

University of Alberta	
http://www.ualberta.ca/CNS/TSQS/USRI.html	
Key Elements of Policy	Universal Student Ratings of Instruction (2002) - which courses are evaluated by which methods, description of the evaluation instrument, ensuring anonymity while protecting rights of instructors, details about the questionnaire, administration of the questionnaire, content of reports, distribution of results, cautionary statement about results, instructor's option to collect other feedback, and funding this process.
Evaluation Instrument	Universal Student Ratings of Instruction <ul style="list-style-type: none"> • 10 required questions supplement by additional questions and space for comments
How instructors can use results	<ul style="list-style-type: none"> • Instructors are advised that "These factors include class size, class level, Faculty, time of class, required versus optional course, grade expectations, student GPA, gender, race, ethnicity, age of both students and instructors."
Resources for instructors	
Information for students	
Publication of results	<ul style="list-style-type: none"> • Information is made available to students' associations to be shared through a secure website. • These groups are not allowed to conduct further analysis of the results.
Other comments	<ul style="list-style-type: none"> • The only institution with a section about concerns about the safety of faculty members. • The institutions with the most details about the statistical information provide, and how and why that information is offered.



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111.3 Universal Student Ratings of Instruction

In recognition of the University's commitment to teaching, the General Faculties Council endorses a system of Universal Student Ratings of Instruction. This system, however, is only one part of the multi-faceted approach described in Section 111.2. (GFC 09 JUN 1995) (GFC 24 NOV 1997) (EXEC 29 MAR 1999)

The Universal Student Ratings of Instruction are designed to provide a minimal university-wide base of information on student ratings to the parties listed in this Section. With this purpose in mind, the General Faculties Council adopts the following policies: (GFC 24 NOV 1997)

A. All Faculties shall ensure that evaluation of all instructors and courses shall take place each time a course is offered. The term 'instructors' is meant to include tenured professors, tenure-track professors, sessional instructors, clinical instructors, field supervisors and graduate teaching assistants with responsibilities for courses. The term 'course' is meant to include undergraduate and graduate courses, laboratory courses, non-degree courses, seminars, clinical supervision courses, and reading or directed study courses. With the exceptions noted in Section 111.3.B, the assessment shall include the Universal Student Ratings of Instruction as set out below.

B. The Universal Student Ratings of Instruction shall be modified in the following circumstances:

i. courses with between four and nine registered students shall use a department or Faculty developed questionnaire with non-scored questions, such as:

- a) comments on the quality of this course;
- b) suggestions for improving this course;
- c) comments on the quality of instruction in this course;
- d) suggestions for improving the instruction in this course. (EXEC 29 MAR 1999)

ii. courses with multiple instructors shall use a modified Universal Student Ratings of Instruction questionnaire that will include one set of course-related questions for the entire course and one set of instructor-related questions for each instructor who has taught the equivalent of twenty percent or more of the course. If no instructor is responsible for at least twenty percent of the course, only course-related questions should be used on the questionnaire. (EXEC 29 MAR 1999)

iii. in courses with fewer than four registered students or courses such as alternate delivery style courses, the Chair, Director or Dean shall arrange for an alternate method of obtaining student feedback. Such methods could include student course or program exit interviews with the Chair, Director or Dean; or other appropriate means. (EXEC 29 MAR 1999)

C. The Universal Student Ratings of Instruction shall take the form of a questionnaire. The following statement of purpose shall be included at the beginning of the questionnaire:

The University of Alberta would appreciate your careful completion of this questionnaire. The results help instructors and departments or faculties to initiate constructive change in curriculum and instruction. In addition, the results are one important factor in decisions affecting the career of your instructor. The numerical summaries for the ten questions listed below are available through the Students' Union and the Graduate Students' Association.

To protect the anonymity of students, their responses written comments will be typed where the Chair, Director or Dean

deems it advisable. Students who are concerned about the anonymity of their responses should submit their typewritten comments within five working days of the assessment done in class to the Chair, Director or Dean, making sure to note the course number, section and name of the instructor. (GFC 24 NOV 1997)

Questions about this questionnaire should be addressed to your Chair, Director or Dean.

D. The anonymity of student responses to the Universal Student Ratings of Instruction is of fundamental importance in maintaining student confidentiality and encouraging the free expression of views. Under normal circumstances, the anonymity of students shall be protected. Universal Student Ratings of Instruction offer an avenue of feedback, including feedback critical of instructors. It is understood that it is a normal feature of criticism that it may be regarded as offensive and/or unjustified, and that such characteristics would not justify a departure from the normal rules pertaining to confidentiality and anonymity. (GFC 28 FEB 2000)

However, the University has a parallel duty to protect the safety (physical or mental) of members of the University community. If a Department Chair has concerns for the safety of faculty, staff or students, arising from statements that are part of a Universal Student Rating of Instruction, the Chair shall consult with the Dean of the Faculty. If the Dean believes that there is a valid concern for safety, he or she may recommend to the Provost and Vice-President (Academic) that the identity of the author of the statements be sought out and disclosed to the appropriate University officials. At any time during this process, the Chair or Dean may invoke the Protocol for Urgent Cases of Disruptive, Threatening or Violent Conduct (Section 91.3, GFC Policy Manual). (GFC 28 FEB 2000)

On receiving such a request from a Dean, the Provost and Vice-President (Academic) will follow the terms of the Protocol for Urgent Cases of Disruptive, Threatening or violent conduct in determining whether there is

i. reasonable cause to believe that the safety or security (including significant psychological harm) of persons may be threatened and

ii. that under existing University policies, the statements are grounds for disciplinary action and hence whether confidentiality of USRI should be breached and the provisions in Section 91.3.2 and/or 91.3.3 of the Protocol invoked. (GFC 28 FEB 2000)

If the identity of the author is disclosed, the Provost and Vice-President (Academic) shall notify the author of the statements. The Provost and Vice-President (Academic) shall also notify any individuals mentioned in the statements. (GFC 28 FEB 2000)

E. The Universal Student Ratings of Instruction questionnaire shall use the rating scale

Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree (EXEC 29 MAR 1999)

to gather responses to the following questions:

1. The goals and objectives of the course were clear.
2. In-class time was used effectively.
3. I am motivated to learn more about these subject areas.
4. I increased my knowledge of the subject areas in this course.
5. Overall the quality of the course content was excellent.
6. The instructor spoke clearly.
7. The instructor was well prepared.
8. The instructor treated the students with respect.
9. The instructor provided constructive feedback throughout this course.
10. Overall, this instructor was excellent. (EXEC 29 MAR 1999)

These constitute the ten required Universal Student Ratings of Instruction questions. Instructors, departments, and faculties are encouraged to supplement the set of universal questions.

The questionnaire shall allow space for comments.

F. Certain policies are necessary in order to ensure that the Universal Student Ratings of Instruction Questionnaire is administered in as consistent a fashion as possible. These are:

i. The Universal Student Ratings of Instruction questions and additional instructor, department or Faculty selected questions shall normally be rated in the same class period.

ii. Questionnaires shall be administered and completed at the beginning of the class period.

iii. Universal Student Ratings of Instruction shall normally be administered toward the end of the course but not during the last week of classes.

iv. The instructor shall not distribute the questionnaires; shall not be present in the room when the questionnaires are being completed; and shall not collect the questionnaires. Departments or Faculties shall create policies to ensure that other individuals (eg, other instructors, students within the class, teaching assistants) are available to administer the questionnaires.

v. The questionnaires shall be taken directly from the class by the person responsible for administration of the questionnaire to the Chair, Director or delegate (or, in the case of non-departmentalized Faculties, to the Dean or delegate). The Chair or delegate shall then transmit the questionnaires for optical scanning and be responsible for transmission of scanned results and comments to the instructor under the conditions set out in Section G.

G. The numerical summaries for the ten Universal Student Ratings of Instruction questions shall be reported to the instructor, the Chair, Director or Dean and students.

i. the number of students responding in each category;

ii. the median score to one decimal point for the question; and

iii. numerical values from Tukey's boxplot statistics will be provided to describe the distribution of scores in the Faculty/Department:

a. lower cut-off for outlier scores

b. lower hinge (25th percentile)

c. median

d. upper hinge (75th percentile)

e. it is expected that the upper cut-off will always be 5.0 and, therefore, unnecessary to report. (EXEC 29 MAR 1999)

Note: Statistics from Tukey's box-and-whisker plot analysis (John W. Tukey, *Exploratory Data Analysis*, Addison-Wesley Publishing Company, Inc. 1977) have been selected to describe the distribution of USRI data. These statistics are chosen to achieve two main objectives: (i) summarizing skewed data and (ii) identifying outliers from the general population if they exist.

The median (middle of a ranked set of numbers) is generally preferred rather than the mean in defining the centre of a skewed data set.

The 25th and 75th percentiles provide information about the spread of individual scores around the median. By definition, half of the scores in a distribution are below the median and 25 percent of the scores are below the 25th percentile. Since this occurs "by definition", these values should not be used to determine whether a particular score is "good" or "bad".

The lower whisker or cut-off, which is 1.5 box lengths below the 25th percentile (box length is the distance from the 25th to the 75th percentile), defines a reasonable limit beyond which any score can be considered an outlier. Outliers are scores that identify ratings of instruction falling outside the usual distribution of the scores for the population being tabulated.

Given the nature of the USRI data, the upper whisker or cut-off (1.5 box lengths above the 75th percentile) will usually be above 5.0, and so need not be reported.

H. Parties having access to numerical summaries of the ten Universal Student Ratings of Instruction questions and student comments shall be the instructor the Chair, Director or Dean; members of Tenure Committees; and members of Faculty Evaluation Committees.

For questions selected by an instructor, only the instructor shall receive the results. For questions initiated or mandated by a department or Faculty, the results will be reported to the instructor and the Chair, Director or Dean.

Normally, instructors shall receive the results from the student ratings of instruction within twenty working days after the course is complete and the grade sheet has been signed by the Chair, Director or Dean. (EXEC 29 MAR 1999)

Numerical summaries for the ten Universal Student Ratings of Instruction questions shall be given to the Students' Union and the Graduate Students' Association. Results of additional selected questions and student comments shall not be made available to the Students' Union or the Graduate Students' Association.

The Students' Union and Graduate Students' Association acknowledge that the Universal Student Ratings of Instruction are intended only for use by University of Alberta students and shall not be made available to other parties. Neither the Students' Union nor the Graduate Students' Association shall undertake further analysis of the data. The results will be made available to students in paper and/or electronic form. The results will not be released in electronic form for at least ten days following the provision of the results to the instructor.

I. All results given out to students, Chairs, Directors and Deans shall have the following cautionary preface:

Student questionnaires form an important part of evaluating teaching effectiveness but cannot be taken alone as a complete assessment of an instructor or course. Factors other than an instructor's teaching ability may influence ratings. These factors include class size, class level, Faculty, time of class, required versus optional course, grade expectations, student GPA, gender, race, ethnicity, age of both students and instructors.

Small differences in evaluation should not be considered meaningful.

J. Nothing in this section shall prevent instructors from seeking other means of feedback from students during the term.

K. The central administration of the University shall undertake the financing of the universal set of questions in support of the University's commitment to teaching.

111.4 Graduate Student Teaching Awards

Graduate Student Teaching Awards recognize annually the outstanding graduate teaching assistant(s) in each Faculty who meet(s) the eligibility conditions and adjudication criteria described below.

Graduate Student Teaching Awards will be administered by the University Teaching Services*. Award recipients will receive a framable certificate and a letter suitable for their teaching dossier, signed by the University President and the Education Director, University Teaching Services. Names of Graduate Student Teaching Award recipients will be published in the Gateway and Folio. (EXEC 13 DEC 1993)

* In October 1992, University Teaching Services assumed responsibility from the Committee for the Improvement of Teaching and Learning (CITL) for the administration of the Graduate Student Teaching Awards.

