Minutes of the Faculty Senate

Presiding: William Travis (Health Sciences)   **Date: 08-30-2022**

Secretary: R. Jeffrey Thieme (Marketing & Supply Chain Management)

Senators Present: Reza Banai (City and Regional Planning), Mervin J. Bartholomew (Earth Sciences), Lynda Black (School of Law), Theodore Burkey (Chemistry), Melanie Conroy (World Languages and Literatures) Gerald Chaudron (Libraries), Tori Cliff (Journalism and New Media), Frances Fabian (Management), Hal Freeman (Liberal Studies), Rhema Fuller (Hospitality), Edith Gnanadass (Leadership), Rebecca Howard (Art), Stephanie Huette (Psychology), Andrew Hussey (Economics), Eddie Jacobs (Electrical and Computer Engineering), Brian Janz (Info & Tech), Jessica Jennings (BioMedical Engineering), Shelley Keith (Computer Science), Travis Kelly (Military Sciences, Naval Sciences), Maggie Landry (School of Social Work), Jeni Loftus (Sociology), Jeff Marchetta (Mechanical Engineering), Scott Marler (History), James McGinnis (Engineering Tech), Sanjay Mishra (Physics and Materials Science), Deborah Moncrieff (Sciences & Disorders), Deanna Owens-Mosby (Instruction and Curriculum Leadership), Patrick Murphy (Counseling, Edu Psychology & Research), Fawaz Mzayek (Public Health), Matthew Parris (Biological Sciences), Dursen Peksen (Political Science), Michael Perez (Anthropology), Zabi Rezaee (Accountancy), Brian Ruggaber (Theatre & Dance), Sajjan Shiva (Computer Science), Michael Anderson Shults (School of Music), Genae Strong (Nursing), Mark Sunderman (Fin, Ins, and Real Estate), Kevin Taylor (Philosophy), Jeff Thieme (Marketing & Supply Chain), Jennifer Thompson (Architecture), William Travis (Health Sciences), Alistair Windsor (Mathematical Sciences), Leah Windsor (English), and Amanda Young (Communication & Film).

Senators Present by Proxy:

Senators Absent: Mihalis Golias (Civil Engineering)

Faculty Senate Information Officer:

Guests: Abby Parrill-Baker (Provost), Bill Hardgrave (UofM President), Stanley Hyland (UMAR Representative), and Eli Jones (SETE Report).

The four-hundred-and-eighty-ninth meeting of the University of Memphis Faculty Senate was held on Tuesday, August 30, 2022, via the Zoom video conferencing platform due to restrictions imposed in response to the COVID-19 global pandemic.

08.30.22.01   CALL TO ORDER (2:40 P.M.)

President Pat Travis called the virtual meeting to order at 2:40 pm with a quorum present.

08.30.22.02   APPROVAL OF AGENDA

The agenda was approved as written.

08.30.22.03   APPROVAL OF MINUTES

Faculty Senate – April 26, 2022

The minutes of the April 26, 2022, Faculty Senate (FS) meeting were approved as written.

08.30.22.04   PRESIDENT'S REPORT

President Hardgrave

President Travis introduced University President Bill Hardgrave who thanked the FS and emphasized three things: 1) his tour of academic units is continuing, 2) he has started the strategic planning process by creating an eleven-person team with FS representation, and 3) he has started a national search for the Provost position. Interim Provost Abby Parrill-Baker has indicated that she intends to be a candidate. He has created a twelve-person committee led by Dean Rick Bloomer and hopes to wrap up the search by early spring.

President Travis yielded to Interim Provost Parrill-Baker who thanked Senators for their service on the FS. She has initiated two task forces. One focuses on transfer students. There are bits and pieces of transfer policies spread throughout our website. The task force will consolidate all transfer policies to make the transfer process more efficient. The charge to the committee is to establish processes to make the University the most transfer friendly in the country. The second task force focuses on academic integrity. This task force will create modular materials available in Canvas that faculty can incorporate into courses as well as training to help faculty understand international perspectives on academic integrity.

