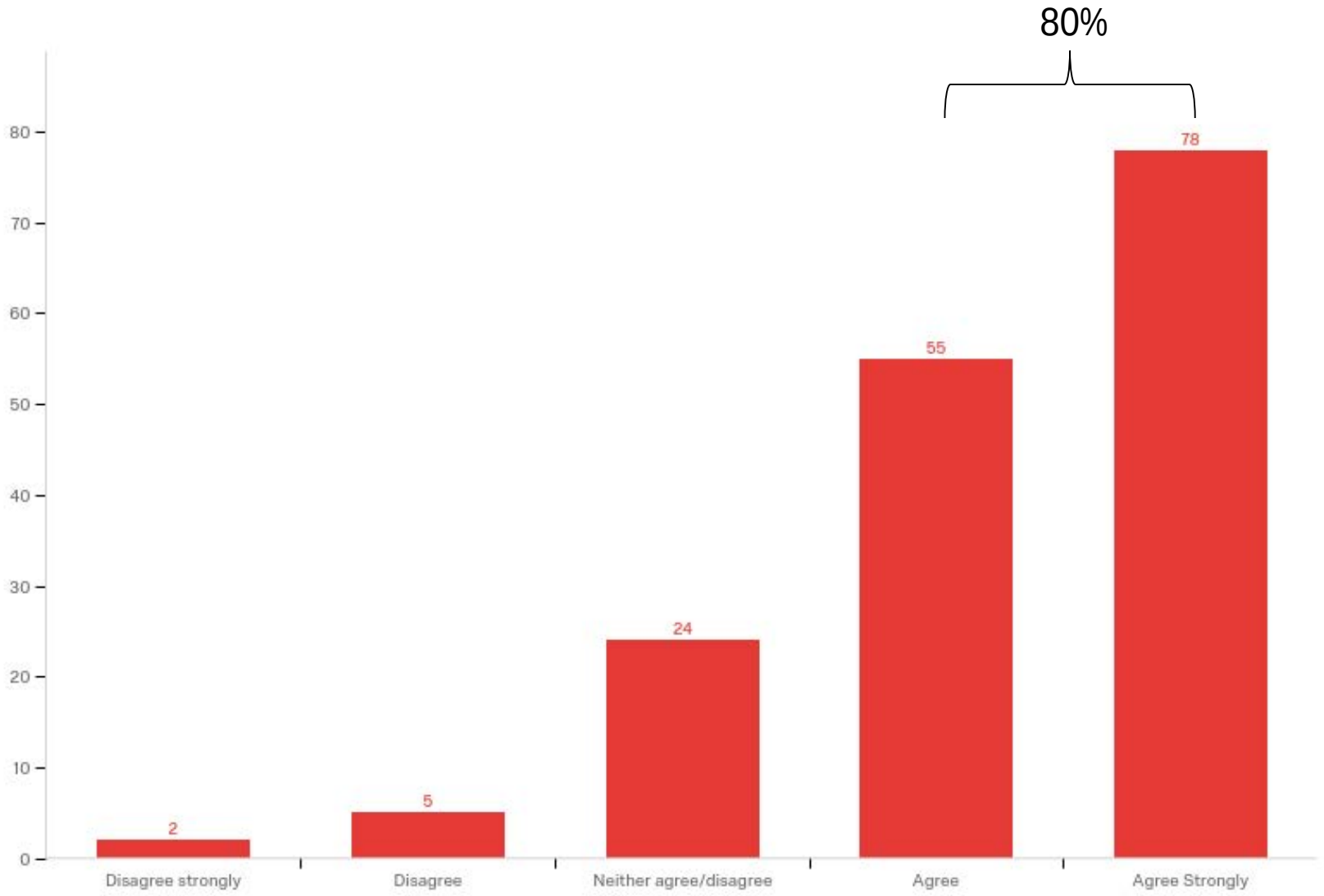
Q37 - I am satisfied with how the current qSET form is used.

1	I am satisfied with how the current qSET form is used.	1.00	5.00	2.27	1.06	1.13	164

Q37 - I am satisfied with how the current qSET form is used.

1	Disagree strongly	30.49%	50
2	Disagree	26.83%	44
3	Neither agree/disagree	28.05%	46
4	Agree	14.02%	23
5	Agree Strongly	0.61%	1
	Total	100%	164

Q38 - More comprehensive methods of assessing teaching effectiveness should be employed when evaluating teaching effectiveness.