Procedure

Each Faculty Dean will receive a letter inviting the nomination(s) of graduate student(s) from the Faculty for the Graduate Student Teaching Award. The Dean will be asked to consult appropriate staff and students in making the selection and no award should be made if an outstanding candidate cannot be identified. Selections should be received by University Teaching Services in February/March of each year as specified in the letter to Deans, in order to allow sufficient time to have certificates printed, letters prepared and the Gateway and Folio articles ready for the end of April. University Teaching Services will send the letter and certificate to the Dean of the Faculty in which the student teaches; that Dean will be responsible for presenting the Award.

Eligibility

To be eligible for the Graduate Student Teaching Awards, students must be in good academic standing and must be making good progress in their degree program, as decided by their department. Awards should only be made to students who are considered outstanding teachers. Students whose teaching duties are outside their home unit shall be considered, for the purpose of adjudication, to be from the unit in which the teaching duties are assigned. Students who

function as part-time sessionals should also be considered as eligible for the award. Graduate students must be nominated within one year of completing their term as graduate teaching assistants. The awardees must have taught as graduate teaching assistants for a minimum of two academic (four month) terms, which may include the term in which the nomination is made. Faculties will determine what duties qualify a graduate student as a graduate teaching assistant.

Adjudication Criteria

The adjudication criteria for the graduate student teaching awards are listed below. Deans who choose to have their units participate in this Awards program will determine how the competition will be conducted in their individual Faculties. Circumstances in individual Faculties may require modification of the criteria by the Faculty.

1. Exhibits a consistently superior command of the subject matter being taught and attempts to provide students with a comprehensive, coherent understanding of the subject matter.
2. Is prepared, organized and able to explain the subject clearly.
3. Is respected and trusted by students. Instills in students interest and enthusiasm for the subject.
4. Is willing to spend time with students and is available and approachable outside the classroom or laboratory.
5. Presents the subject matter at a level appropriate to students.
6. Takes care and is prompt in marking assignments; gives feedback and direction and promotes self-assessment by students.

Number of Graduate Student Teaching Awards by Faculty

The number of awards available are calculated on the Full Time Equivalent (FTEs) of graduate students teaching in each faculty. One award can be awarded for every 20 FTE* [or as a portion thereof] graduate students and, normally, no individual unit or department beneath the Faculty level can receive more than three awards in any competition. (GFC 25 JUN 1990) (EXEC 10 DEC 1990) (EXEC 04 FEB 1991)

* editorial change, University Secretariat, 1992

GFC Executive approved the following:

1. That the Graduate Student Teaching Awards continue in their present form. (EXEC 28 OCT 1991)
2. That the awards be reviewed again with respect to purpose and procedures at the end of the 1992-93 academic year. (EXEC 28 OCT 1991)

(GFC 29 JUN 1981)	(EXEC 06 MAY 1991)
(GFC 01 MAR 1982)	(GFC 09 JUN 1995)
(EXEC 03 MAY 1982)	(EXEC 29 MAR 1999)
(EXEC 26 JUL 1982)	(GFC 15 MAR 1999)
(EXEC 06 MAY 1985)	(EXEC 01 DEC 1999)
(EXEC 04 NOV 1985)	(EXEC 11 SEPT 2000)
(EXEC 05 JUN 1987)	(EXEC 05 NOV 2001)
(EXEC 14 NOV 1988)	(EXEC 06 MAY 2002)
(EXEC 11 SEP 1989)	

Also see UNDERGRADUATE TEACHING AWARDS COMMITTEE, Section 118.

University of British Columbia	
http://www.senate.ubc.ca/vancouver/download/policy_on_student_evaluation_of_teaching.pdf	
Key Elements of Policy	<ul style="list-style-type: none"> • A Policy on Student Evaluation of Teaching (May 2007) - background, goals, guiding principles, implementation, access to results, dissemination of results, and assignment of responsibilities.
Evaluation Instrument	<ul style="list-style-type: none"> • 6 standard questions
How instructors can use results	<ul style="list-style-type: none"> • On the results cover sheet, instructors are given referral to the Centre for Teaching and Academic Growth for debriefing.
Recommended Resources for instructors	
Information for students	<ul style="list-style-type: none"> • The academic centre's has information for students about completing evaluations.
Publication of results	<ul style="list-style-type: none"> • A modular system is used to share different data with different stakeholders. • Instructors have to give consent to have their results made public.
Other comments	<ul style="list-style-type: none"> • UBC's faculty association challenged the introduction of this policy, but their request for arbitration was denied.



A POLICY ON STUDENT EVALUATION OF TEACHING

Approved by Senate on May 16, 2007 upon recommendation of the Teaching and Learning Committee. This policy is meant to replace all earlier Senate Policies on Student Evaluation.

BACKGROUND

In May 2006, as part of a larger strategy to support and foster quality teaching and learning at UBC, Senate approved in principle recommendations related to student evaluations of teaching. These recommendations focused on supporting a modular evaluation process that enables the key stakeholders who influence the quality of the learning environment at UBC to ask relevant questions of students at appropriate times (concurrent and end of term, as appropriate) and then readily collect, analyze and interpret and share those data.

Guiding principles embedded in the recommendations were that evaluation of teaching should be student-focused, and that the products of evaluations be used to inform teachers on how they can continuously improve their practice and to support the university efforts to monitor and nurture its teaching and learning environments. The Senate charged the Senate Teaching and Learning Committee and the Office of the Provost with developing an implementation strategy for the recommendations. A joint committee (SEOT) was struck to address this charge.

The SEOT committee has reviewed recommendations, guidelines, and policies established by Senate over the past few decades on student evaluation of teaching at the University, and is of the opinion that a new policy on student evaluation of teaching would be of benefit. It should be noted that this proposed policy does not specify the means of data collection and should be applied to all current and future means of obtaining student evaluations of teaching evaluation. However, the SEOT Committee is of the view that a centrally supported, yet locally managed web-based system for student evaluations of teaching would greatly facilitate the uniform application of this policy. Evaluation of a potential system continues. This policy is meant to replace all earlier Senate Policies on Student Evaluation.

INTRODUCTION, APPLICATION, AND GOALS

This policy derives from recommendations approved by Senate in 1978, 1991, 1996, 1999, 2000, and 2006, and is in alignment with the conditions for appointment for faculty, sessional, and part-time faculty members. The policy also applies to teaching assistants when they take on substantial responsibility for student learning experience in a course. It applies to all undergraduate, graduate and continuing studies courses offered at UBC.

Student evaluation of teaching has four major goals:

- 1) To provide data that will be used to continuously improve the student's learning experience.
- 2) To provide students, departments, faculties and the University with a source of data about the overall quality of teaching.
- 3) To provide teachers with information on their teaching performance and to assist with the further development of their teaching.
- 4) To provide the University with data on the quality of teaching to be used for operational purposes, including but not limited to assessment of faculty for merit and/or performance adjustment salary awards, promotion, tenure and institutional recognition.

GUIDING PRINCIPLES FOR STUDENT EVALUATION OF TEACHING

- 1) Student evaluations should be considered as part of an overall teaching evaluation system that includes regular peer review, faculty self-assessment, and other forms of assessment, as appropriate.
- 2) Educational programs and incentives should be developed to ensure a high rate of participation in the evaluation of teaching.
- 3) Evaluations of teaching shall ensure students' confidentiality, e.g., the students will not be required to provide their name and/or student number.
- 4) Student evaluation of teaching should be student-centred (i.e., ultimately improving the learning experience) and it must provide a mechanism for receiving reliable and valid data from students on a range of topics related to their learning experiences.

- 5) Student Evaluations of Teaching should be administered in every course section at UBC every time it is offered including those offered to undergraduate, graduate and continuing studies students. Exceptions to this requirement are courses of an individual/independent nature (e.g., independent study courses, special research projects, thesis, music studios, etc.) or sections with very small enrollments as defined by each faculty, where other means of obtaining student feedback may be more appropriate.
- 6) A rating scale (when used) of 1–5 should be adopted for all evaluation questions, with 5 being the most positive response.
- 7) In addition to the formal summative evaluations by students, faculty members are strongly encouraged to seek formative feedback during the course, using methods of their own choice.
- 8) Carefully planned dissemination, feedback, and response strategies are needed, so that the data can be used to improve the learning environment.
- 9) Different stakeholder constituencies of the University require different information in order to assess the quality of teaching and provide appropriate support structures that encourage teaching excellence.

IMPLEMENTATION

- 1) A modular, multi-perspective design endorsed in principle by the Senate at its May 2006 meeting shall be adopted to take into account the multiple stakeholders in need of Student Evaluations of Teaching data (students, teachers, departments, faculties, and the University).
- 2) Data can be collected through mechanisms as diverse as traditional paper forms and a centrally administered web-based evaluation platform. Regardless of delivery mechanism, Faculties are responsible for providing certain data to the University on a timely basis for reporting.
- 3) In addition to modules contributed by departments, Faculties and the Provost Office, individual teachers may elect to include a personal module for which the data collected will be confidential to that teacher.
- 4) The instruments used to obtain student evaluations shall carry a copy of this statement:

The University recognizes the importance of high quality teaching for the academic preparation of its students and accordingly requires that teachers be annually evaluated by procedures which include provision for assessments by students. Students are advised that submissions containing malicious or otherwise inappropriate comments will be discarded.

Except for confidential questions used solely for the benefit of an individual teacher, the University will use data from student evaluations of teaching to improve the learning environment of the University. In addition the University will use this data for operational purposes, including but not limited to assessment of faculty for promotion, tenure and institutional recognition.

- 5) Paper forms shall carry an additional statement that:

Students may wish to print their comments to avoid recognition of their handwriting.

ACCESS TO RESULTS OF STUDENT EVALUATIONS OF TEACHING

The Modular approach is intended to provide a means for collecting data in alignment with the needs of stakeholder constituencies. Table 1 depicts who will have access to the data in each module. Note that the teacher of a course will have access to all of the data collected related to his or her teaching during the evaluation whereas the University designate will have direct access only to the University Module results. If there is more than one instructor teaching a course, that individual will have access to his or her own results, but not necessarily those of co-teachers.

Table 1. Representation of who has access to which modules, where the X indicates access to the results of a particular module. See footnotes for details.

	Stakeholder Representative				
	Individual Teacher	Department Head or Designate	Dean/Head of School or Designate	University Designate	Students/AMS
University Module	X	X	X	X	X ¹
Faculty/School Module	X	X	X		
Department Module	X	X	X		
Confidential Teacher Module	X				

1. In compliance with the privacy laws, results for individual instructors will be released only with their consent.

DISSEMINATION OF STUDENT EVALUATIONS OF TEACHING

Student evaluations of teaching shall be disseminated according to the following guidelines:

1. Faculties shall make the University module data available to the Provost Office on an annual basis.
2. Deans, Heads or Directors or their equivalents will have access to all information contained in student evaluations of teaching except for the confidential questions collected at the specific request of individual teachers.
3. Individual teachers participating in a course taught by more than one individual will receive 1) a summary of the course evaluations, 2) numerical rating(s) of their own teaching performance together with any written comments and 3) the average numerical rating of the teaching performance of all other contributors to the course (given for the benefit of peer comparison).¹
4. Teaching assistants will receive: a) numerical rating(s) of their own teaching performance together with any written comments and (b) the average numerical rating of the teaching performance of all other contributors to the course (given for the benefit of peer comparison).
5. Results will not be given to instructors until after they have submitted final marks for the course or courses in which they are being evaluated.
6. Results of the University Module will be made available to students (AMS). Release of results in any public format must comply with privacy regulations stipulated by the Office of University Counsel. Accordingly, no results that can be attributed to an individual teacher will be released without the consent of that instructor.
7. Each Faculty/School will annually provide students with a summary report of the general quality of teaching in their programs.
8. In special circumstances, the University's designate in consultation with the Dean of the relevant Faculty, may choose not to release part or all of the summary data from teaching evaluations to the AMS or other authorized student organization. Examples of what might be withheld include evaluation summaries for:
 - A. faculty in their first year of teaching
 - B. classes with very small numbers of students
 - C. evaluations with very low response rates
 - D. first-time courses given on an experimental basis

Note: In the case of B above, alternate methods of involving students in the evaluation of teaching will have to be used.