President's Council Update

President Travis reported that during the President's Council, Raaj Kurapati (Chief Financial Officer) reported that he is in the process of closing the books on the past academic year. The FS has requested an additional 1% increase in salaries. Administration is waiting on final enrollment numbers before a decision is made. They should know more by the end of September. Both Covid and Monkeypox have committees that are monitoring numbers and recommendations for care on campus. A draft scooter policy has been formulated by the Dean of Students Office. It will go through the Policy Review Board (PBR) before being adopted. The University received two grants – IDEAS and a Course Development Grant in Dick Irwin's (Executive Dean, UofM Global, College of Professional & Liberal Studies, Center for Regional Economic Enrichment) office. President Travis requested that the Provost send the FS charges to the deans and chairs. He will attend the Provost's meetings with deans and chairs. A strategic planning team is being created which will include a chair and ten people including faculty, alumni, staff, and a member from the EC (Executive Committee). Past-President Jill Dapremont will serve on that team.

President's Meeting with the EC

President Travis reported on the meeting between the EC and University President Hardgrave. Topics included discussion of enrollment, the potential additional 1% salary increase, and the University's plan on dealing with the monkeypox outbreak.

Provost Meeting with the EC

President Travis reported the EC will have monthly meetings with the Provost.

Canvas Observers

President Travis reported that the FS is working with the Center for Athletic Academic Services (CAAS) on the issue of the inclusion of observers in courses on Canvas.

President Appeal's Committee

President Travis reported that the FS needs twenty faculty in a pool across campus to be drawn from to avoid conflict of interest in potential cases. The FS will work through the Committee on Committees to fill those spots (two members from each college/unit with at least one being a full professor).

Provost Search Committee

President Travis reported that the Provost Search Committee is underway, and Secretary Jeff Thieme is representing the FS on that committee.

TLAC – Call for Membership

President Travis reported that Senator Mark Sunderman has agreed to continue to serve as the FS representative until the position is filled through the Committee on Committees.

08.30.22.05   OLD BUSINESS

There was no Old Business.

08.30.22.06   REPORTS

Standing Committee Reports

Committee on Committees: Scott Marler

President Travis yielded to Committee on Committees Chair Scott Marler who reported that the Committee sent out an email with calls for representatives. Senator Sunderman has indicated interest in representation on the Teaching and Learning Advisory Committeee (TLAC). Senator Alistair Windsor has indicated interest in University Undergraduate Council (UUC) representation. Senator Marler also solicited nominations for representatives on the Coalition on Intercollegiate Athletics Committee and the President's Appeals Committee.

Academic Policies Committee: Brian Janz – SETE Research Results

President Travis yielded to Academic Policies Committee Chair Brian Janz who reported that the Committee will report on textbook affordability later in the term. He then introduced Dr. Eli

Jones who made a presentation on the Committee's work in revising the Student Evaluations of Teaching Effectiveness (SETE) (See Appendix).

Senator Janz recognized Jones' leadership on this project.

The Committee's report was adopted by a vote of 37 for, 0 against, and 0 abstain.

Academic Support Committee: Andrew Hussey

President Travis yielded to Academic Support Committee Chair Andrew Hussey who reported that the Committee is looking into possible alternative solutions to the Canvas observer issue.

Faculty Policies Committee: Jeff Marchetta

President Travis yielded to Faculty Policies Committee Chair Jeff Marchetta who reported that the Faculty Policies Committee met and reviewed the charges received from the Executive Committee for 2022-2023. In addition, the Committee has received a few requests for minor changes to the Faculty Handbook and will begin reviewing those requests.

Research Policies Committee: Mike Golias

The Research Policies Committee had no report.

Administrative Policies Committee: Ted Burkey

President Travis yielded to Administrative Policies Committee Chair Ted Burkey who reported that the Committee has a new charge on the annual survey evaluations of administrators.

Library Policies Committee: Frances Fabian

President Travis yielded to Library Policies Committee Chair Frances Fabian who reported that the committee is looking into whether the University's R1 status has any implications for the libraries regarding any changes in structure or support.

Budget and Finance Committee: Zabi Rezaee

President Travis yielded to Budget and Finance Committee Chair Zabi Rezaee who reported that the Committee has discussed charges for the term.

