

Policy on Use of Teaching Dossiers in Faculty Evaluation & University-Wide Instrument for Student Evaluation of Teachers and Courses

Recommended: That Senate approve the Policy on Use of Teaching Dossiers in Faculty Evaluation and the University-Wide Instrument for Student Evaluation of Teachers and Courses as advanced by the Provost's Advisory Committee on Teaching and Learning (PACTL).

Background:

Appendix 1 contains the proposed Policy on Use of Teaching Dossiers in Faculty Evaluation. **Appendix 2** contains the proposed University-Wide Instrument for Student Evaluation of Teachers and Courses. Both proposals were developed by the Provost's Advisory Committee on Teaching and Learning.

Senate Agenda
June 27, 1997

EXHIBIT IV
Appendix 1

POLICY ON USE OF TEACHING DOSSIERS IN FACULTY EVALUATION

Consistent with the recommendation of *Leadership in Learning*, Western's strategic plan, and the Provost's Advisory Committee on Faculty Evaluation and Development, it is recommended that Senate adopt the proposed policy on the contents and use of teaching dossiers. The use of the teaching dossier will ensure that faculty members who are being considered for promotion and tenure receive a fair and thorough evaluation of their teaching contributions which comprise a very significant component of their academic performance.

The recommendations outlined in this document were approved by the Senate Committee on University Planning in its May, 1996 meeting and have been reviewed to ensure that they are consistent with existing promotion and tenure procedures.

The Use of Teaching Dossiers in Faculty Evaluation

To provide a more complete and comprehensive method of evaluating teaching for faculty personnel decisions at The University of Western Ontario, the Provost's Advisory Committee on Teaching and Learning recommends that:

- (1) teaching dossiers be part of the required documentation for evaluation of teaching the University of Western Ontario
- (2) full teaching dossiers be used only for decisions on faculty tenure and promotion and for teaching award nominations, and not **required** for annual performance appraisal or salary adjustments
- (3) the teaching dossier represent one component only of the total dossier considered by promotion and tenure committees
- (4) the contents of teaching dossiers conform to the guidelines outlined below
- (5) the maximum length of teaching dossiers be 35 pages, including a maximum of 20 pages of appendices
- (6) sample teaching dossiers be made available by the Educational Development Office

- (7) policies and procedures relating to teaching dossiers be reviewed on a regular basis

CONTENTS OF UWO TEACHING DOSSIER

Teaching Responsibilities

- list of all courses or segments of courses taught in the past 7 years (or since initial appointment), plus a description of your role therein and the level of assistance provided by your department or faculty. (In the case of promotion, the dossier should cover the period since the last promotion.) **(Required)**
- course outlines (maximum length 5 pages each) for all courses taught in the past 2 years **(Required)**
- list of all students supervised, including graduate and undergraduate theses, independent study, and practicum supervision **(Required)**
- list of academic advising duties for past 5 years **(Optional)**

Teaching Philosophy

- a succinct, clearly reasoned statement of your personal beliefs about teaching and how these have influenced your choice of teaching methods, i.e., an explanation of why you do what you do .. maximum length 1/2 page **(Recommended)**

Teaching Innovations

- description of novel teaching methods or curriculum material that you have developed, including textbooks, lab manuals, assignments, computer software, and materials for courses in mediated learning modes .. maximum length 1 page **(Recommended)**
- contributions you have made to development of new courses or revision of existing courses **(Optional)**
- evidence of impact or effectiveness of above innovations .. for example, data from program evaluation studies or letters of support from colleagues, students, or curriculum experts **(Optional)**

* Categories designated as *Required* would be included in all teaching dossiers submitted for tenure and promotion purposes, whereas categories designated *Recommended* are advisable but not mandatory, and *Optional* categories are included if material is available and deemed appropriate by individual departments or faculty members.

UNIVERSITY-WIDE INSTRUMENT FOR STUDENT EVALUATION OF TEACHERS AND COURSES

The recommendations outlined in this document were approved by the Senate Committee on University Planning in its May 1996 meeting.

Pursuant to Recommendation 1.7 of *Leadership in Learning*, the University's strategic plan, the Provost's Advisory Committee on Teaching and Learning (PACTL) recommends that the attached evaluation form be adopted as the standard, university-wide instrument for student evaluation of teaching in undergraduate courses at The University of Western Ontario. Data from this instrument could be used in relevant sections

of a faculty member's teaching dossier, and in addition, could provide useful feedback on teaching to instructors and unit heads. Although it is anticipated that the proposed instrument would be used on a campus-wide basis for annual performance assessment and promotion and tenure purposes, individual faculties and departments would be free to supplement the standard evaluation form as they see fit.