ASSIGNMENT OF RESPONSIBILITIES

Student's Responsibilities

The University has repeatedly affirmed the importance of and necessity for students to be able to provide confidential and timely feedback to faculty members regarding their teaching. This feedback comprises part of the information which is used to assess faculty performance, and is considered in reappointment, promotion and tenure decisions. As such, UBC believes that participating in teaching evaluation is a student responsibility which should be approached with due seriousness.

University Administration Responsibilities

The Vice President Academic and Provost shall report annually to Senate on teaching quality, effectiveness, and evaluation, and on the extent to which the university is reaching its learning goals.

The University will support a central repository of information about student evaluation of teaching that contains such things as policy, historical information, best practice guidelines, etc., to facilitate professional development, information gathering, and scholarly discourse as well as avoid duplication of effort.

Faculty & Department/Unit Shared Responsibilities

Deans, Directors and Department Heads will ensure that the Student Evaluations of Teaching and administered according to this policy.

Deans, Directors, Department Heads and members of relevant committees shall review the procedures and instruments for the evaluation of teaching in their units and ensure that they are consistent with the statements made in this policy document.

Each Faculty and Department shall establish clear, written criteria which will be used to assess unsatisfactory teaching performance. These criteria shall be made known to anyone who is working in a teaching capacity (including Teaching Assistants).

¹ In case of sections of courses taught by a large number of instructors, alternative modes of assessment may be used to gather the data, as appropriate.

Deans, Directors and Department Heads shall take action in response to results which show less than satisfactory teaching performance, and a report of such action shall be submitted annually to the Vice President Academic and Provost in the case of Deans and to the Dean in the case of Directors and Heads.

All units shall give serious consideration to establishing a committee whose function is to monitor the processes whereby teaching is evaluated and whose membership includes student representation.

Faculty Level Responsibilities

Each Faculty shall ensure that there is a level of uniformity in the evaluation questionnaires used by individual teaching units to allow the Faculty to make available statistical summary data on overall teaching effectiveness in individual courses.

Each Faculty shall develop policies and procedures that ensure access for their Professors, Instructors and Teaching Assistants to peer-based teaching development programs.

Department Head's or Director's Responsibilities

Heads or Directors of teaching units, or their delegates, shall use the results of teaching evaluations as one component in assessing teaching performance when recommending annual merit/performance salary adjustment increases for faculty, and for the purposes of recommendations concerning tenure and/or promotion.

Heads or Directors of teaching units, or their delegates, shall ensure that all faculty whose teaching is being assessed by students are given the opportunity to provide or withhold consent to their Student Evaluations of Teaching data being released to the students, as stipulated by this policy. However, these data will be used by UBC employees designated with the authority for the assessment of faculty for merit and/or performance adjustment salary awards, promotion, tenure and institutional recognition.

Each unit head must be responsible for ensuring that the criteria are set high enough to motivate teachers to improve the effectiveness of their teaching.

Faculty Member's Responsibilities

Anyone teaching a course at UBC is responsible for familiarizing themselves with the policies and expectations related to student evaluation of teaching.

Anyone teaching a course at UBC is strongly urged to avail themselves of services offered through UBC teaching and scholarly service units (e.g., TAG, Institute for the Scholarship of Teaching and Learning) in order to understand how they can use student evaluations of teaching to inform and improve their teaching practice.

University Module Items

Based on a scale of 1 to 5, where 1 = very poor, 2 = poor, 3 = adequate, 4 = good and 5 = excellent, please rate your instructor on the following:

1. **The clarity of the instructor's expectations of learning.** Good practice indicates that instructors should set high learning expectations for their students and clearly communicate them. This question asks for your overall rating of how clearly your instructor communicated his or her expectations of you.

2. **The fairness of the instructor's assessment of learning (exams, essays, tests, etc)** Some courses are harder than others; you should not expect that every course will challenge you in exactly the same way. However, good teaching practice does mean that the instructor will outline reasonable standards by which you will be assessed. This question asks you to rate how fairly you believe the instructor assessed you based on the standards set for the course.

3. **The instructor's ability to communicate the course objectives and content.** At UBC, you will be exposed to a variety of teaching approaches and classroom situations. Regardless of whether your instructor is delivering a lecture, facilitating an online discussion or answering a question privately (face-to-face or via e-mail), your instructor needs to effectively communicate with you about course objectives, concepts and content. This question asks you to rate how well your instructor communicated with you in matters relevant to the course.

4. **The instructor's ability to inspire interest in the course material.** Good teaching practice encourages students to engage with the course material, activates students' curiosity and challenges them to learn more. This question asks you to rate your instructor's ability to inspire your interest in the course.

5. **The instructor's concern for students' learning.** Instructors demonstrate their concern for students' learning in a variety of ways, including their treatment of students in public and private situations, their responsiveness to student queries and the timeliness of returning student work. This question asks you to rate how well your instructor demonstrated his or her concern for students' learning.

6. **The instructor's overall quality of teaching.** High quality teaching is a sum of many characteristics that make up good teaching practice. This question asks you to reflect on your learning experience as a whole in the course with a particular instructor. How would you rate this instructor's overall quality of teaching?

University of Calgary	
http://www.ucalgary.ca/vpa/USRI/reference-info.htm	
Key Elements of Policy	<ul style="list-style-type: none"> • Universal Student Ratings Of Instruction (1998) • This report details the history of student evaluations at the U of C. • It includes 33 recommendations for developing the instrument and process. • This report and the recommendations were accepted in 1998.
Evaluation Instrument	<ul style="list-style-type: none"> • Universal Student Ratings Of Instruction (USRI) • 12 standard questions
How instructors can use results	<ul style="list-style-type: none"> • There is information for faculty members but it focuses on administrative details like adding comments or finding results rather than on using results to improve teaching
Recommended Resources for instructors	
Information for students	
Publication of results	
Other comments	<ul style="list-style-type: none"> • Students are asked to provide their ID number in order to access demographic details • Legal ownership of evaluation forms and their content lies with the University rather than the Students' Union. • Online since Fall 2005.

- [Online Survey](#)
- [Student Info](#)
- [Administrator Info](#)
- [Academic Staff Info](#)
- [Reference Materials](#)
- [Contact Info](#)

Universal Student Ratings Of Instruction Report and Recommendations

1998-05-06

Introduction

The history of discussions at General Faculties Council (GFC) regarding Student Ratings of Instruction is a lengthy one, going back at least to 1992 (see Chronology of GFC Decisions, Student Ratings of Instruction, 1997-04-24 in [Appendix #1](#)). This report will not attempt to provide all the details of that history. Rather, it will emphasize those decisions which are pertinent to the implementation of a Universal Student Ratings of Instruction Instrument (hereinafter referred to as the Ratings Instrument). In addition the report will also provide pertinent details of the work of the Academic Program Committee's (APC) Implementation Task Force and an estimate of costs for administering the Ratings Instrument annually.

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Background

At its 369th meeting (1992-03-12) GFC approved student evaluations as "one factor on which the evaluation of teaching shall be based," and asserted that "student evaluations shall be required of all academic appointees." Subsequently, at its 389th meeting (1992-03-27) the GFC Executive Committee established the Task Force on Teaching Effectiveness, Evaluations and Procedures. Part of its mandate was to review logistical issues involved with student evaluation forms and departmental procedures on evaluation of teaching.

The report of the Task Force was presented to GFC at its 395th meeting (1994-06-16). GFC approved a set of both General Principles as well as Operating Principles. Two of the General Principles are of significance for this report: 1.) that there should be regular and systematic evaluation and 2.) that it is acknowledged that "students are an essential source of insight into the effectiveness of educators." The Operating Principles directed the VP(A) to work with Deans to develop a systematic set of procedures for administering student teaching evaluations and directed Deans to develop written plans for evaluating teaching in their Faculties. To facilitate this process the VP(A) sent a proposal to all Deans (August 24, 1994) describing a set of five principles upon which the process of evaluation would be based:

1. evaluation of teaching effectiveness will be multi-faceted;
2. evaluation of teaching effectiveness will be used to foster excellence in teaching;
3. the purpose of evaluation shall be to provide formative and summative evaluation for the improvement of teaching and learning;
4. the evaluation process will identify strengths and areas in need of improvement in instruction;
5. evaluation will be an essential element in promotion and tenure decisions.

The proposal also outlined a multi-faceted process consisting of three elements.

1. a mandatory universal set of questions to be administered every time a course is taught by all instructors;
2. the option available for each Faculty or department to include additional questions;
3. the inclusion from time to time of another method of evaluation chosen by the Faculty and approved by the VP(A).

RATING INSTRUCTIONS

- Please rate only the course/course component (lab, lecture, segment, etc.) as requested.
- Base your ratings on your expectations for courses of similar type and size (e.g. large lecture, small lecture, multi-instructor courses, practicum, labs, or distance education courses).
- Please rate each item independently of the others.

	Unacceptable	Very Poor	Poor	Satisfactory	Good	Very Good	Excellent	N/A
1. The overall quality of instruction was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree	N/A
2. The course outline or other descriptive information provided enough detail about the course (e.g., goals, reading list, topics covered, assignments, exams, due dates, grade weightings).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The course as delivered followed the outline and other course descriptive information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The course material was presented in a well-organized manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Student questions and comments were responded to appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The course content was communicated with enthusiasm.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Opportunities for course assistance were available (e.g., instructor office hours, out-of-class appointments, e-mail, telephone, websites).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Students were treated respectfully.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The evaluation methods used for determining the course grade were fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Students' work was graded in a reasonable amount of time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I learned a lot in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The support materials (e.g., readings, audio-visual materials, speakers, field trips, equipment, software, etc.) used in this course helped me to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree	N/A

sample

Dalhousie University	
http://learningandteaching.dal.ca/sri.html	
Key Elements of Policy	<ul style="list-style-type: none"> • Procedures for Collecting, Storing, and Reporting SRI Data • I cannot find any specific policy, but there is information about the procedures related administering the survey, format of the survey, use of written comments, printed reports, storage of original forms, and sample forms.
Evaluation Instrument	<ul style="list-style-type: none"> • Student Ratings of Instruction (SRI) • There are separate quantitative and qualitative (comment) forms.
How instructors can use results	<ul style="list-style-type: none"> • There is a form for summarizing and reporting results.
Recommended Resources for instructors	<ul style="list-style-type: none"> • There is a list of resources about teaching evaluations rather than about improving teaching. This information is provided without any additional context or suggestions on how to use it.
Information for students	
Publication of results	<ul style="list-style-type: none"> • It doesn't appear that the information is published anywhere
Other comments	<ul style="list-style-type: none"> • There are clear rules about dealing with signed (can be used for evaluation but identity is not revealed) and unsigned (for use by instructor only) comments from students.