08.30.22.07   NEW BUSINESS

Zoom or In Person Faculty Senate Meeting Poll

President Travis brought forth a motion from the Executive Committee to vote on whether to conduct Faculty Senate meetings online via the Zoom video conferencing platform or to conduct them in person for the remainder of the 2022-2023 Faculty Senate term.

Undergraduate Grade Appeal Committee Motion

President Travis reported that there is no need for this motion as the positions were filled in the previous term and names of representatives have already been sent to Dr. Karen Weddle-West (VP Student Academic Success).

08.30.22.08   ADJOURN

The meeting adjourned at 3:42 pm.

Date: August 17, 2022

To: University of Memphis Faculty Senate

From: Eli Jones & Brian Janz & the SETE Workgroup

Re: Report on the SETE Item Revision Efforts

In Spring 2021, the Academic Policies Standing Committee charged the SETE work group (SWG) with developing a set of new items for use at the University of Memphis as part of the SETE. Thirty-seven items were proposed covering six instructional areas (Student Engagement, Diversity and Inclusion, Organization, Content Knowledge, Instructional Pedagogy, Assessment and Feedback), with recommendations on how to validate the items for wide use at the university.

This memo documents the process, the revisions, and the final items that are recommended for adoption by the University. During this process, we have strived to develop recommendations and revisions based on best practice and relevant literature.

We again acknowledge the valuable contributions from the SETE Workgroup, Bridgette Decent, Director of the Office of Institutional Research, and other ITS Staff.
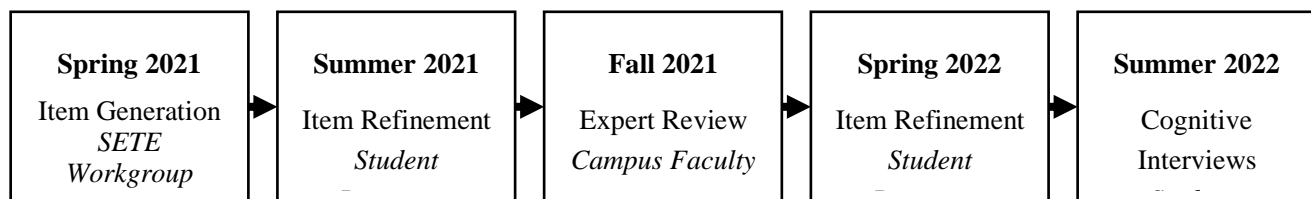
We first present a summary of the phases of revision. We then provide evidence for the structural quality of the SETE items. In this report, we refer to *reliability*, which is the potential quality of the ratings over time, and *validity*, which is the degree to which items measure the intended target. Both of these qualities are critical for a quality measurement instrument. Reliability is measured using Cronbach's Alpha (a measure of internal consistency). Structural validity is tested using Exploratory and Confirmatory Factor Analysis.

Next, we provide ancillary findings related to the current use of the SETE that may be of use in discussing its impact for instructional improvement.

We conclude with recommendations for further inquiry based off of our findings.

Figure 1.

Summary of process showing timeline of efforts and major milestones in revision process.

Spring 2021		Summer 2021		Fall 2021		Spring 2022		Summer 2022
Item Generation *SETE* *Workgroup*	→	Item Refinement *Student*	→	Expert Review *Campus Faculty*	→	Item Refinement *Student*	→	Cognitive Interviews

Summary of Process

Phase 1 (Summer – Fall 2021): In Summer of 2021, the proposed 37 items and six instructional areas were piloted to all students and were appended onto the original SETE items. In Fall 2021, the data was collected and evaluated for quality. While evaluating the response quality, we removed responses that did not include any variability (e.g., responses were all one category: 5, 5, 5, 5, 5) as these could be detrimental to the scale construction, as well as responses with fewer than 50% of the survey completed.

SETE responses were analyzed using Exploratory Factor Analysis (EFA) to test the factor structure of the items. The six-factor structure was largely supported (see the explanation in the appendix on fit indices). However, some items did not perform well and were flagged for removal.