NTT faculty less agreement than TT or T faculty

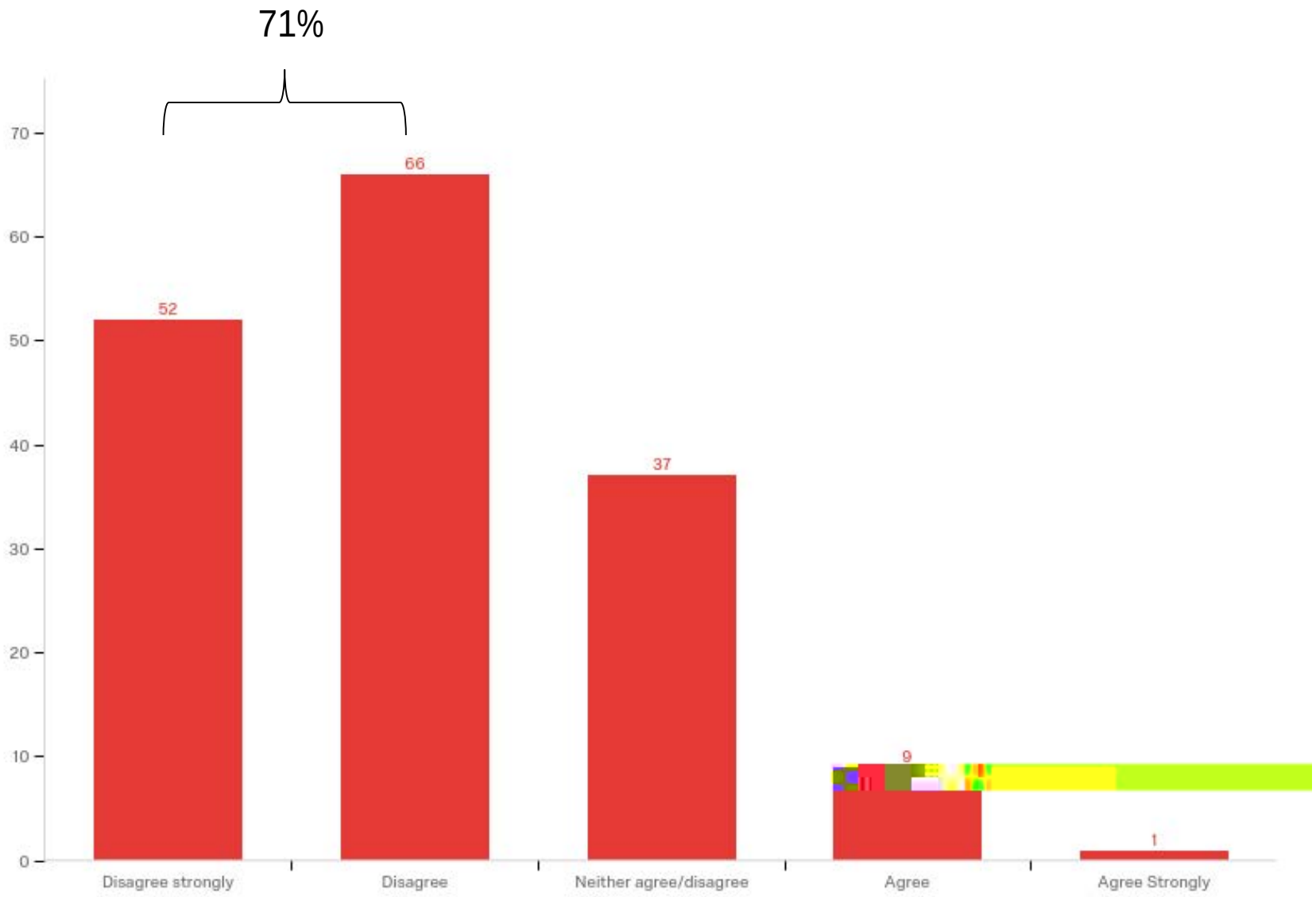
Q38 - More comprehensive methods of assessing teaching effectiveness should be employed when evaluating teaching effectiveness.