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Procedures for Collecting, Storing, and Reporting SRI Data

1. Schools and Departments designate a liaison person (usually support staff) who receives a preliminary list of the courses/professors to be rated and sends any corrections to Carol O'Neil, Associate Director (Technology), Centre for Learning and Teaching. This occurs shortly after the last add/drop date in each semester.
2. There are two different questionnaires: one for collecting quantitative data (a scannable "bubble" form) and another for collecting qualitative data (students' written comments). CLT prepares class envelopes containing questionnaires and delivers these to the department. There is one envelope for each professor/class combination (e.g., a class taught by two professors will have two envelopes). Each envelope contains sufficient questionnaires for each registered student.
3. There are strict requirements regarding the processing and distribution of students' written comments and a distinction is made between signed and unsigned comments.
 - *Unsigned comments* are seen by the professor ONLY, are not used by others for any purpose in performance evaluation and are not available to academic administrators.
 - *Signed comments* may be used for performance evaluation but in no case should students' identities be revealed to the instructor.
4. Decisions about Students' Written Comments
 - *Typed versus not typed.* To allay students' fears that an instructor may recognize their handwriting, some departments opt to type the comments. The department, not CLT, does this work. Different forms are provided by CLT for typed or untyped comments.
 - a. If unsigned comments are typed, comments are marked "unsigned" and provided to the instructor ONLY. The originals should be shredded. Untyped originals of unsigned comments may be given to the instructor if the students are advised this will happen.
 - b. If signed comments are typed, students' signatures are deleted and comments are marked "signed." Original forms with signatures are kept in a secure file (e.g., personal file) where students' identities will remain confidential from the instructor.
 - c. If signed comments are untyped, photocopies of the originals, with student names masked, may be given to the instructor. Original forms with signatures are kept in a secure file (e.g.,

personal file) where students' identities will remain confidential from the instructor.

5. *Department versus CLT comment forms.* Departmentally designed forms for students' comments must provide clear direction to students about:

- a. the purpose for which the comments will be used
- b. who will have access to them
- c. when the instructor will receive the comments (that is, not until after the final grades for the course have been submitted)
- d. how student identities will be kept confidential from the instructor

6. The questionnaires are administered any time during the 11th and 12th weeks of the semester; precise timing is up to the instructor. Professors pick up their envelopes from departmental staff, take the envelope to the class, read the instructions to the class, appoint a student volunteer to oversee the process, and leave the room. The instructor is not permitted to be present when the data are being collected. If the department prefers, administrative staff may oversee this process.

7. The student volunteers (or staff) distribute the questionnaires, collect and count the completed questionnaires, and put all completed and unused questionnaires back into the envelope. The envelopes are sealed, signed across the flap, and returned to the departmental office—not to the professor.

8. CLT staff pick up the completed questionnaires in person, then separate the scannable questionnaires from the "comments forms." Comments forms are hand-delivered back to the department/school for typing or photocopying.

9. The bubble questionnaires are scanned, results analyzed, and reports printed. Each professor will receive reports for his/her own classes. Each Director or Head will receive a report for each professor/class combination as well as a separate report that contains departmental means only. This latter department report will also be sent to the Dean.

Only two copies of the reports are printed. Printed reports are distributed in accordance with CLT policy. Additional copies will be generated only at the written request of the faculty member involved; his/her Director, Head, Chair, or Dean; the President; or the Vice-President Academic and Provost. In addition, access to the original computerized database is restricted and information is held in confidence by CLT.

10. The raw data and statistical analysis for each SRI annual cycle (September 1 to August 31) are electronically archived and can be accessed at a later date if necessary, in accordance with CLT policy. The original scannable questionnaires will be kept for 12 months after the August 31 end of the SRI annual cycle in which the forms were completed before they are shredded (e.g., forms completed in September 2005 to August 2006 will be shredded in September 2007).

11. Copies of the qualitative and quantitative questionnaires and a sample SRI report can be viewed at [Forms](#).

Please direct comments and suggestions to Carol O'Neil, Centre for Learning and Teaching,
Phone: 494-1895, Fax: 494-3767, Email: Carol.ONeil@dal.ca



Dalhousie University Student Rating of Instruction Questionnaire

Comments

Department _____ Class _____ Section _____ Instructor _____
(one name only, please)

Read the following carefully before proceeding:

- Please sign the form if you want your comments to be used for tenure, promotion, re-appointment, or other personnel decisions.
- All comments will be typed without your signature before being given to the instructor.
- The original signed version will be kept in a confidential file and will not be seen by your instructor.
- If you choose not to sign, the typed version of your comments will be given only to your instructor.

Please feel free to comment on any aspect of the instruction. You may want to elaborate here on the reasons for your responses to questions 1 to 8 on the questionnaire.

1. What did your instructor do to facilitate your learning in this class or clinical setting?

2. What did your instructor do which hampered your learning in this class or clinical setting?

3. Additional comments:

(Use other side, if necessary)

Signature (Optional, see above)

Université Laval	
http://www.ulaval.ca/sg/reg/Politiques/encadrement.html	
Key Elements of Policy	<ul style="list-style-type: none"> • POLITIQUE D'ENCADREMENT DE L'ÉVALUATION DES ACTIVITÉS D'ENSEIGNEMENT PAR LES ÉTUDIANTS AUX TROIS CYCLES (1997)
Evaluation Instrument	<ul style="list-style-type: none"> • SEVE, EVE and EVEweb
How instructors can use results	<ul style="list-style-type: none"> • There is information about support for instructors.
Recommended Resources for instructors	
Information for students	
Publication of results	
Other comments	

POLITIQUE D'ENCADREMENT DE L'ÉVALUATION DES ACTIVITÉS D'ENSEIGNEMENT PAR LES ÉTUDIANTS AUX TROIS CYCLES

Politique adoptée par le Conseil universitaire à sa séance du 1^{er} avril 1997 (CU-97-81).

La présente politique d'évaluation de l'enseignement s'inscrit dans l'ensemble des actions et des politiques de l'Université Laval qui soutiennent la qualité de la formation aux trois cycles. Il s'agit tantôt de critères de promotion valorisant la fonction enseignement, tantôt d'évaluation périodique des programmes, tantôt de politique d'évaluation des apprentissages, tantôt d'éléments structurants comme le Réseau de valorisation de l'enseignement et les budgets de soutien à la pédagogie.

Son objet est de fournir d'abord aux membres du personnel enseignant, mais aussi aux facultés, aux départements et aux comités de programme, des informations susceptibles d'avoir un impact positif sur la qualité de l'enseignement dont ils ont la responsabilité. Sa visée est d'encadrer le processus d'évaluation de l'enseignement par les étudiants des trois cycles.

La présente politique veut assurer la consolidation du travail déjà entrepris par plusieurs facultés et départements, en concertation avec leurs associations étudiantes; elle se veut aussi la marque d'un engagement collectif qui devrait être complété ultérieurement par une évaluation périodique de l'enseignement par les pairs.

PRINCIPES ET VALEURS

1. L'Université reconnaît sa responsabilité à l'égard de l'enseignement et, de ce fait, son obligation d'en évaluer les différents aspects.
2. Par enseignement, il faut entendre l'ensemble des activités pédagogiques qui contribuent à l'acquisition par les étudiants de connaissances, d'habiletés ou d'attitudes. En corollaire, un apprentissage réussi est fonction de l'engagement des étudiants.
3. L'acte d'enseigner requiert des compétences particulières qu'il est de la responsabilité de l'Université de reconnaître, et dont elle doit favoriser le développement; l'évaluation est une mesure en ce sens.
4. L'Université reconnaît le droit des étudiants de participer à l'évaluation de l'enseignement reçu et de participer à l'élaboration et à l'application de toute politique d'évaluation de l'enseignement.
5. Les responsabilités d'enseignement sont surtout assumées par les professeurs; d'autres catégories de personnel y contribuent, de façon toute particulière les chargés de cours, mais également les maîtres de langue, les responsables de formation pratique, les superviseurs de stage, les auxiliaires d'enseignement, les moniteurs de laboratoires, etc. Dans son esprit, la présente politique s'adresse à chacun d'eux.
6. L'évaluation de l'enseignement peut prendre diverses formes: autoévaluation, évaluation par les étudiants, évaluation par les pairs. Dans tous les cas, son objectif est d'enrichir la relation

professeur-étudiants et d'améliorer la qualité de l'enseignement.

7. Pour que l'évaluation de l'enseignement soit efficace, ses résultats doivent faire l'objet d'un suivi, tant de la part de l'enseignant que du responsable de l'évaluation.

8. Les résultats de l'évaluation sont diffusés dans le respect des règles et conventions en vigueur à l'intérieur comme à l'extérieur de l'Université. En particulier, cette diffusion sera conforme à la loi relative à la protection des renseignements personnels.

OBJETS D'ÉVALUATION

Pour les fins de la présente politique, les compétences en enseignement qui sont objets d'évaluation sont de trois ordres:

les compétences disciplinaires:

- connaissances théoriques et pratiques de la discipline et de l'évolution du domaine d'études
- capacité d'établir des liens entre le cours et les autres composantes du programme

les compétences pédagogiques:

- précision du plan de cours
- efficacité et dynamisme de la communication en classe
- qualité de la documentation écrite
- pertinence de l'évaluation des apprentissages
- disponibilité et qualité de l'encadrement pédagogique

les compétences personnelles:

- respect des personnes
- interaction avec les étudiants et avec les auxiliaires d'enseignement.

DEUX MOMENTS D'ÉVALUATION

Évaluation formative

Réalisée assez tôt dans le déroulement d'un cours ou de toute autre activité pédagogique, une évaluation dite formative vise à poser un premier diagnostic et à pointer des éléments susceptibles d'être améliorés, tant du point de vue du professeur que de celui des étudiants. Le plan de cours doit normalement en indiquer le moment.

L'évaluation formative est sous la responsabilité partagée du professeur ou du chargé de cours et des étudiants et elle peut prendre diverses formes; elle vise à assurer le meilleur déroulement possible de l'activité pédagogique en fonction notamment de ce que prévoit le plan de cours.

Évaluation sommative

Au terme du trimestre, un cours ou toute autre activité pédagogique peut être évalué par les étudiants à l'aide d'un questionnaire. La mise en place ainsi que le bon fonctionnement de cette évaluation sont sous l'autorité de la faculté. Celle-ci peut avoir recours à divers aménagements et en partager la responsabilité avec une de ses instances officiellement reconnues - direction de département, direction de programme ou comité de programme - dans le respect des prérogatives de chacune par rapport à la qualité des cours et des programmes.

Les résultats de l'évaluation sont considérés significatifs si au moins 60% des étudiants inscrits à l'activité ont rempli le questionnaire. Ils sont d'abord transmis par le responsable autorisé, doyen ou directeur du département, au professeur ou au chargé de cours concerné, dans le respect des règles en vigueur.

SUIVI DE L'ÉVALUATION

Il importe que les directeurs de départements et d'écoles, ainsi que les membres des comités de programme, aient accès aux résultats de l'évaluation par les étudiants afin qu'ils puissent en assurer le meilleur suivi possible. Ces personnes devront aller au-delà des résultats purement individuels afin que l'évaluation permette avant tout de considérer les phénomènes à l'échelle d'un programme ou d'un département.

On devra prévoir également la possibilité que soient accessibles à un public plus large des résultats globaux pour une période donnée. L'Université est imputable de la qualité de la formation qu'elle dispense et, lors de l'évaluation périodique de ses programmes, elle doit se donner les moyens d'attester de l'état de santé pédagogique de ceux-ci.

CONTEXTE DES ÉVALUATIONS

Pour être utiles à l'institution, les résultats de l'évaluation de l'enseignement par les étudiants, que cette évaluation soit formative ou sommative, doivent être mis en contexte. Aussi y a-t-il lieu de prévoir la prise en compte de certains éléments susceptibles d'en modifier la perception, par exemple:

- l'expérience et la situation d'emploi de la personne responsable de l'activité pédagogique;
- la complexité ou la nouveauté de la matière à enseigner ou de l'activité pédagogique;
- la nouveauté de la formule pédagogique utilisée;
- la qualité du matériel ou de l'environnement physique disponibles;
- certaines caractéristiques du groupe d'étudiants;
- l'horaire du cours ou de l'activité;
- etc.

Le professeur ou le chargé de cours qui le juge opportun peut remettre au responsable de l'évaluation un document faisant état de l'un ou l'autre élément particulier du contexte.