Expert Review (Summer 2021): We submitted the items (including flagged problematic items) to a team of interdisciplinary faculty members at the University of Memphis with expertise in survey development and evaluation for expert feedback. Based on the empirical data and the feedback from the faculty team, 11 items were deleted from the SETE due to poor quality or ambiguous wording. Ten additional items were reworded for clarity. The remaining **26 items** were then resubmitted to IT for administration to all students in Fall.

Phase 2 (Fall 2021 – Spring 2022): In Fall of 2021, the process in Phase 1 was repeated. Data from Fall 2021 was collected and analyzed in Spring 2022. IN all, 6,521 SETE responses were collected across 1,231 courses. As before, no-variation responses were removed along with surveys with <50% of responses, leaving a total of 2,356 responses. Of the respondents, 68% were from in-person courses and 32% were from online courses; most (73%) identified as female; 50% of respondents were white, 32% were Black or African American, 7% were Asian, and 6% were Hispanic. Average age of respondents was 26.22 years ($SD = 8.66$). The responses were analyzed using Confirmatory Factor Analysis (CFA), clustered at the course section level to test the 6-factor structure we had theorized, and 18 items were identified as the highest quality items from this analysis.

Cognitive Interviews (Summer 2022): As a final measure of quality, 2000 students were randomly surveyed regarding their use of the SETE, with 192 students responding. From these responses, six randomly-selected students participated in cognitive interviews on the final 18 items.

These students represented a range of ages, races, degree programs, and represented both graduate and undergraduate students. The responses were analyzed and helped to validate the quality of the items selected for the SETE. Feedback from the survey and the cognitive interviews is available upon request.

Findings

Item Quality: Two important measure of item quality are reliability (would we expect similar responses across repeated SETE administrations?) and structural validity (are the SETE items measuring what we intend them to measure?) Reliability of the full SETE and each individual subscale was good (Table 1). Also, raw total scores from the original SETE items were highly correlated with each of the total scores for the six new areas. Therefore, the recommendation based on this analysis is to retain these 18 items as replacement items for the original SETE, while retaining the removed items as part of a larger item bank for further future analysis and improvement.

Table 1.

Reliability Coefficients and Correlations of Revised SETE areas and Original SETE.

	Reliability	Correlations					
	α	SE	DI	COM	CK	RP	AF
Original SETE	.94	.73	.55	.68	.71	.70	.70
Revised Areas	.96						
Student Engagement	.91		.49	.56	.71	.70	.63
Diversity/Inclusion	.92			.55	.49	.51	.51
Communication	.84				.62	.59	.64
Content Knowledge	.93					.66	.68
Responsive Pedagogy	.89						.67
Assessment/Feedback	.88						

According to the CFA analysis, the six-item structure was adequate; however, eight additional items did not function at the desired level. When removed, the overall model fit for the 18-remaining items was good (RMSEA = 0.06; CFI = 0.99; TLI = 0.99; WRMR = 1.49), and all items appeared to measure the intended area of instruction (Table 2). The 18-item scale appeared to function well for both in-person and online (M50-level) courses.

Table 2.

Standardized Factor Loadings for Revised SETE Items. Factory Loading values greater than .50 indicate good representation.

Items	Standardized Factor Loadings					
	SE	DI	OC	CK	IP	AF
1. The instructor stimulated my interest in the subject matter.	.91					
2. The instructor helped me stay motivated.	.91					
3. The instructor encouraged me to actively participate in course activities.	.85					
4. The instructor accepted students with varied identities and abilities.		.92				
5. The instructor treated students with respect.		.94				
6. The instructor valued contributions from students across genders, races, and cultures.		.94				
7. The instructor made it easy to access and track course requirements.			.79			
8. I had an opportunity to ask questions in or outside of class.			.84			
9. The instructor clearly communicated course objectives to students.			.92			
10. I have become more knowledgeable in this subject because of this course.				.92		
11. My experience in this course has encouraged me to think critically about the subject, develop new ideas, and think more broadly.				.93		
12. Topics, readings, and activities assigned for this class helped me understand important concepts and objectives.				.93		
13. The instructor used a variety of activities to teach the course.					.82	
14. The instructor explained difficult terms, concepts, or problems in more than one way.					.93	
15. The instructor included examples relevant to my experiences when teaching.					.90	
16. The assessments (e.g., exams, performances, projects) in this course fairly evaluated my learning.						.89
17. The instructor gave me quality feedback on my performance.						.83