PACTL believes that the proposed evaluation form has the following advantages: (1) it assesses a wide range of teacher characteristics, e.g., clarity, organization, availability for consultation, and fairness of exams; (2) it uses a 7-point "evaluation" rating scale that provides more definitive information and allows more room for variation than the typical 5-point, agree-disagree rating scale in current use; (3) it provides information on student characteristics, such as class attendance and expected grade, that might be useful to promotion and tenure committees in interpreting evaluation results; and (4) it includes supplementary written comments on instructor and course quality that are intended to provide useful diagnostic feedback to instructors, unit heads, and curriculum committees.

PACTL recommends that the proposed university-wide evaluation form be administered according to the following guidelines:

1. The evaluation form will be administered at the beginning of a regular class period during the last three weeks of the academic term.
2. The instructor will be absent from the classroom during the administration of the evaluation form and students will respond anonymously.
3. Results based on a minimum of 5 respondents per instructor will be distributed to appropriate parties (as defined below) only after final course grades have been submitted to the Registrar. If there are less than 5 respondents, analysis and reporting of data as described in Section 5 will be suppressed.
4. Data from Sections 1 and 2 of the evaluation form will be provided to the instructor and to the Chair and/or Dean for use in performance appraisal and promotion and tenure decisions.
5. Data from Sections 2 and 3 of the evaluation form will be published by the University and made available to the University Students' Council for distribution to students for purposes of course selection.
6. Data from Section 4 of the evaluation form will be provided to the instructor only for purposes of teaching improvement.
7. Data from Sections 3 and 5 of the Evaluation Form will be made available to the instructor and Chair and/or Dean for the purposes of course improvement.

The proposed university-wide instrument for student evaluation of teachers and courses will ensure a standard format for the gathering of student feedback about instructors and courses (exclusive of clinical teaching undertaken in the Faculty of Medicine). In order to facilitate the analysis and distribution of these data, the Office of Institutional Planning and Budgeting will assume responsibility for processing the data and making the raw data available to faculties for their own analyses. The Office of the Registrar will work with the University Students' Council to ensure that data for all courses and instructors are available electronically for the USC's distribution.

Evidence of Teaching Effectiveness

Classroom Teaching

- graphical or tabular summary of formal student ratings for all questions related to teaching

effectiveness for all courses taught at UWO, or all courses taught in the last 7 years, whichever is less ..maximum length 3 pages (**Required**)

- letters from students, parents, former students, or employers of former students .. letters should be designated as solicited, or unsolicited, and if solicited, the letter of solicitation should be included. (**Inclusion of solicited letters is required. Inclusion of unsolicited letters is optional.**)
- colleague evaluations based on direct observation of classroom teaching .. maximum length, 2 pages (total) colleague observers should be selected by mutual consent of the faculty member and the Chair or Dean (**Recommended**)
- objective indicators of amount learned by students ... for example, mean student performance on a committee-graded or objectively scored final examination in a multi-section course (**Optional**)
- evidence of student success attributable, in part, to your teaching .. for example, awards, acceptance for advanced study (**Optional**)

Course Content and Course Management

- colleague evaluations based on analysis of course documents and materials such as course outlines, assignments, and sample graded essays or exams .. maximum length 2 pages (total) .. colleague evaluators should be selected by mutual consent of faculty member and Chair or Dean (**Recommended**)
- formal student ratings of course (as opposed to instructor) quality or impact (**Optional**)

Student Supervision

- letters from former undergraduate or graduate students for whom you served as thesis, research, or practicum supervisor .. maximum length 4 pages (total) .. letters should be designated as solicited or unsolicited, and if solicited, the letter of solicitation should be included. (**Inclusion of solicited letters is required. Inclusion of unsolicited letters is optional**)
- evidence of student success attributable in part to your supervision .. for example, awards, appointments, publications, acceptance for advanced study (**Optional**)

Prior Recognition

- teaching awards or nominations (**Optional**)
- invitations to teach or contribute curriculum materials to other institutions or departments (**Optional**)

Professional Development

- brief description of steps taken to improve your teaching, including workshops and seminars attended, courses completed, and peer consultation (**Optional**)

Educational Leadership

- membership on curriculum or educational policy and planning committees (**Optional**)
- membership on committees responsible for evaluating or improving teaching (**Optional**)

- delivery of formal faculty development programs .. for example, running workshops, serving as peer consultant or faculty development specialist (*Optional*)

Research on Teaching

- papers published or presented on teaching or curriculum issues, including articles proposing or evaluating new teaching methods or curriculum developments (*Optional*)
 - informal, unpublished research on teaching (*Optional*)
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Section 4 - Supplementary Comments on the Instructor

Please use the space below to provide supplementary written comments ^{for} on the instructor. For example, you may wish to explain the reasons for your numerical ratings or provide specific suggestions for improving instruction. Your comments will not be given to the instructor until final grades have been submitted to the Registrar.

Section 5 - Supplementary Comments on the Course

Please use the space below to provide supplementary written comments on the course. If possible, please try to indicate what you liked best about the course and what aspects of the course need to be improved. Your comments will not be given to the instructor until final grades have been submitted to the Registrar.