1	More comprehensive methods of assessing teaching effectiveness should be employed when evaluating teaching effectiveness.	1.00	5.00	4.23	0.89	0.80	164

Q38 - More comprehensive methods of assessing teaching effectiveness should be employed when evaluating teaching effectiveness.

1	Disagree strongly	1.22%	2
2	Disagree	3.05%	5
3	Neither agree/disagree	14.63%	24
4	Agree	33.54%	55
5	Agree Strongly	47.56%	78
	Total	100%	164

Q39 - The qSET provides a fair and honest evaluation of teaching.



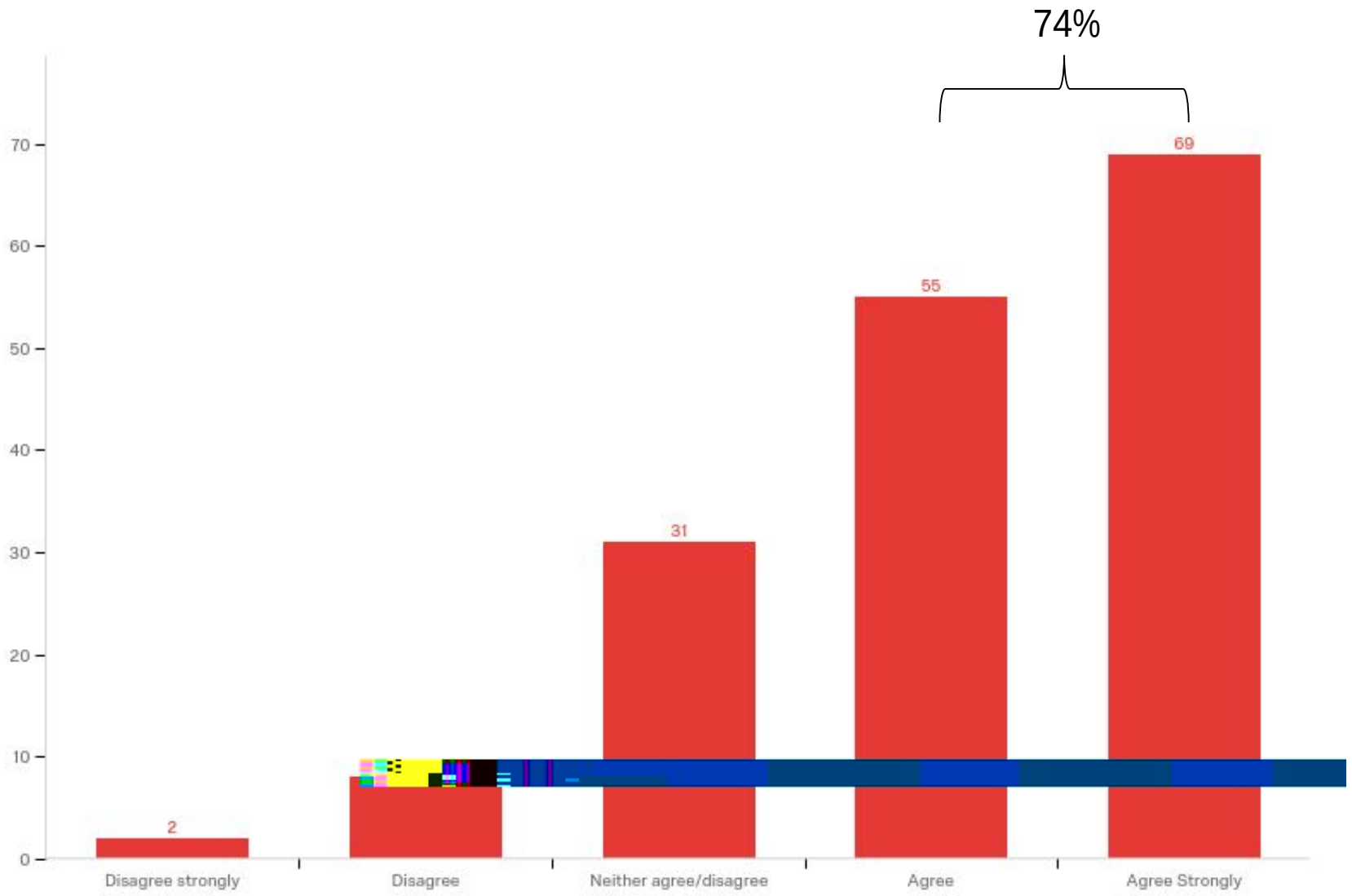
Q39 - The qSET provides a fair and honest evaluation of teaching.