18. The assessments were related closely to the expected learning outcomes.

.93

Problems: A concern with the SETE is that relatively fewer than half of students actively complete it, as reported by OIR. This was true for both Spring 2021 (response rate = 47.69%) Summer 2021 (37.62%) and Fall 2021 (47.01%). Dommeyer et al (2004) suggest that this is quite common for online course evaluations, but also suggests that response rate may be improved using various strategies. This issue is unrelated to the current work, and item revision is not likely to greatly affect the nonresponse levels. Nonresponsivity is likely to continue to reduce the quality of the SETE without University attention to implementing remedies.

Low Quality Responses: Another concern that this report found is that many student responses are of low quality, meaning that they provide limited information about the quality of the instruction in a course. Figure 1 shows the distribution of consecutive identical responses. Very high strings of consecutive responses may be an indication of insufficient effort. In the current study, over 37% of responses showed no variation, suggesting that these responses may provide very limited information about the instructional quality of a course (Figure 2). This suggests that many students use the SETE in a *holistic* manner rather than an *analytic* manner (meaning not all students differentiate between various teaching qualities). One remedy for this may be to provide demonstration and training information to students about using the SETE in order to improve their ability to use the rubric in the intended manner.

The SWG has made the following recommendations to revise the SETE:

- Retain the 18 items in the final revision, measuring six distinct instructional areas, as base items for the SETE.
- Implement the items in a phased approach, testing the implementation in target departments in Fall 2022/Spring 2023.
- Work with various offices (IT, OIR, etc.) to prepare items for introduction on campus.
- As new data is gathered, explore the quality of the new items across different subgroups of students, such as programs, graduate, undergraduate, minority, etc.
- Consider ways to increase the response rate.
- Retain the open-ended items from the original SETE.
- Educate departments on process of adding department-specific items.

Figure 2.

Histogram of Consecutive Identical Responses for the original 6,527 responses in Fall 2021. The spike at the top of the distributions represents students who provided the same score for all responses across all items on the SETE and is an indication of inattention.
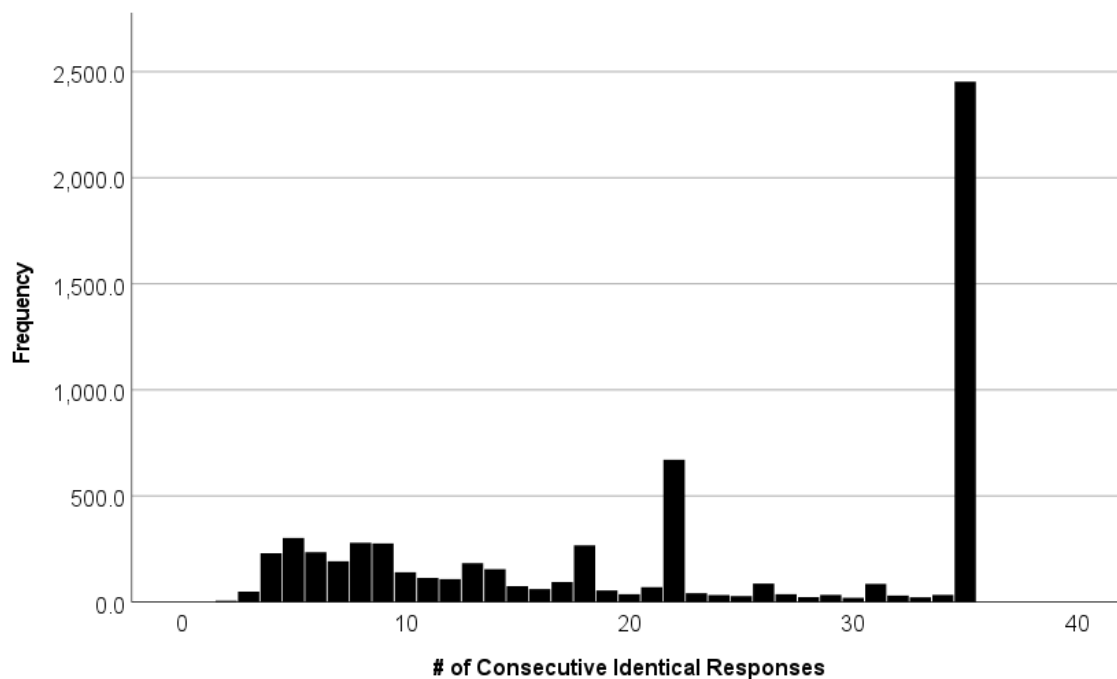
Summary of Findings

