

Appendix 3: New SET Preamble

Please read the following before filling out this evaluation form.

Your feedback matters. The information collected from UCR students about their learning experiences is used by instructors to improve their teaching effectiveness. It is also used in the performance appraisal process for UCR instructors. For these reasons, it is imperative that you provide fair and thoughtful feedback, similar to how you would like your own work to be evaluated.

Keep in mind that we are all prone to bias. Biased preconceptions may cause a person to be prejudiced for or against another person based on any number of personal characteristics, such as race, gender identity, age, and sexual orientation. You should make a conscious effort to overcome this tendency for bias and to focus your feedback on your learning experience in the course. The questions in this evaluation form have been deliberately designed to help reduce the potential impact of bias.

Not all feedback is equally helpful. Try to give feedback that describes specific behaviors by your instructor, rather than your own inferences about the instructor as an individual. Provide specific examples about what worked well, and what didn't work well, why, and how it might be improved. Avoid emotionally charged language which tends to undermine the effectiveness of your feedback. Also avoid evaluating personal traits which are not relevant to learning outcomes and the quality of instruction. Consider these examples:

Less helpful comments*	More helpful comments*
This instructor was awesome.	This instructor gave us lots of activities to do in the classroom, which helped me really understand the material rather than only memorizing stuff for a quiz.
This professor gave terrible lectures.	I had trouble understanding all the jargon in many of the lectures. It would have helped me if the professor spoke in more accessible language.
This professor doesn't care about students.	It would have been helpful if the professor had talked to the class like he was teaching people and not just the content. For example, it would have helped my learning if the professor had checked for understanding at certain points in the lecture.
The instructor just talked at us in the lecture.	It would have been more beneficial to my learning if we could have done more group work to discuss and test out new ideas with our peers.
This TA was motivating.	This TA told us stories about how she collected data for her research and helped us see the actual application of the content we were learning. The TA made me enthusiastic about doing research in the field.
The TA never went over the homework.	It would have helped my learning if the TA had incorporated a few of the homework problems into the section so that we could have

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	worked on problem-solving and clarified any points where we didn't understand the problem.
The TA really cared about the students.	I appreciated the way this TA stayed after class to answer questions, responded to my emails in a timely manner, and held productive group office hours.

*Adapted from UC Santa Cruz.

Your participation in this process will remain anonymous to the instructor. After grades have been posted, a summary of the categorical responses along with the written comments will be sent to the instructor and to the chairperson of the instructor's department, and will be made available to the instructor's peers during the instructor's next personnel review. The data also may be used for campus-approved analysis and research, and will require that the identity of the participants be protected.

Although the responses are anonymous to the instructor, students are expected to adhere to the Standards of Conduct at all times. Responses alleged to be in violation of the Standards, including but not limited to offensive, discriminatory or harassing language, may be referred to Student Conduct for further review.

[student acknowledgement of having read the preamble – required before proceeding to the evaluation]