ACTIVITÉS PÉDAGOGIQUES ÉVALUÉES ET FRÉQUENCE DE L'ÉVALUATION

Toutes les activités pédagogiques dont l'Université est responsable sont sujettes à évaluation, même si leur variété impose certains ajustements. Les comités de programmes et les départements sont invités à se préoccuper en priorité des situations pédagogiques les plus courantes et qui concernent le plus grand nombre d'étudiants, et à établir la périodicité de l'évaluation.

Cependant, sont évalués à chaque occurrence:

- tout nouveau cours ou tout cours existant donné selon une nouvelle formule pédagogique;
- tout cours donné pour la première fois par un professeur ou un chargé de cours;
- tout cours dont la dernière évaluation, de l'avis du responsable autorisé, a révélé des difficultés.

L'évaluation de certains cours ou de certaines activités pédagogiques, notamment aux deuxième et troisième cycles, peut se prêter moins bien au mode d'évaluation décrit ici. Des lignes directrices devront être arrêtées ultérieurement à cet égard, et progressivement implantées.

IMPLANTATION DE LA POLITIQUE

La présente politique prend effet au trimestre suivant son adoption par le Conseil universitaire. Conformément aux principes de gestion reconnus par l'Université, le respect de ses orientations est confié aux facultés. Ces dernières procéderont dans les meilleurs délais à l'identification du ou des responsables et à l'établissement de la périodicité des évaluations.

Au cours des trois années suivant l'adoption de la politique, un comité de suivi institutionnel en

supervisera l'implantation. Il sera composé de deux professeurs et d'un chargé de cours et de trois étudiants dont un de deuxième ou de troisième cycle, nommés par la Vice-rectrice aux études. Le comité fera rapport à la vice-rectrice aux études de l'avancement de l'implantation de la politique à la fin de l'automne 1998.

D'ici là, les unités qui font déjà l'évaluation de l'enseignement poursuivent leurs pratiques actuelles qu'elles ajusteront dès que possible, le cas échéant, aux orientations de la politique.

1997/09

McGill University	
http://www.mcgill.ca/tls/courseevaluations	
Key Elements of Policy	<ul style="list-style-type: none"> • Policy on official end-of-term course evaluations (Jan 2008) - policy, definitions, purpose, scope, content, timing, confidentiality, dissemination, oversight, depository, and required statements.
Evaluation Instrument	<ul style="list-style-type: none"> • Students complete evaluations online. • There are 4 standard questions plus up to 21 additional questions selected by the department and/or instructor (up to 3 questions). • A pool of suggested questions is available.
How instructors can use results	<ul style="list-style-type: none"> • There is advice for instructors on improving completion rates, interpreting results with information on factors that influence ratings (class size, subject area, level, elective or required), contextualizing results, using results to improve teaching and using results for personnel decisions
Recommended Resources for instructors	<ul style="list-style-type: none"> • The information about evaluations is provided on the Teaching and Learning Services web site; however, there are only brief references to the other services provided by this department.
Information for students	<ul style="list-style-type: none"> • There is FAQ page with general information and information for students and faculty.
Publication of results	<ul style="list-style-type: none"> • Results are available to students, staff and faculty through a secure site if there are is a high enough response rate and the instructor gives permission. • Written comments are for the instructor and dean only.
Other comments	<ul style="list-style-type: none"> • Instructors are encouraged to give permission to publish results because it will increase student participation.

Policy on official end-of-term course evaluations

*Approved by Senate on 23rd January 2008
- to be reviewed in 2010*

Policy statement:

1. McGill University values the quality of the courses it offers its students. End-of-term course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience.
2. There shall be a university wide course evaluation system, administered through an agreed upon process, which is the official system for collecting course evaluation data from students for all courses subject to evaluation.

Definitions:

3. "Department" includes School, Institute and a Faculty without departments.
4. "Chair" includes Director and, where appropriate, Dean of a Faculty without departments.
5. "Course evaluations" refers to end-of-term course evaluations.

Purpose:

6. Course evaluations at McGill shall be used for three primary purposes:
 - a) to help instructors improve future offerings of courses;
 - b) to inform students about courses and instructors; and
 - c) as one indicator of teaching effectiveness, which for purposes of promotion and tenure must be interpreted within the larger context of the [Teaching Portfolio](#).
7. It is recommended that individual instructors reflect upon their course evaluations in their annual review and discuss these with a Chair, mentor, or a consultant from Teaching and Learning Services.

Scope:

8. All undergraduate and graduate courses with five (5) or more students shall be evaluated, including lectures, laboratory course teaching and seminars.

Content:

9. The course evaluation questionnaire for each course shall not exceed 25 questions.
10. All course evaluations shall begin with a limited set of core questions defined by the Academic Policy Committee:
 - i. Overall, this is an excellent course.
 - ii. Overall, I learned a great deal from this course.
 - iii. Overall, this instructor is an excellent teacher.
 - iv. Overall, I learned a great deal from this instructor.
11. All questions shall be answered on a 1-5 scale where 1=Strongly disagree, 5=Strongly agree and 3=Neutral.
12. Each academic unit may select up to 21 additional questions. Units are encouraged to select these from the attached pool of recommended questions (Appendix A).

13. In multiple instructor courses, each instructor will be evaluated. Students should not have to respond to more than three (3) instructor specific questions for each instructor.
14. Teaching assistants (TAs) may be evaluated as part of the course evaluation process. Instructors shall share results of TA questions with TAs as one way to help them improve their teaching abilities. Students should not have to respond to more than three (3) TA specific questions for each teaching assistant.

Timing

15. Evaluations in regularly scheduled courses shall normally be completed before the start of the examination period. In some circumstances, the Faculty may adjust the evaluation dates. In all cases, course evaluations shall be completed before grades are submitted.
16. Results shall not be disclosed to the instructor before final grades in each course taught by the instructor have been submitted and processed.

Confidentiality

17. All submitted course evaluation results shall be anonymous.
18. Written evaluations in the form of comments shall be considered confidential to the instructor and the Chair of the department, or the Dean in the case of courses taught by a Chair or in Faculties without departments.

Dissemination

19. Numeric results of course evaluations shall be made available to the McGill community, provided two conditions are met:
 - a) the instructor has granted permission to allow access.
 - b) an adequate response rate has been received, as follows:

Class size	Response rate (%)
5-11	minimum 5 responses
12-30	at least 40%
31-100	at least 35%
101-200	at least 30%
201 or more	at least 25%

20. Students shall also have access to course evaluations from previous terms, provided the two conditions for dissemination have been met and no formal change in content or instructor has occurred.

Oversight

21. The Office of the Provost shall be responsible for ensuring that the principles in this policy are applied. Each Department is responsible for implementing the course evaluation procedure consistent with the University administrative practices.

Depository

22. There shall be a university wide depository for the course evaluation questionnaires used in each department. An agreed upon system will serve as the depository.

Required statements

23. The following statement concerning the purpose, uses, utility, and mode of accessibility of course evaluations shall be put at the top of every course evaluation questionnaire by the University:

"Subject to certain limitations, end-of-term course evaluation results are to be accessible to the McGill community. A statistical summary of responses will be used:

- a) to help instructors improve future offerings of courses;*
- b) to inform students about courses and instructors;*
- c) as one indicator of teaching effectiveness, which for purposes of promotion and tenure must be interpreted within the larger context of the [Teaching Portfolio](#).*

Any written comments will be used to provide useful information (e.g., suggested improvements) to the instructor and Chair/Director of the academic unit but will not be available to the McGill community.

Course evaluations are completely anonymous.

Moreover, summary results are not available to an instructor until the final grades for the course have been submitted and approved."

24. The following statement shall be put, by the University, at the top of course evaluation results that are disseminated to students:

"End-of-term course evaluations results are used:

- a) to help instructors improve future offerings of courses;*
- b) to inform students about courses and instructors; and*
- c) as one indicator of teaching effectiveness for purposes of promotion and tenure.*

Written comments are treated as confidential and are not made available to the McGill community."

<i>"Total number of completed evaluations</i>	<i>xx</i>
<i>Total enrolment in course</i>	<i>xx</i>
<i>Response rate</i>	<i>xx%"</i>



Recommended Pool of Questions

Respect for students

- The general climate in this course was good for learning.
- The course respected diverse ways of learning.
- The instructor demonstrated respect for individual differences (e.g. gender, race, religion etc.)
- The instructor related to students in ways that promoted mutual respect.

Communicating expectations

- The course objectives were clearly explained.
- In general, the level of difficulty in this course was appropriate.
- Expectations for learning in this course were clearly communicated.
- The instructor told us what we could expect to learn as a result of taking this course.
- The instructor set high but attainable expectations for this course.

Active engagement

- There was a collaborative atmosphere in this course.
- The assignments engaged me in learning.
- Students were invited to share their ideas and knowledge.
- The instructor encouraged students to actively participate.
- The instructor provided adequate opportunities for questions and discussion during class time.

Interaction with faculty members

- The instructor was helpful to students seeking advice.
- The instructor was available to students outside of class.
- The instructor had a genuine interest in individual students.
- Considering class size, the instructor was available for individual consultation.

Evaluation/Feedback to students

- The evaluation methods used in this course were fair and appropriate.
- Feedback on course assignments contributed to my learning.
- The instructor provided useful feedback on my progress in the course.
- The instructor graded student work promptly, considering the size of the class, and provided helpful comments and feedback where appropriate.

Cohesion

- The course content matched the course objectives.
- The learning activities were well integrated into the course.
- There was close agreement between the stated course objectives and what was actually covered.
- The assignments in the course were clearly related to the course goals.
- The evaluation methods reflected the important aspects of the course.

Enthusiasm / Interest

- In this course, I felt motivated to learn.
- As a result of this course, I have greater appreciation for this field of study.
- The instructor stimulated my interest in the course.
- The instructor's use of examples and illustrations helped to heighten my interest.

Organization

- Course materials were presented in an organized manner.
- The course outline was consistently followed.
- As the course progressed the instructor showed how each topic fit into the course as a whole.
- The instructor conducted class sessions in an organized manner.

Clarity

- Overall, the instructor's explanations were clear and understandable.
- The course objectives were clearly explained.
- The instructor explained concepts clearly and understandably.
- The requirements of the course (projects, papers, exams) were adequately explained.
- The instructor summarized material in a way that helped me remember.

Learning activities and resources

- The course materials (e.g., readings, lecture notes, in-class exercises) contributed to learning the subject matter.
- The physical facilities provided for this course were appropriate (e.g., classroom/lab space, structure, furnishings).
- The instructor used effective teaching aids.
- The instructor's use of teaching technology (e.g., WebCT, audio-visual presentations, PowerPoint presentations, email) was effective and appropriate.

Administrative/Context

- Approximately how often have you attended the classes in this course?
- Did you attend the section in which you were registered? If you changed section, please state your reason why.

Questionnaires & templates

Course evaluation questionnaires & templates

Each Faculty will determine whether a Faculty-wide questionnaire will be used. If yes, the Faculty liaison will submit the questionnaires with a message to that effect. If individual academic units set their own questionnaire, then each departmental liaison will send the default questionnaires to the [Mercury system administrator](#) for entry in Mercury. Note that there can be different default questionnaires for different course types, e.g., lectures and labs. The default questionnaire will be used as is for all the courses in the academic unit and cannot be edited by the Department/Faculty and instructor.

The course evaluation questionnaire for each course should not exceed 25 questions. The questionnaires are prepared on the basis of four sections:

1. Statement about the purpose, uses, utility, and mode of accessibility
2. Four core questions defined by the Academic Policy Committee
3. Additional questions (up to 21 questions)
4. Written comments (optional)

If authorised by the academic unit, individual instructors may customize their course evaluations by submitting additional questions which pertain directly to their course. A maximum of three (3) questions is allowed as long as the total does not exceed 25 questions. Instructors should send the additional questions to their designated [Mercury Department Liaison](#) to be inserted in the course evaluation questionnaire.

For questions on how to design questionnaires, please consult with the course evaluation administrators by sending an email to [Mercury Info](#).