Based on the results of our work, the revised 18 items appear to reliably measure distinct indicators of instructional quality for both online and in-person courses. **Therefore, it is recommended that the faculty senate consider adopting the new 18-item SETE, with its 6 distinct areas of teaching quality.**

These items appear to function well for the general population of student respondents, although they have not been validated for subgroups of students or for individual programs. The information obtained through this effort supports their use as an improvement to the current SETE items.

Our work also highlighted some concerns about the SETE that may not be addressed by item revision, but merit consideration by the Faculty Senate. These include low response rates and evidence of inattention which may lead to reduced usefulness for instructional improvement. This work also did not establish the quality of individual items that departments may wish to add to the core items. As such, the following additional recommendations might be considered:

- o Develop and maintain an item bank of current and former items that are or will be in use across the university.

- Explore the reliability and validity of the SETE across subgroups of students (e.g., graduate, online courses, demographic groups, etc.)
- Currently maintain the original open-ended items to limit impact on response rates.
- Gather student feedback to:
  - Explore the reasons for nonresponsivitiy and evaluate potential solutions (partial information is currently being analyzed from the Summery student survey).
  - Develop materials for educating students on the use of the SETE.
  - Develop more focused open-ended items.
- Engage in a discussion about how the SETE is used by students, departments, faculty to improve its use as a formative assessment.

We appreciate the attention to this important effort and would be pleased to respond to any questions regarding this work or follow-up work. Questions may be addressed to eli.jones@memphis.edu, or docjanz@memphis.edu.

Proposed New SETE Items

Student Engagement

1. The instructor stimulated my interest in the subject matter.

2. The instructor helped me stay motivated.

3. The instructor encouraged me to actively participate in course activities.

Diversity & Inclusion

4. The instructor accepted students with varied identities and abilities.

5. The instructor treated students with respect.

6. The instructor valued contributions from students across genders, races, and cultures.

Communication

7. The instructor made it easy to access and track course requirements.

8. I had an opportunity to ask questions in or outside of class.

9. The instructor clearly communicated course objectives to students.

Content Knowledge

10. I have become more knowledgeable in this subject because of this course.

11. My experience in this course has encouraged me to think critically about the subject, develop new ideas, and think more broadly.