1	The qSET provides a fair and honest evaluation of teaching.	1.00	5.00	2.04	0.90	0.81	165

Q39 - The qSET provides a fair and honest evaluation of teaching.

1	Disagree strongly	31.52%	52
2	Disagree	40.00%	66
3	Neither agree/disagree	22.42%	37
4	Agree	5.45%	9
5	Agree Strongly	0.61%	1
	Total	100%	165

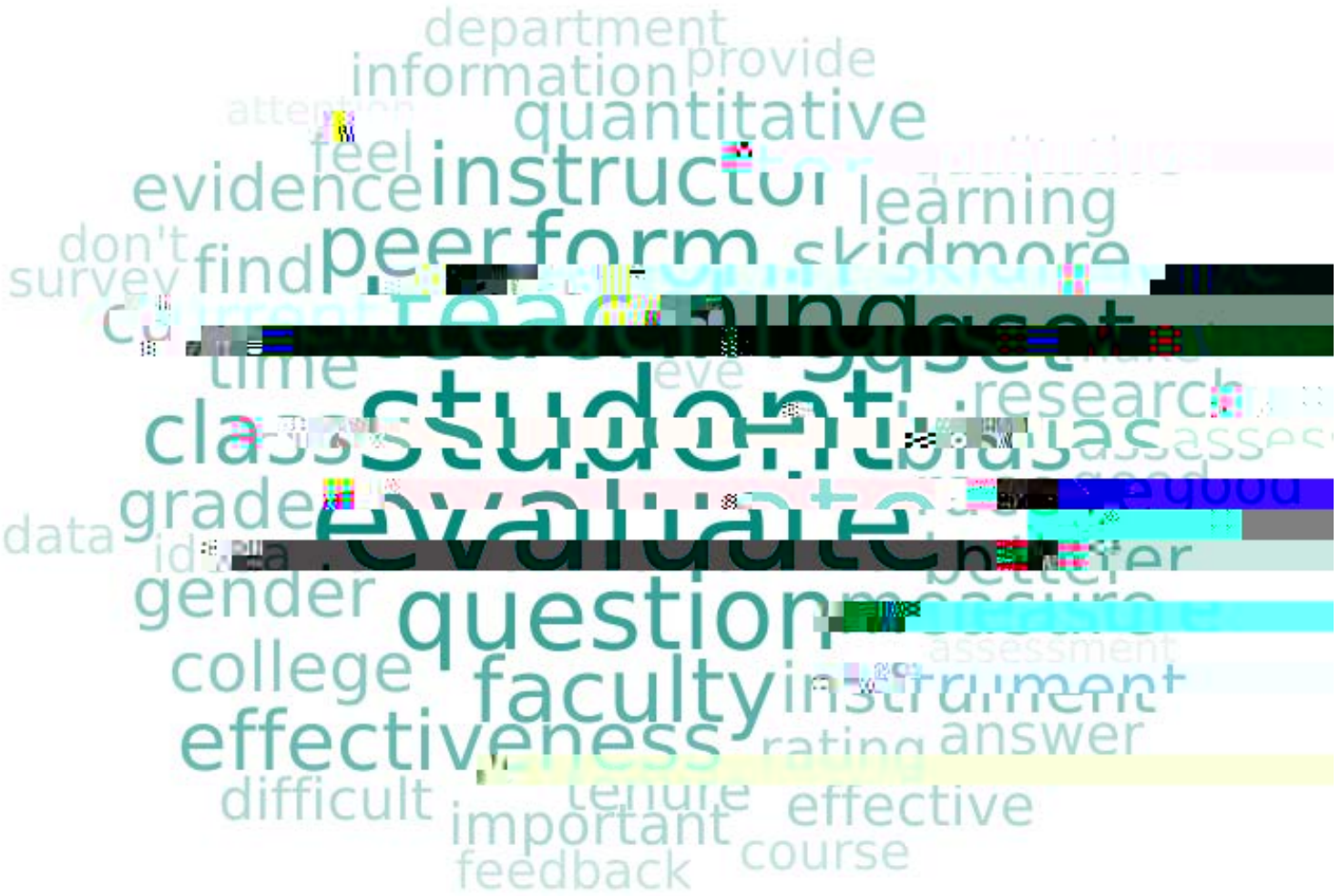
Q40 - Too much weight is placed on the qSETs in evaluative moments and should be tempered with peer observation and other alternatives.