The purpose, uses, utility, and mode of accessibility

"Subject to certain limitations, end-of-term course evaluation results are to be accessible to the McGill community. A statistical summary of responses will be used:

- a. to help instructors improve future offerings of courses;
- b. to inform students about courses and instructors;
- c. as one indicator of teaching effectiveness, which for purposes of promotion and tenure, must be interpreted within the larger context of the [Teaching Portfolio](#).

Any written comments will be used to provide useful information (e.g., suggested improvements) to the instructor and Chair/Director of the academic unit but will not be available to the McGill community.

Course evaluations are completely anonymous.

Moreover, summary results are not available to an instructor until the final grades for

the course have been submitted and approved."

Four Core questions

1. Overall, this is an excellent course.
2. Overall, I learned a great deal from this course.
3. Overall, this instructor is an excellent teacher.
4. Overall, I learned a great deal from this instructor.

Additional questions (*up to 21 questions*)

It is suggested that each academic unit may select up to 21 additional questions from the [recommended pool of questions](#) when designing their course evaluations. Alternatively, each academic unit may choose to develop up to 21 questions of their own.

It is intended that the list of up to 21 questions address the 10 domains as equitably as possible, consistent with the priorities of each academic unit.

All questions should be answered on a 1-5 scale where 1 = Strongly disagree, 5 = Strongly agree and 3 = Neutral.

Written comments (*optional*)

Academic unit can ask for written comments from students. Any written comments that students choose to include will be used, as is, to provide useful information (e.g. suggested improvements) to the instructor and the Chair/Director of the academic unit and will not be available to other students.

Templates and Sample Questionnaires

Coming soon!

Teaching and Learning Services (TLS) [[Unit detail](#)]

Suite MS-12, McLennan Library Building, 3459 McTavish Street [[Map](#)]

Montreal, Quebec H3A 1Y1

Tel.: 514-398-6648 | Fax: 514-398-8465 | [[Email](#)]

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Page last updated:

Apr. 7, 2008 at 10:32 AM

McMaster University	
http://www.mcmaster.ca/senate/academic/teachexc.htm	
Key Elements of Policy	<ul style="list-style-type: none"> • The guidelines for student evaluations are part of the Policy for Teaching Excellence (1994), which includes information about rewards and recognition, peer evaluation, professional development and quality assurance. • The section about teaching evaluation focuses on developing questionnaires, scope of evaluation, ensuring the instructor is not part of the process, and how results will be reported and used.
Evaluation Instrument	<ul style="list-style-type: none"> • Each faculty develops its own standardized evaluation tool.
How instructors can use results	<ul style="list-style-type: none"> • A sample report is provided online.
Recommended Resources for instructors	<ul style="list-style-type: none"> • There is a process in place for reviewing and refining courses where instructors can get feedback on a course and support from the Centre for Leadership and Learning.
Information for students	
Publication of results	
Other comments	<ul style="list-style-type: none"> • Results are used primarily for personnel decisions. • There is no mention of using results to improve the quality of teaching or to help students select courses.

McMASTER UNIVERSITY

Complete Policy Title: **POLICY ON THE ENCOURAGEMENT OF TEACHING EXCELLENCE**

Policy Number (if applicable): **SPS 10**

Approved by: **Senate**

Date of Most Recent Approval: **February 9, 1994**

Revision Date(s): **November 10, 1993**

Position Responsible for Developing **University Secretariat**
and Maintaining the Policy:

Contact Department: [University Secretariat](#)

DISCLAIMER: *If there is a discrepancy between this electronic policy and the written copy held by the Policy owner, the written copy prevails.*

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-

PREAMBLE

This document has evolved from and supersedes the 1980 "*University Policy on the Encouragement of Teaching Excellence by Means of the Evaluation of Teaching*". The procedures and guidelines contained in this document are also, in part, an implementation of the 1992 "*McMaster University Revised Policy and Regulations with Respect to Academic Appointment, Tenure and Promotion*". In addition, they incorporate much of the spirit and many of the recommendations of the 1992 report of the University Committee on Teaching and Learning entitled, "*Recognition and Reward of Teaching at McMaster University*" as well as parts of the 1993 report of the Senate Task Force on Quality Assurance.

I. Rewards and Recognition for Good Teaching

The University provides a number of incentives for good teaching, including promotion through the professorial ranks, the granting of tenure, salary increments based on merit, and University teaching awards (the President's Awards). In addition to providing incentives, these processes allow opportunities for the improvement of teaching through formal and informal feedback. Such feedback is particularly important for new faculty, at the beginning of their teaching careers, where it can and should provide a useful contribution to the development of teaching skills.

Assessment of teaching for salary review occurs throughout the career of all faculty, and assessment for promotion and tenure touches all faculty at the appropriate stages of their careers. The general expectations regarding teaching effectiveness and illustrations of how this can be evaluated are contained in Section III, clauses 4 to 8 of the "*Policy and Regulations with Respect to Academic*

Appointment, Tenure and Promotion". Procedures for such assessments are described below. In general, they involve two components, assessment by students and assessment by peers. The process of peer assessment is a cooperative one, involving the faculty member and the department chair and possibly other departmental colleagues and/or external assessors. In the following two sections, guidelines are presented for each of these two kinds of assessment.

II. Guidelines for Student Evaluations

Over the past decade, every department in the University has developed considerable experience in the formulation, administration and interpretation of student evaluation questionnaires. In recent years, some consensus has developed, at least within Faculties, regarding the form that such questionnaires should take. The following guidelines are intended to consolidate this consensus and to prescribe uniform procedures for the administration of student questionnaires. It is the responsibility of the Dean of each Faculty to ensure that these guidelines are followed.

1. Each Faculty shall develop and maintain a standard, Faculty-wide student evaluation questionnaire. If necessary, this questionnaire may be customized for individual departments, maintaining a common format.
2. All courses should be evaluated. Student evaluation by questionnaire shall be performed for every undergraduate course (including summer courses), toward the end of the course, every time the course is offered. Students should be informed at the beginning of each course that they will be expected to participate in these evaluations. The same evaluation procedure may be used for graduate courses, or the students may be interviewed by a representative of the department chair.
3. It should be made clear to the students that the instructor is not involved in the administration or the analysis of student questionnaires. Questionnaires should be distributed and collected during class time by someone other than the instructor. The instructor shall not be present during this procedure. Completed questionnaires should be returned by someone other than the instructor to the departmental office.
4. Information from the questionnaires will be consolidated by the department into a report, consisting of a tabulation of numerical data on the form containing the questions, together with an evaluative summary of written comments. A copy of this report will be used by the department as input for promotion, tenure, and/or salary reviews, and a copy will be given to the instructor after the final grades have been submitted.

III. Guidelines for Peer Evaluation of Teaching Peer evaluation is done by the department chair or a delegate of the department chair by means of interviews with the instructor and, where appropriate, with students and colleagues. It may also involve attending one or more classes of the instructor under review. In addition, some departments may choose to make use of external reviewers. These formal reviews of teaching are part of the tenure and promotion process. However, they should also be performed periodically for purposes of salary review.

In order to be effective, peer review requires some degree of self-evaluation by the instructor as well as the collection by the instructor of relevant information and material. This information and material should be organized into a "teaching portfolio", which is primarily intended for use in the interview with the chair or the chair's representative. Alternatively, it should be possible, when appropriate, to organize this material into a package which could be sent out to an external reviewer. Advice about what kinds of material might usefully be incorporated into a teaching portfolio is available to instructors from the Instructional Development Centre. However, to a good approximation, this portfolio should contain whatever information is felt to be relevant to a review of the instructor's teaching accomplishments and effectiveness, such as course outlines, copies of examinations, etc. A departmental interviewer should insure that all material that the instructor feels is relevant is

discussed in the interview. Evaluation may also involve interviews by peers with undergraduate students, graduate students, and/or colleagues. Interviews with graduate students should address the question of the effectiveness of the instructor in graduate thesis supervision. Each department should develop a format for student interviews which is similar in spirit to the faculty's student questionnaire.

The result of the interviews with the instructor, students and colleagues and input, if any, from external reviewers, is a peer evaluation report which is used by the department as input to salary, promotion and tenure decisions and recommendations. This report should contain the names of students and colleagues interviewed, although particular comments should not, in general, be attributed to individuals. In the case of promotion and tenure, the peer evaluation report, together with the results of student questionnaires, form the basis of the teaching section of the departmental recommendation to the Faculty tenure and promotion committee. Under the 1992 tenure and promotion policy, the instructor is to be provided "...with an opportunity to comment on or make an explanation about any evaluation of the candidate's teaching which is part of the departmental submission".

The direct input of a candidate into the promotion and tenure case is through the candidate's *curriculum vitae*. Each *curriculum vitae* should contain a Teaching Section describing teaching duties performed, courses developed, graduate students supervised, innovations in teaching, research and/or publications on teaching and learning, and professional development activities related to teaching.

VIII Curriculum Development, Professional Development and Educational Research

Curriculum development, enhancement of teaching and supervisory skills, and educational research are all important components of a faculty member's job. Each of these activities requires time and resources which should be recognized and budgeted for by departments. In general, time and effort spent on the development of new teaching methods, courses and/or programmes should be consistent with a departmental strategy for the evolution of its educational offerings. In this context, assignments to develop new courses, labs etc. should be viewed in the same light as other educational activities, such as lecturing. Ultimately, of course, it is the responsibility of the department chair to assign teaching duties to faculty. Depending on its resources and priorities, a department may or may not wish to invest in new initiatives at any given time. However, the operative principle is that, when such initiatives are undertaken, the time spent on them should be recognized as part of the teaching contribution of the faculty members involved.

In some cases, a faculty member may wish to undertake educational research or professional educational development of potential value to the University as part or all of the project for a research leave. Such a proposal is eligible for consideration under the Research Leave Policy, provided that the faculty member meets all other criteria.

IX. Assurance of Educational Quality

The responsibility for ensuring and continually improving the quality of educational programmes is shared by departments, Faculty Deans and by the governing bodies of the University, the Senate and the Board of Governors. The following two paragraphs address methods for programme evaluation, (A) by departments and (B) by the Deans and governing bodies.

- A. In addition to monitoring the teaching performance of individual faculty members by the means described in Sections II and III above, each department or Faculty should have in place procedures for programme evaluation whereby graduating students, both undergraduate and graduate, are surveyed or interviewed regarding their overall

experience with and impressions of the effectiveness of the teaching programme. A record should be kept of these students' plans and career aspirations and of how they can be contacted in the future. These surveys or interviews should be followed up by a second survey, 3 to 5 years after graduation, of at least a sample of each graduating class. The results of these surveys and interviews should be used by the department or Faculty for programme evaluation and improvement, and they should be made available, in summary form, for use by internal university reviewers.