12. Topics, readings, and activities assigned for this class helped me understand important concepts and objectives.

Responsive Instruction

13. The instructor adjusted instruction to meet students' needs during the course.

14. The instructor used a variety of activities to teach the course.

15. The instructor included examples relevant to my experiences when teaching.

Assessment & Feedback

16. The assessments (e.g., exams, performances, projects, etc.) in this course fairly evaluated my learning.

17. The instructor gave me quality feedback on my performance.

18. The assessments were related closely to the expected learning outcomes.

SETE Item Revision Report for the Faculty Senate

August 2022

Prepared by Eli Jones
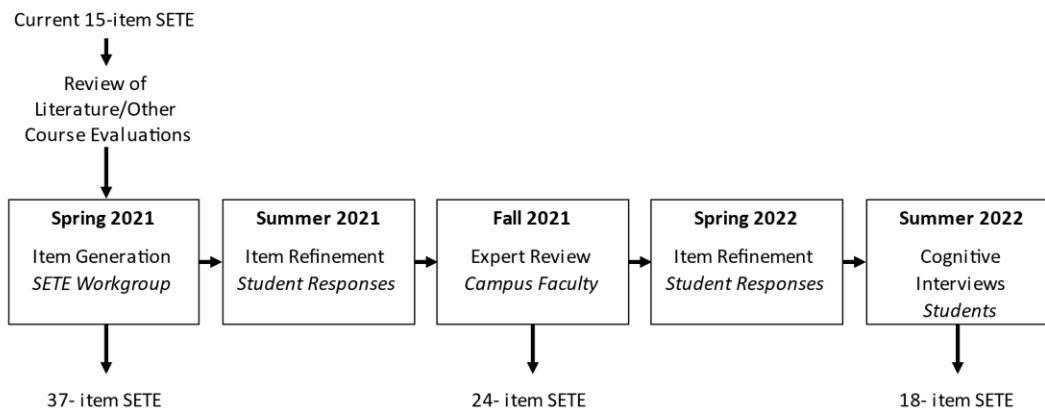*Counseling, Educational Psychology & Research*

THE UNIVERSITY OF
MEMPHIS.

Faculty Senate SETE Review Motion

a. Design the Student Evaluation of Teaching Effectiveness to provide meaningful feedback to faculty for improving teaching first and foremost rather than evaluating faculty performance.

b. Provide explicit guidance on whether the mean score for each question for a course section is statistically significantly different from the mean of the entire set of sections, prefix, department, college means.

c. Provide a section in which e very department/college has the possibility to create and ask questions related to their own field and their own assessment of learning. In this section, questions should be more specific about course objectives, feedback, structure and organization.

d. Provide two sets of evaluation, one for instructors teaching online (M50 courses), and one for instructors teaching face to face.

Faculty Senate SETE Review Motion

e. Provide space for comments after each question.
f. Consider renaming the Student Evaluation of Teaching Effectiveness to emphasize that students are not evaluating teaching effectiveness but their perception of teaching effectiveness.
g. Explore the feasibility of utilizing software that allows reports to be run by both instructors and administrators.
h. Ask questions related to diversity and inclusion.
i. Remove questions that are subjective and vague; for example, the questions that ask about whether the instructor was enthusiastic and interested in teaching.

Review of Activities

Current 15-item SETE

Review of Literature/Other Course Evaluations

Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022
Item Generation *SETE Workgroup*	Item Refinement *Student Responses*	Expert Review *Campus Faculty*	Item Refinement *Student Responses*	Cognitive Interviews *Students*

37- item SETE

24- item SETE

18- item SETE

Proposed SETE Subdomains

Proposed SETE Subdomains and Items

Student Engagement

1. The instructor stimulated my interest in the subject matter.

2. The instructor helped me stay motivated.

3. The instructor encouraged me to actively participate in course activities.

Diversity & Inclusion

4. The instructor accepted students with varied identities and abilities.

5. The instructor treated students with respect.

6. The instructor valued contributions from students across genders, races, and cultures.

Proposed SETE Subdomains and Items

Communication

7. The instructor made it easy to access and track course requirements.

8. I had an opportunity to ask questions in or outside of class.

9. The instructor clearly communicated course objectives to students.

Content Knowledge

10. I have become more knowledgeable in this subject because of this course.

11. My experience in this course has encouraged me to think critically about the subject, develop new ideas, and think more broadly.

12. Topics, readings, and activities assigned for this class helped me understand important concepts and objectives.

Proposed SETE Subdomains and Items

Responsive Instruction

13. The instructor adjusted instruction to meet students' needs during the course.

14. The instructor used a variety of activities to teach the course.

15. The instructor included examples relevant to my experiences when teaching.

Assessment & Feedback

16. The assessments (e.g., exams, performances, projects, etc.) in this course fairly evaluated my learning.

17. The instructor gave me quality feedback on my performance.

18. The assessments were related closely to the expected learning outcomes.

Summary of Findings

- **Guideline:** Design the Student Evaluation of Teaching Effectiveness to provide meaningful feedback to faculty for improving teaching first and foremost rather than evaluating faculty performance.