Q40 - Too much weight is placed on the qSETs in evaluative moments and should be tempered with peer observation and other alternatives.

1	Too much weight is placed on the qSETs in evaluative moments and should be tempered with peer observation and other alternatives.	1.00	5.00	4.10	0.95	0.90	165

Q41 - Please add any additional comments



Q41 - Please add any additional comments

At times I have noticed that when I teach a class with a small number of students (lie 8-12 students total), that if one student dislikes me or the course, and provides low scores on the quantitative

Q41 - Please add any additional comments

There's so much research indicating the limitations of student evaluations of teaching that I'm surprised how much time, thought, energy, resources go into them at Skidmore
The qSET is an imperfect instrument but it is relatively low-cost in terms of faculty time investment. Peer assessments will require more (uncompensated?) effort from faculty colleagues, and when used for evaluation of untenured/non-tenured faculty, peer assessments will give a lot of power to the (senior?) faculty serving as the evaluators. If we want to move away from the qSET for evaluative purposes, the extra effort required from, and the potential biases of the peer evaluators must also be addressed.
I use the qSET scores as an indicator of how happy my students are, not to determine the effectiveness of my teaching.
The averaging of the teaching related questions to get an overall instructor rating is arbitrary, treating each of the teaching questions as equal.
The questions asked are biased and subjective. Take for example: is the instructor rigorous? How to measure that? One kind of evaluation doesn't fit all disciplines. Department evaluations should be the most important ones., if any.
please do away with quantatative evaluations

Q41 - Please add any additional comments

Many students feel overwhelmed by the minute categories, so they get lackadaisical midway

Q41 - Please add any additional comments

Q41 - Please add any additional comments

https://www.aaup.org/article/student-evaluations-teaching-are-not-valid#.XJuddaR7IhE
Dean cards are NOT quantitative (semi-quantitative at best). Adding a number next to things do not make them quantitative. Calling it "quantitative" can lead to misuse.
The qSETs are terrible and should be immediately discarded. They should not be used in any way to evaluate faculty --

Q41 - Please add any additional comments

The qSET is just one (of many) pieces of information faculty can use to assess how their course went.

Q41 - Please add any additional comments

It is important to listen to what students have to say about our teaching/classes, but it is dangerous if we consider them as experts in evaluating our teaching effectiveness. When we discuss our teaching effectiveness for the purpose of tenure and promotion, we rely too heavily (if not solely) on students' evaluations.
The current evaluations do not work at all in non traditional courses, like Applied Civic Engagement and experiential learning.
I don't really know how this form is used at Skidmore to evaluate my performance--no one ever explained this. I do think that students do not know how much impact they can potentially have. I was denied tenure at another institution heavily on the basis of evaluations. I have become a better teacher with more experience, but one of the most important thing I have learned--and this has improved my scores--is the necessity of showing to students that/what they have learned.
I believe the questions on the form are, in some disciplines, inadequate. And yet, students feel compelled to answer something. I find more value in the qualitative forms but believe that we need to move more towards peer review and evidence of student work. I believe there is a place for student evaluations but I have observed disturbing trends in student attitudes towards evaluations and feel something needs to shift.
The quantitative qSET provides relatively more objective information about teaching effectiveness than the written responses that students write for department-generated teaching evaluation questions. Students should be required to take workshops on gender-based and race-based bias among students towards professors, particularly in regards to student evaluations of professors (these forms are evaluations of professors and courses, not of teaching effectiveness or learning outcomes).