- B. The primary mechanism by which the quality of the educational programmes of departments is monitored is through periodic internal reviews conducted under the auspices of the Board-Senate Committee on Academic Planning. The following policies are intended to supplement the procedures which are currently in place for such reviews.
1. The review process should be open and transparent. All participants should be asked to provide comments during the review and on the draft report before final recommendations are made. All those affected by the outcome of the review should participate, including faculty, staff, and undergraduate and graduate students.
 2. The review panel should study the reports on teaching by individual faculty members which are the subject of Sections II and III above. They should also refer to the results of interviews of graduating students and alumni, described above, and they should themselves interview some current students and alumni regarding the effectiveness of the overall teaching programme of the department.
 3. Based on the final report, the reviewing body and the Dean should agree on a set of recommendations to be implemented, and the agreed-upon set of recommendations should be made public. The Dean is responsible for the implementation of these recommendations and will report periodically on the progress of this implementation until it is agreed that the implementation is complete.
-

Université de Montréal	
http://www.cefes.umontreal.ca/evaluation_enseignement/eval_enseignement.html	
Key Elements of Policy	<ul style="list-style-type: none"> • Politique relative à l'évaluation de l'enseignement (1974) • A more recent report (2001) provides further recommendations about making teaching evaluations more systematic.
Evaluation Instrument	<ul style="list-style-type: none"> • Instruments are developed by departments and reviewed every 5 years with faculty and students input. • Instruments are approved by the CEFES, so a member of that office should be involved in the review.
How instructors can use results	<ul style="list-style-type: none"> • Instructors are reminded that results should be considered in light of the goal of the study, which is improve teaching. • Information about interpreting results is provided, and a section about following through on results is forthcoming.
Recommended Resources for instructors	
Information for students	
Publication of results	<ul style="list-style-type: none"> • Information is used for both improving teaching and making personnel decisions. It is not published.
Other comments	

PERSONNEL ENSEIGNANT

Numéro : 50.9

Page 1 de 4

POLITIQUE RELATIVE À
L'ÉVALUATION DE L'ENSEIGNEMENT

Adoption

Date :
1974-02-25

Délibération :
AU-501-1.2

Modifications

Date :

Délibération :

Article(s) :

Attendu que lors de l'évaluation des activités d'un professeur aux fins de promotion, l'on doit considérer que les critères de promotion sont complémentaires et,

Attendu qu'il y a lieu lors de cette évaluation de tenir compte non seulement des aspects mesurables de ces activités mais également des apports impondérables d'un professeur à sa tâche.

A. ÉVALUATION DE L'ENSEIGNEMENT

I. PRINCIPES

Recommandation 1

Que soit affirmée et reconnue la nécessité d'une évaluation, constante de l'enseignement universitaire.

Recommandation 2

Que l'évaluation de l'enseignement de chaque professeur se fasse suivant un processus continu et dynamique.

Recommandation 3

Que soit affirmé et respecté le but de cette évaluation, qui est d'améliorer l'enseignement et de favoriser chez l'étudiant un meilleur apprentissage.

II. APPLICATIONS

Recommandation 4

Que l'Université favorise et développe par divers moyens (v.g. séminaires, stages, rencontres, expériences), l'intérêt des professeurs pour l'amélioration de l'enseignement et assure l'assistance pédagogique aux nouveaux professeurs.

PERSONNEL ENSEIGNANT

Numéro : 50.9

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POLIIITIQUE RELATIVE À
L'ÉVALUATION DE L'ENSEIGNEMENT

Adoption

Date :
1974-02-25

Délibération :
AU-501-1.2

Modifications

Date :

Délibération :

Article(s) :

Recommandation 5

Qu'il y ait dans l'Université, notamment à l'intérieur du Service d'aide à l'enseignement et à la disposition des départements et des professeurs, des conseillers spécialisés en pédagogie et en évaluation de l'enseignement.

Recommandation 6

Que l'Université définisse les objectifs de ses programmes et de ses cours d'autant plus que ces définitions sont utiles à l'évaluation de l'enseignement.

Recommandation 7

Que les professeurs d'un même département, assistés au besoin de conseillers spécialisés, adoptent des processus et des méthodes d'évaluation de l'enseignement à partir des objectifs définis et compte tenu des méthodes d'enseignement qui peuvent varier beaucoup, selon le cours, le professeur, l'année...

Recommandation 8

Que le doyen ou le directeur de département veuille à ce que soit faite une mise à jour annuelle de l'évaluation de l'enseignement de chaque professeur et consigne au dossier de celui-ci les éléments pertinents de l'évaluation.

Recommandation 9

Que ce dossier puisse comprendre l'évaluation par les étudiants ainsi que d'autres rapports d'évaluation comme celui du professeur lui-même, celui des collègues, celui du directeur de département ou du doyen suivant ce qui aura été établi par les professeurs du département conformément à la recommandation 7.

PERSONNEL ENSEIGNANT

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POLIIITIQUE RELATIVE À
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Date :
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AU-501-1.2

Modifications

Date :

Délibération :

Article(s) :

Recommandation 10

Que les différents rapports d'évaluation fassent clairement état des dates et de la fréquence de l'évaluation et des circonstances particulières, s'il y a lieu, ainsi que des moyens employés, tant les moyens spécifiques à différents types d'enseignement que les moyens généraux applicables à tous, ceux-ci devant être clairement définis avant chaque période d'évaluation.

Recommandation 11

Que chaque professeur ait accès à son dossier d'évaluation, atteste annuellement qu'il en a pris connaissance et puisse y ajouter toutes pièces qu'il juge utiles.

Recommandation 12

Que, pour fins de promotion, l'évaluation de l'enseignement soit basée sur le dossier cumulatif du professeur depuis la dernière promotion et sur un rapport-synthèse préparé par un comité présidé par le doyen ou par le directeur de département et composé de trois membres nommés par l'assemblée de département ou de faculté.

Recommandation 13

Que le professeur qui est candidat à la promotion ait accès à ce dossier cumulatif et au rapport-synthèse et, qu'après y avoir ajouté ses commentaires, s'il le désire, il atteste en avoir pris connaissance.

PERSONNEL ENSEIGNANT

Numéro : 50.9

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POLIIITIQUE RELATIVE À
L'ÉVALUATION DE L'ENSEIGNEMENT

Adoption

Date :
1974-02-25

Délibération :
AU-501-1.2

Modifications

Date :

Délibération :

Article(s) :

B. ÉVALUATION DE LA RECHERCHE

Recommandation 14

Que, dans le prolongement de ces travaux, soit confié au Comité du statut du corps professoral le soin de proposer des critères et des moyens qui permettraient au Comité des promotions d'évaluer de façon plus claire et plus précise la qualité des activités de recherche d'un professeur et le degré de son rayonnement intérieur et extérieur; que l'étude relative à l'évaluation de la qualité des activités de recherche se fasse en étroite collaboration avec le Comité de la recherche; que le Comité du statut du corps professoral présente ensuite un rapport global sur l'évaluation des activités des professeurs aux fins de promotion, lequel rapport devrait intégrer et harmoniser les différentes tendances du présent rapport.

University of Ottawa	
http://www.evaluation.uottawa.ca	
Key Elements of Policy	<ul style="list-style-type: none"> • No policy statement. • The closest document is the Statement on Teaching and Learning (2007).
Evaluation Instrument	<ul style="list-style-type: none"> • Instructors can customize the survey with up to 10 questions from a bank of questions.
How instructors can use results	
Recommended Resources for instructors	<ul style="list-style-type: none"> • Instructors are referred to the Centre for University Teaching for more resources.
Information for students	
Publication of results	<ul style="list-style-type: none"> • There are numerous reports prepared, each with a different audience. One report is available to students and faculty members through a secure site.
Other comments	

Proposed revised version of the Statement on Teaching and Learning

At the University of Ottawa, student learning is our focus. Providing exceptional learning opportunities for every student is a duty. Therefore, the University is committed to supporting our educators – regular professors, part-time professors, teaching assistants, clinical and graduate supervisors and all others engaged in teaching and mentoring our students – in exploring and developing best practices in teaching, in supporting curriculum changes that focus on improving student learning and in nurturing a work environment where teaching and learning are discussed and valued. We recognize that excellence in this domain is demonstrated through many means, both inside and outside the university classroom.

The University commits itself to providing support for all teaching staff to acquire and apply best practices in instruction, and endeavors to recognize a comprehensive range of accomplishments related to teaching.

The University views teaching and learning as being of equal importance to all other job-related activities when making tenure and promotion decisions.

More specifically, to reach these goals, the University of Ottawa will:

- Actively support the creation of teaching and learning innovations in ways that enable their integration into our ongoing teaching practices;
- Facilitate and support curriculum transformation efforts that demonstrate a clear focus on student learning;
- Support new approaches to classroom instruction grounded in sound pedagogical approaches or theories;
- Nurture teaching communities in its academic disciplines;
- Integrate our part-time professors and teaching assistants as full participants in our teaching communities;
- Support professional development for the improvement of teaching at a scale that meets the needs of the teaching community;
- Provide the best possible physical, virtual and administrative environment to achieve more effective teaching and learning. This includes comfortable classrooms for educators and students, access to proper equipment, materials and other means to achieve excellence in teaching;
- Evaluate teaching and programs to foster a culture of continuous improvement in students' learning experience;
- Establish evaluation techniques to best identify various measures of exceptional teaching at all levels, including teaching assistants;
- Nurture a culture where research on university teaching and student learning is supported, valued, shared and recognized in the tenure and promotion process;
- Recognize a broad range of contributions and demonstrated excellence in teaching through awards, promotions and work load adjustments.

Revised - August 2007

Queen's University	
http://www.queensu.ca/registrar/usat	
Key Elements of Policy	<ul style="list-style-type: none"> • The "policy" is section 29.3 of the Queen's University Faculty Association (QUFA) Collective Agreement (2005-2008). • University Survey of Student Assessment of Teaching (USAT) - format of evaluation survey, students' anonymity, administration, reporting results, and explaining statistical terms used in reports.
Evaluation Instrument	<ul style="list-style-type: none"> • University Survey of Student Assessment of Teaching (USAT) - 4 university-wide evaluation items, up to 7 department-chosen items, and up to 10 instructor-chosen items from a bank of 200 questions
How instructors can use results	<ul style="list-style-type: none"> • While the web site says results are used to improve teaching, the majority of the information provided describes how they are used for personnel decisions.
Recommended Resources for instructors	
Information for students	<ul style="list-style-type: none"> • There is a web page explain how students can "make their results count." • Students are responsible for getting the packages and administering the surveys.
Publication of results	<ul style="list-style-type: none"> • Results are available to students through a secure site. • In 06/07 58% of instructors gave permission to share their results. • Results for university and dept. questions are sent to dean, dept head and students' associations.
Other comments	<ul style="list-style-type: none"> • A study was done to compare completion rates at different points in the term. Week 10 was the part of the term that produced the highest completion rates.

ARTICLE 29
ASSESSMENT AND EVALUATION OF TEACHING

- (e) Data from students including USAT per Article [29.3](#) and the Member's Course Survey per Article [29.4](#), letters and testimonials;
- (f) A record of the faculty Member's special contribution to teaching including teaching awards, publications and presentations, instructional development grants, participation in conferences and seminars on education/pedagogy, and other such evidence as the Member deems appropriate.

29.3 University Survey of Student Assessment of Teaching (USAT)

- 29.3.1 The current University Survey of Student Assessment of Teaching (USAT) shall be used by the University in the assessment of Members' teaching performance until replaced by a new/revised instrument(s) as approved by the Parties. A Committee created under the Memorandum of Agreement (Appendix [E](#)) shall conduct this review and make recommendations to the JCAA. Members may also submit results from any pilot test arising from the review of the USAT by the Committee. The USAT shall comprise a set of standard questions, and the Member shall also have an opportunity to add questions to the quantitative section of the survey. All questions in the USAT shall conform to the requirements of Article [9](#) and Article [14](#). The USAT shall also provide opportunity for signed written comments from students.
- 29.3.2 The USAT form, with the exception of any written comments, shall not be signed by the student.
- 29.3.3 The USAT shall be administered through the Office of the University Registrar, and in such a way as to afford all the students in a given course or class a reasonable chance to respond.
- 29.3.4 The USAT shall be conducted within the last three (3) weeks of the course and announced at least one (1) class in advance on a date determined by the faculty member responsible for the course in consultation with the students. In courses with multiple instructors, a separate USAT survey shall be conducted for each instructor responsible for a major block of time. Such surveys may be grouped at the end of the course or administered at the end of the block given by an instructor to be assessed, as appropriate. The USAT form shall be distributed and collected and returned by someone other than the Member, who shall leave the room during the surveying process. After the surveys have been completed, they shall be placed in a sealed

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envelope. This envelope shall not be opened until the final marks for the class have been submitted to the appropriate administrative office.

