

IMPORTANT UPDATE

[Decision Concerning Student Surveys of Instruction in Response to the COVID-19 Pandemic](#)

Beginning with the Fall 2021 semester, all instructors, as well as their academic unit administrators, will receive the results of the Student Surveys of Instruction (SSIs) distributed in all of their classes. Going forward, instructors will again be able to include SSI results in their files as needed.

If you anticipate undergoing a review, such as a full performance, pre-tenure, tenure or promotion review, see the attached *Guidance for Faculty Undergoing Review* for suggestions on ways to address the gap in SSIs. Further, **the Center for Teaching and Learning (CTL) will be offering a virtual workshop called “No SSIs? No Problem: Strategies for Writing Your Teaching Narrative.”** They will record the workshops for later viewing for those unable to attend. The times and dates, and links are:

August 6, 10-11:30 a.m. Teams link: [Click here to join the meeting](#)

August 23, 12:00-1:30 p.m. Teams link: [Click here to join the meeting](#)

SSI Response Rates

Even before the pandemic, the new electronic SSIs were exhibiting lower response rates. Many faculty have asked for guidance on how to increase response rates. Here are some suggestions.

Communicate Value: Expressing your commitment to hearing and responding to student feedback increases SSI participation. If you can communicate the value you place on SSIs, or perhaps a change you made based on feedback you received, your students are more likely to see value in the SSIs and complete them.

Dedicate Classroom Time: For classes meeting in person, set time aside during class to complete the online SSI. Let students know that they should bring a device to class that day. Given that there is no reasonable risk of faculty seeing what any individual student is submitting, it may not even be necessary to excuse yourself from class while these are being completed. Providing time in class to complete SSIs also serves to reinforce their importance.

Offer an Incentive: Offering extra credit for individual SSI responses undermines anonymity and could bias results. **No action that requires an individual student to reveal whether they completed the SSI for a course should be undertaken.** However, an approach taken at many universities that is likely to minimize bias while still incentivizing response is ***extra credit points based on achieving a certain percentage of student responses in the class (60% or more).***

If you choose this approach, you will want to remind students of this shortly before SSIs become available and you may want to include language like this in your syllabus:

If the percentage of our class completing SSIs is at or above 60%, [n] extra credit points will be added to the grade of each student. “

Thank you for the efforts you have made, and will no doubt continue to make, to be the best possible teacher you can be. The success of Kent State University is built on the success of our students, and our students succeed because of our faculty.

Sincerely,
Pam Grimm

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