Q41 - Please add any additional comments

I believe that our current instrument needs refining. Moreover, I believe we should be using this instrument differently. What kind of tool would we create if the data from student ratings was purely developmental or just a small fraction of the myriad ways of assessing teaching effectiveness?
I strongly disagree with student evaluations. Students should never be allowed to anonymously write about their instructor. Can you imagine employees writing evaluations of the manager or CEO?
AAUP guidelines state that student evaluations (quantitative, qualitative or otherwise) should not be used in consideration of hiring, promotion or retention of teaching faculty. Skidmore should move away from employing an evaluative instrument which is completed by apathetic students, yet which has an outsize influence on personnel decisions.
Multiple research studies have clearly shown that student's evaluations of their instructors are biased, do not correlate with learning, and encourage instructors to inflate grades. Other faculty at Skidmore have advised me to do whatever I have to do to get better student evaluations (make my class easier, bring cookies on the day I give evaluations, act according to students' expectations of how a person who looks like me should act, etc.). The Skidmore administration should immediately stop using this biased and unrelaible instrument in personnel decisions. This survey of faculty opinions is as bad as the idea of using qSET's for personnel decisions because the faculty from the demographic groups that get good numbers on qSET's will likely say that qSET's are good! This faculty survey only serves to further marginalize those who are already marginalized at Skidmore.

Q41 - Please add any additional comments

qSET = lazy evaluation method. even if evaluators (peers, students) think they are using it 'fairly' it is very likely they are not. Instruments like these are frequently like fortune-teller readings, allowing an evaluator of them to find in them what they wish to find.
N/A
Having withstood several iterations of our "Dean's Cards" over the past 30 years, I can confidently say that the current form is the most colorful. As to its usefulness, it is dismal. There is no correlating data with grades earned and no effort whatever to understand the relationship between rigor and "satisfaction" (no, asking the subject is the course was challenging does not provide any evidence about the standards and expectations of the instructor). The simple truth is, these instruments are easily manipulated (I have done so, with dramatic effect, several times in the past). Why else would some of my more popular colleagues begin bringing bagels to class in the days leading up to the evaluations? Most certainly, those instructors who shower students with praise and high marks receive high marks themselves. Those who still regard a C+ as a middling grade will most surely find their little red zig-zag hovering well to the left of the other colorful zig-zags.
I would much prefer a system like Hampshire College, where the student's evaluation of the course takes the form of a narrative essay. The very idea of quantitative evaluation of teaching and learning should be anathema to anyone who cares about education.

Q41 - Please add any additional comments

The form is too long and collects too much information - to the point where faculty don't bother with the details and focus on the mean/median.

Q41 - Please add any additional comments

Students answer how they feel on a whim that day. They evaluate both the course and the instructor on "what grade the instructor gives them" rather than on true evaluation of their own efforts. These qSets cannot separate any of this out.
In the review and potential revision of the form and its use, particular attention should be paid to the value and reliability of the questions that ask students to estimate the amount of time per week they invest in the class and their expected grade.
Way too much weight on these. It creates a climate of grade inflation and reduced rigor because students are super pissed when they do not do well. The notion that we strive to have rigorous courses and want students to say "this course was challenging and I did not do well, but it was great and I learned a lot anyway" is ridiculous. Unicorn hunting at best.
The qualitative aren't much better and people assume they are able to correct for more than they are actually capable of.
We know that these evaluations are biased. We also know that Skidmore has tenured 100% of white men that have gone up for tenure. Why we want to continue relying on a measure that WE KNOW IS BIASED is absolutely beyond me. It's time for Skidmore to say goodbye to the systems that are demonstrably biased. Just because other options are harder, or have other challenges, is no excuse to keep a faulty measurement tool (and while we're at it, we might apply the same scrutiny to ATC and to other evaluative bodies). We know these systems aren't working because the numbers literally tell us that they aren't working. Get rid of quantitative student evaluations. Rethink ATC and other procedures around tenure and reappointment.

Q41 - Please add any additional comments

There is robust evidence indicating that quantitative evaluations are biased on race and gender (maybe other factors too). I have no idea why we are still wringing our hands--we should get rid of them and find a better way to evaluate teaching effectiveness.
It seems to me that responses to the above are likely to be greatly influenced by departmental policies and procedures -- as well as individual experience or perceptions about how the qSET is used for evaluation at the College level.
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Q41 - Please add any additional comments

In my experience, it is increasingly tempting for students to use evaluations as a means of complaining about challenging material, or other aspects of the course which do not effectively evaluate the teaching. I strongly believe that students do not have the background nor the context to always be able to evaluate a courses efficacy. I find this to be especially true when we ask students to evaluate courses in the final week of classes when all major assignments are due and

Q41 - Please add any additional comments

It doesn’t really matter what I think because the literature has much to say. Student evals do not measure student learning.