- **Response:** 18-item SETE is aligned to six domains of teaching.
  - Student Engagement
  - Diversity and Inclusion
  - Communication
  - Content Knowledge
  - Responsive Pedagogy
  - Assessment/Feedback

Summary of Findings

- **Guideline:** Provide explicit guidance on whether the mean score for each question for a course section is statistically significantly different from the mean of the entire set of sections, prefix, department, college means.

- **Response:** Not directly addressed. Recommended to leverage OIR and others to develop documents, interpretation videos for inclusion on SETE website.

Summary of Findings

- **Guideline:** Provide a section in which every department/college has the possibility to create and ask questions related to their own field and their own assessment of learning. In this section, questions should be more specific about course objectives, feedback, structure and organization.

- **Response:** The SETE has this capability. Efforts to increase the use of department-specific items might focus on awareness and education of process in departments.

Summary of Findings

- **Guideline:** Provide two sets of evaluation, one for instructors teaching online (M50 courses), and one for instructors teaching face to face.

- **Response:** The 18-item SETE was evaluated for both in-person and M50 courses, and appeared to function well, with good reliability and structural validity for both types of course.

Summary of Findings

- **Guideline:** Provide space for comments after each question.

- **Response:** We recommend against this course of action, based on student feedback from the cognitive interviews, as well as concern for its effect on the response rate.

Summary of Findings

- **Guideline:** Consider renaming the Student Evaluation of Teaching Effectiveness to emphasize that students are not evaluating teaching effectiveness but their perception of teaching effectiveness.

- **Response:** Not addressed.

Summary of Findings

- **Guideline:** Explore the feasibility of utilizing software that allows reports to be run by both instructors and administrators.

- **Response:** In progress.

Summary of Findings

- **Guideline:** Ask questions related to diversity and inclusion.

- **Response:** The proposed SETE domains include a domain on diversity and inclusion.

Summary of Findings

- **Guideline:** Remove questions that are subjective and vague; for example, the questions that ask about whether the instructor was enthusiastic and interested in teaching.

- **Response:** The proposed SETE items were revised and generated to reflect specific teaching practices, and were passed through expert review and cognitive interviews to minimize ambiguity.

Concerns

- Response rate: consistently < 50%.
- Quality of responses:
  - More holistic than analytic.
  - Indicative of carelessness.
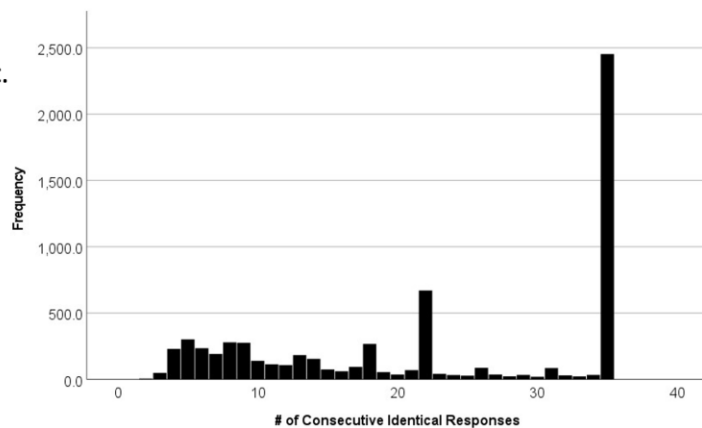
Summary of Recommendations

- Adopt the 18 items for campus-wide use.
- Implement the items in a phased approach,
  - testing the implementation in target departments in Fall 2022/Spring 2023.
- Work with various offices (IT, OIR, etc.) to prepare items for introduction on campus.
- As new data is gathered, explore the quality of the new items across different subgroups of students, such as programs, graduate, undergraduate, minority, etc.
- Consider ways to increase the response rate.
- Retain the open-ended items from the original SETE.
- Educate departments on process of adding department-specific items.

Summary of Recommendations

- Develop and maintain an item bank of current and former items that are or will be in use across the university.
- Explore the reliability and validity of the SETE across subgroups of students (e.g., graduate, online courses, demographic groups, etc.)
- Maintain the current number of open-ended items to limit impact on response rates.
- Engage in a discussion about how the SETE is used by students, departments, faculty to improve its use as a formative assessment.

Discussion