29.3.5 Quantitative responses to the questionnaires shall be sent to the Member, the Department Head (if applicable) and the appropriate Dean(s) after the data have been converted into a report and following the submission of final grades. The report shall contain aggregated responses to each quantitative question, with the mean, standard deviation, frequency and number of eligible respondents calculated. Student responses to the University's questionnaire shall be aggregated in such a way as to present a fair and accurate picture of the opinions of the respondents. The report shall be placed in the Member's Official File.

29.3.6 The University shall provide an explanatory note of the statistical terms used in Article [29.3.5](#) to individuals charged with assessment and evaluation of a Member's teaching.

29.3.7 Written comments shall be sent only to the Member, and the University will take the appropriate measures to ensure that only the Member receives such responses.

29.3.8 Data and statistical measures derived from surveys which conform to the provisions of Article [29.3.5](#), and which have been placed in the Member's Official File shall be used in the University's assessment of a Member's teaching performance.

29.4 **Member's Course Survey**

29.4.1 In order to improve course design and/or teaching effectiveness, a Member may conduct a written survey in her/his classes, provided that the students consent to participate and provided that the procedures of the survey protect student confidentiality and are carried out in a way which prevents confusion with the USAT evaluation.

29.4.2 Member's course surveys are not for the same purposes as the USAT and shall not be used in its stead, in whole or in part. Nonetheless, a Member may submit the Member's course survey as part of the material to be examined in the assessment and evaluation of the Member's teaching performance, provided that full details of the instrument and its administration are included.

University of Toronto	
Key Elements of Policy	<ul style="list-style-type: none"> • I can't find a specific policy on evaluation. The policy about promotion mentions that applicants need to provide results of their student evaluations in their teaching dossier.
Evaluation Instrument	<ul style="list-style-type: none"> •
How instructors can use results	<ul style="list-style-type: none"> •
Recommended Resources for instructors	<ul style="list-style-type: none"> •
Information for students	<ul style="list-style-type: none"> •
Publication of results	<ul style="list-style-type: none"> • The Arts and Science Students' Union produces an "anti-calendar" with quantitative and qualitative information from course evaluations.
Other comments	<ul style="list-style-type: none"> •

University of Waterloo	
http://www.adm.uwaterloo.ca/infosec/Policies/policy77.htm	
Key Elements of Policy	<ul style="list-style-type: none"> • Tenure and Promotion of Faculty Members (2000) - affirms the need for student feedback on teaching
Evaluation Instrument	<ul style="list-style-type: none"> •
How instructors can use results	<ul style="list-style-type: none"> •
Recommended Resources for instructors	<ul style="list-style-type: none"> •
Information for students	<ul style="list-style-type: none"> •
Publication of results	<ul style="list-style-type: none"> •
Other comments	<ul style="list-style-type: none"> •

Policy 77 -- Tenure and Promotion of Faculty Members

Established: June 6, 2000

Class: F

1. INTRODUCTION

Universities exist to develop society's intellectual resources and to preserve its intellectual traditions. Their primary functions are to preserve, evaluate, develop and transmit knowledge, intellectual skills and culture. The modern university is expected to provide intellectual leadership to society, to contribute in a major way to the coordination of knowledge and the development of artistic, philosophical, scientific and technological ideas, and to provide a fertile intellectual environment in which new knowledge and ideas can evolve. To achieve these goals, faculty members must be effective and committed teachers and scholars, constantly striving to expand and communicate their knowledge, ideas and understanding for the benefit of society.

Tenure. Tenure is meant to provide institutional support for academic freedom (see the Article on Academic Freedom in the Memorandum of Agreement between the University and the Faculty Association). The pursuit and dissemination of knowledge and the attainment of understanding through scholarship and teaching, which are essential functions of a university, occur best in an atmosphere in which free inquiry and discussion are fostered. Free inquiry may at times bring a faculty member into conflict with society, governments or the University itself. Tenure provides security of employment against pressures that might arise from such conflicts, in the belief that the University and society at large benefit from honest judgments and independent criticisms rendered by scholars who are free from fear of possible consequences that might arise from giving offense to powerful individuals or groups.

Tenure provides stability for both individual faculty members and the University. Tenure provides a faculty member with an environment conducive to long-term scholarly work. The University, for its part, is assured of a continuing group of teachers and scholars committed to the University, around which it can plan and from whom it can draw its academic leadership.

Professional Conduct. All faculty members are expected to conduct themselves in relations with colleagues, staff and students across the University in such a way as to promote the academic well-being of all concerned. Faculty members should avoid denigrating the character and professional competence of others, and should pass judgment on the work of colleagues only in the proper academic forums. Further, they should refrain from actions that prevent others from pursuing their legitimate activities and should strive to be helpful, readily contributing their time and expertise for the

overall benefit of the academic community.

2. PERFORMANCE STANDARDS

The standards outlined here guide all decisions made at each stage of a regular faculty appointment, beginning with the original decision to hire. Because these standards are intended to apply university-wide to faculty members engaged in complex intellectual endeavours, they cannot be expressed in absolute quantitative terms. Nonetheless, they do provide a framework around which qualitative judgments can be made by academic administrators and by those serving on tenure and promotion committees.

The University expects all faculty members to maintain high standards in all aspects of their university work. To this end, the University exercises judgments on performance in the basic areas of a faculty member's academic responsibilities: teaching, scholarship and service. Such judgments must be made with the greatest possible care and fairness as they are reflected in decisions regarding salary, reappointment, tenure and promotion.

It is the responsibility of department Chairs to assess the performance of each regular faculty member annually, to provide a written performance review and to be available to discuss it upon request. Performance reviews are especially important in helping new faculty members gauge their progress towards meeting the standards for reappointment and tenure. Annual performance reviews form part of the evidence in tenure and promotion considerations, together with reports from external referees and more extensive career reviews carried out by the Department Tenure and Promotion Committee (DTPC).

Teaching. The purpose of teaching is to facilitate learning. Thus, effective teaching draws the strands of a field together in a way that provides coherence and meaning, places what is known in context, lays the groundwork for future learning, and opens the way for connections between the known and the unknown. High-quality teaching is an important goal of the University. All regular faculty members are expected to contribute to undergraduate teaching and, where possible, to contribute to graduate teaching and to participate in project/thesis supervision.

University teaching encompasses a wide range of activities. It takes many different forms (e.g., undergraduate and graduate courses, graduate seminars, distance education, project and thesis supervision), has many different components (e.g., lectures, tutorials, setting and grading of assignments and examinations, interaction with students outside the classroom, curriculum development), and can occur in many different environments (e.g., large lecture theatres, small seminar rooms, off-campus short courses and workshops, clinics, laboratories, one-on-one supervision).

In all of their teaching activities, faculty members are expected to be fair in the evaluation of student work and constructive in their comments. They are expected to be available to students for interviews and consultations outside the classroom at reasonable times. They must always respect the integrity of their students and carefully avoid any exploitation of them for private advantage. They must maintain strict confidentiality with regard to students' personal lives and political and religious views. They must comment on academic progress and provide judgments on character only to appropriate persons and in appropriate circumstances, and must always be as fair and as objective as possible when making assessments and providing letters of reference.

Scholarship. University teaching is informed and enriched by the research and scholarship of the professoriate. The University expects its regular faculty members to be active participants in the evolution of their disciplines and professions, to keep academic programs and courses current with developments in their fields, and to communicate both their discoveries and their commitment to scholarship and research. Where feasible, faculty members are expected to seek external funding to support their scholarly work.

Scholarship may take several equally valuable forms. One is the discovery of new knowledge, which may differ from discipline to discipline, and includes the generation of new concepts, ideas, principles and theories. A second form involves the innovative coordination, synthesis or integration of knowledge. This type of scholarship seeks and promotes understanding in a broader context by organizing knowledge in a new and useful way, by illustrating new relationships between the parts and the whole, by relating the past in a new way to the present and future, or by demonstrating new and significant patterns of meaning. Scholarship may also be observed in new and useful applications. Indeed, significant new applications of knowledge to the problems of society represent important scholarly contributions. Novel applications may take many forms, such as creative writing, design, fine and performing arts, clinical practice, and the discovery, development and transfer of technology for societal benefit. Peer-reviewed research with respect to pedagogy and peer-reviewed research with respect to innovative teaching also constitute scholarly activity.

Although any of these scholarly activities may be carried out on a confidential basis, the expectation of the University is for communicated scholarship. In general, only work that is accessible for peer review or professional adjudication can be considered in assessing scholarship for performance reviews, tenure or promotion. Regardless of the discipline and type of scholarship, the key ingredients are the originality, quality and impact of the scholarly work.

Faculty members are expected to meet the ethical standards for scholarship in their particular fields of endeavour; to observe the University's guidelines and policies with respect to ethical conduct in research; and more generally, to act with integrity, truthfulness and honesty in the conduct and communication of their scholarly work.

Service. In addition to their primary duties of teaching and scholarship, regular faculty members have a responsibility to participate in the effective functioning of the University through service on committees, student advising, coordination of activities and in administrative positions. It is important that all faculty members be willing to assist with administrative duties when their help is needed. Many faculty members also provide valuable service to groups outside the University, such as disciplinary or professional organizations, conferences, journals and granting councils. Community service related to a faculty member's scholarly activities is normally considered as service to the University.

3. PERFORMANCE ASSESSMENT

Peer assessment of teaching, scholarship and service forms the basis for determining the suitability of a faculty member for the granting of tenure or for promotion to Professor. Insofar as possible, tenure and promotion committees shall base their assessments on evidence that is first-hand and direct.

Assessment of Teaching. Teaching quality should be assessed broadly using evidence gathered from as many sources as practicable. Responsibility for providing documentary evidence on teaching rests with the candidate and, to a lesser degree, with the department Chair. A teaching dossier developed by the candidate may be the most effective way of assembling this information.

Classroom performance may be judged in terms of preparation, organization of subject matter, currency of course material, presentation skills, ability to stimulate student interest and scholarship, suitability of assignments and examinations, and willingness to provide individual feedback and help outside the classroom. Student course evaluations are an important source of information, but they should be supplemented with peer evaluation of teaching skills, course content and course materials.

University teaching involves much more than classroom performance and, hence, it is important to develop a fair assessment of competence and effectiveness across the candidate's full spectrum of teaching activities. Contributions to project and thesis supervision, graduate seminars, oral and thesis examinations, and curriculum development are all relevant in assessing overall teaching activity. The opinions of current and former students can be of value if solicited on a systematic basis.

Assessment of Scholarship. The University relies primarily on external referees and members of the DTPC to judge a candidate's scholarly record. Although the University looks for evidence of active continuing scholarship, the volume of scholarly output is less important than its quality, originality and impact.

A candidate for tenure or promotion must provide examples of her/his scholarly work for examination by referees and the DTPC. The candidate is responsible for documenting contributions made to team research and jointly authored work. Joint work with students supervised by the candidate should be identified. The candidate must also provide an overview of her/his scholarly work to date, information about work in progress and a general indication of future plans.

High quality contributions to the synthesis of knowledge (e.g., books, monographs, review articles) and to non-traditional forms of scholarship (e.g., artistic exhibitions and performances, innovative design) can provide direct evidence of effective scholarship. Consulting reports and planning documents that are accessible for peer review may also be submitted as evidence of a candidate's scholarly contributions.

Other evidence of activity and standing as a scholar includes supervision of student research, invitations to present "keynote" addresses, election to and awards received from professional and disciplinary societies, service as a referee for journals and granting councils, and membership on government or professional committees.

The primary assessment of quality, originality and impact is made by referees and DTPC members on the basis of examining examples of the candidate's work. Other less direct indicators include the rigor of the review processes for journals and conferences in which the candidate has published, the standards of publishing houses for books, and the extent to which other scholars have made reference to the work. In areas such as the fine and performing arts, similar information may be derived from the prestige of exhibitions and performances to which the candidate has contributed, professional reviews and the receipt of awards or prizes.